

Medium Term Plan

Year 3 - North America Class - Term 1 2025/26

	Week Beginning 1/9 <i>1/9-Staff Dev Day</i>	Week Beginning 8/9	Week Beginning 15/9	Week Beginning 22/9	Week Beginning 29/9	Week Beginning 6/10	Week Beginning 13/10
English	<u>Stone Age Boy</u> by Satoshi Kitamura. - Power of reading (History links) <i>Diary</i> As a speaker, I can explore a character through drama.	<u>Stone Age Boy</u> by Satoshi Kitamura. - Power of reading (History links) <i>Description</i> As a writer, I can... write a description	<u>Stone Age Boy</u> by Satoshi Kitamura. - Power of reading (History links) <i>Narrative</i> As a writer I can... extend a range of sentences with more	<u>Stone Age Boy</u> by Satoshi Kitamura. - Power of reading (History links) <i>Narrative continued</i> As a writer I can... *Design a character for my story.	<u>How to Wash a Woolly Mammoth</u> By Michelle Robinson and Kate Hindley As a writer I can... *Compose a series of questions about a text.	<u>How to Wash a Woolly Mammoth</u> By Michelle Robinson and Kate Hindley <i>Instructions</i> As a writer I can...	<u>How to Wash a Woolly Mammoth</u> By Michelle Robinson and Kate Hindley <i>Instructions</i> As a writer, I can compose a set of

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	<p>As a writer I can...</p> <p>recognise the features of a diary.</p> <p>write a diary entry from a different viewpoint.</p>	<p>using expanded noun phrases.</p> <p>As a reader I can predict what might happen from details stated and implied.</p> <p>As a writer I am learning to write from a character's viewpoint. (Diary entry in character as Om)</p>	<p>than one clause, using a range of conjunctions.</p> <p>(when, if, because, although)</p> <p>*As a writer I will research information and plan a story based on the one read.</p>	<p>* Use direct speech punctuated correctly with inverted commas.</p> <p>*Follow my story plan to write my own story inspired by the class text.</p> <p>Evaluate and edit my story in order to improve it.</p>	<p>As a reader I can sequence a story and retell it.</p> <p>I can identify time openers and verbs.</p> <p>As a writer I can use adverbs in a sentence.</p>	<p>*Identify the features of a set of instructions.</p> <p>Plan and draft a set of instructions. (Include time openers, verbs and adverbs)</p>	<p>instructions and edit for improvement.</p> <p>As a speaker, I can read my final instructions with clarity and expression.</p> <p>Poetry</p> <p>As a writer I can compose a poem describing a woolly mammoth</p>
Maths	<p>Place value</p> <p>As a mathematician I can...</p> <p>Represent numbers to 100</p> <p>Partition numbers to 100</p> <p>Identify, represent and estimate numbers using different representations.</p>	<p>Place value</p> <p>As a mathematician I can...</p> <p>Represent numbers to 1,000.</p> <p>Read and write numbers up to 1,000 in numerals and in words.</p> <p>Recognise the place value of each digit in a 3-digit number</p>	<p>Place value</p> <p>As a mathematician I can...</p> <p>Recognise the place value of each digit in a 3-digit number (