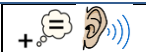

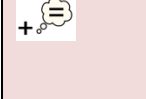
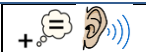

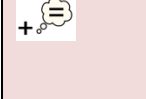
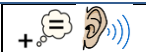

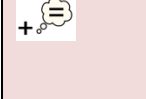


<p>Writing</p>	<p>Non-Fiction: Persuasion Model Text: A book for the ages Poetry: Breakfast Time</p> <p>Transcription</p> <ul style="list-style-type: none"> • Inverted commas to punctuate direct/quoted speech • Use the diagonal and horizontal strokes that are needed to join letters: know which letters are best left un-joined, particularly when adjacent to certain other letters • clauses, subordinate clause and conjunctions <p>Composition</p> <ul style="list-style-type: none"> • Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] • Paragraphing to group each 'clump' of information. • Subordinate clauses as a tool for adding further detail and information at different points in the sentence. • Further useful persuasive tools: direct forms of address; use of informal language; boasting and exaggeration; patterns of three; address the reader 							
<p>Reading</p>	<p>Class Text: Podkin One-Ear & The Great Revelation</p> <p>Comprehension</p> <ul style="list-style-type: none"> • Use of language including figurative: the role of specific language and vocabulary choices, including in use of dialogue, and how this feeds into the 'world building' of Kieran Larwood. How does this combine to create meaning? • Structure/plot: characters going on a journey – problems along the way plus overarching problem. Draw connection to other narratives within this genre and style. • Main themes/ideas: 'Authors often share messages or ideas beneath the surface of their stories; good readers try to uncover them' (week 5 & 6): good vs evil; family; friendship; courage over fear; loyalty and love over cruelty and a thirst for power 							
<p>SPAG</p>	<table border="1"> <tr> <td data-bbox="292 1176 438 1227">  </td> <td data-bbox="454 1176 944 1227"> -ment, -ness, -ful, -less, -ly </td> </tr> <tr> <td data-bbox="292 1227 438 1279">  </td> <td data-bbox="454 1227 944 1279"> -ly to create adverbs (+ exceptions) </td> </tr> <tr> <td data-bbox="292 1279 438 1377">  </td> <td data-bbox="454 1279 944 1377"> accident(ally), actual(ly), complete(ly), extreme(ly), important(ly), natural(ly), occasion(ally), particular(ly), possible(ly), probably, recent(ly), regular(ly), separate(ly) </td> </tr> </table>		-ment, -ness, -ful, -less, -ly		-ly to create adverbs (+ exceptions)		accident(ally), actual(ly), complete(ly), extreme(ly), important(ly), natural(ly), occasion(ally), particular(ly), possible(ly), probably, recent(ly), regular(ly), separate(ly)	
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<p>Mathematics</p>	<p>Fractions:</p> <ul style="list-style-type: none"> • Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Solve problems that involve all of the above. <p>Measurements - Mass and capacity:</p> <ul style="list-style-type: none"> • Measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml) <p>Measurement - Length and perimeter:</p> <ul style="list-style-type: none"> • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). • Measure the perimeter of simple 2D shapes. <p>Arithmetic:</p> <ul style="list-style-type: none"> • To know how to add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction 							



Medium Term Plan
Year 3 – Term 4 – 2025/2026

	<ul style="list-style-type: none"> To know how to write and calculate mathematical statements for multiplication and division using the multiplication tables that pupils know, including for two-digit numbers times one-digit numbers, To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
Science	<p>Rocks</p> <ul style="list-style-type: none"> To know that rocks can be grouped based on their appearance and simple physical properties. To be able to classify rocks according to whether they have grains, crystals or layers. That rocks form in different ways (metamorphic, sedimentary and igneous) To know that different groups of rock have their own unique appearance and set of physical properties. To know that rocks have different properties, and these relate to how they are formed. That some rocks are permeable, and some rocks are impermeable. That some rocks are more durable than other rocks. To know that the things we use rocks for, relate to their differing properties. To know how fossils are formed. That there is a body of scientists who share work as Mary Anning did. To know that soils are made from rocks and organic matter.
Religious Education	<p><u>Why are festivals important to religious communities?(Christians and Muslims)</u></p> <ul style="list-style-type: none"> That we all have times when we celebrate significant events/times. That believers’ express different festivals through stories, symbols, sounds and rituals. That there are similarities and differences in the way festivals are celebrated between different religions - Pentecost (receiving of the Holy Spirit), Easter, Eid (reflection and repentance) -prayer, family gatherings, reflection and forgiveness, fasting and light. To ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid, Harvest, Pentecost). To reflect on the deeper meanings of festivals. (Is love stronger than death -Easter? Does fasting make you a better person? - Ramadan and Eid-al-Fitr; Lent). To suggest and reflect on what is worth remembering or celebrating in religious communities and their lives. (should we keep the real meaning of festivals or have shops taken over?; should people be allowed a day off for their festivals?; what are the best ways to recall important events and bring communities together?)
Physical Education	<p>Handball</p> <ul style="list-style-type: none"> To use a variety of throwing techniques with increasing success in game situations. To catch a ball passed to them using one and two hands with increasing success. To receive a ball using different parts of the foot under pressure. To strike a ball using varying techniques with increasing accuracy. To create and use space with some success in game situations. To use simple tactics to help their team score or gain possession. <p>FOREST SCHOOL – Explore and conserve</p>
Computing	<p>Online Safety:</p> <ul style="list-style-type: none"> That not all information on the internet is true. The terms belief, opinion and fact. They can use key phrases within a search engine to produce accurate results.

	<ul style="list-style-type: none"> • When they need ask for permission. • That they need to ask permission before sharing online. • That others may feel upset if they share about them online without permission. • How different online activities can affect my emotions. • How to report concerns when they are upset and what privacy settings are. • That devices can communicate with one another to share personal information. • What autocomplete is and how to choose the best suggestion • What social media platforms are used for. • Why social media platforms are age-restricted. • Can list some top tips on using social media platforms for people to stay safe.
<p>Geography</p>	<p>Geographical Knowledge</p> <ul style="list-style-type: none"> • To locate most of the counties of the UK. • That England, Scotland, Northern Ireland and Wales are divided into counties, which are responsible for urban planning, roads and traffic, firefighting, refuse disposal, education and libraries. • To name and locate East Anglia, the North West and South East of England. • To compare areas within the UK in terms of human and physical geography. <p>East Anglia</p> <ul style="list-style-type: none"> • That East Anglia is UK's most important area for commercial arable farming • How its low-lying land, fertile soils and warm climate are ideal for crops. • That tourism, e.g. holiday homes and camping – are important to the region. • That it was a rich wool region medieval times. • That East Anglia has a low population, although this is changing. (Extend children by considering why this might be the case.) <p>The North West</p> <ul style="list-style-type: none"> • That Scafell Pike is a mountain and Windermere is a lake in the Lake District. • That the Lake District is bounded to the east by the Pennines and to the west by the Irish Sea.
<p>RSHE</p>	<p>Health and Wellbeing (Term 4)</p> <ul style="list-style-type: none"> • That their choices and decisions will have good or not so good consequences and that they must consider these before making a real informed choice. • School rules about health and safety and where and how to get help. • Basic emergency aid procedures, including for bleeding; burns; severe allergic reactions; head injuries; asthma attacks and choking. • What a social media platform is and how to keep safe on a social media platform (using SMART rules). • The differences between male and female bodies (SRE lesson 1) • To differentiate between the terms 'risk', 'danger' and 'hazard', knowing that a risk is a situation involving exposure to danger, a hazard is a potential source of danger, and danger is the possibility of suffering harm or injury. • That when they are faced with a new situation that makes them feel uncomfortable they need to ask themselves: what are the risks involved; what might the outcome be; am I, or is anyone else, in danger? • To recognise when and how to ask for help and use basic techniques for resisting pressure.
<p>DT</p>	<p>Making Photograph Frames</p> <ul style="list-style-type: none"> • identify how everyday free-standing objects have been made stable

	<ul style="list-style-type: none"> • identify the different components of a photograph frame • compare photograph frames and talk about their features • describe ways of making strong and stable structures • describe different techniques for strengthening and joining paper • experiment with different strengthening and joining techniques • describe ways of making strong and stable structures • select and use appropriate strengthening and joining techniques <p>Design</p> <ul style="list-style-type: none"> • apply what they have learnt about making stable structures in their design ideas • design a photograph frame that would be suitable for a particular purpose • describe how they will make their finished product of a high quality <p>Make</p> <ul style="list-style-type: none"> • follow a design to create a photograph frame • create a strong and stable structure • suggest ways in which they could improve their finished product <p>Evaluate</p> <ul style="list-style-type: none"> • Evaluate their finished product • Suggest ways in which they would change their design if they were to make their photograph frame again • Assess how well their finished product meets the original design criteria
<p>Primary Languages – Spanish (across terms 3 and 4)</p>	<p>La Fecha (The Date)</p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • To remember, recall and spell the seven days of the week. • To remember, recall and spell the twelve months of the year. • To remember, recall and spell numbers 1-31. • To use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date and when their birthday is. • How to ask the date (<i>¿Qué fecha es hoy?</i>) and reply using 'today it is...' (<i>hoy es...</i>) • How to ask when someone's birthday is using '<i>¿Cuándo es tu cumpleaños?</i>' and reply using '<i>Mi cumpleaños es el...</i>' • That being able to communicate with people from around the globe is an important life skill. <p><u>Grammar:</u></p> <ul style="list-style-type: none"> • That months of the year in Spanish don't use a capital letter unless used at the start of the sentence. • That ordinal numbers aren't used in Spanish.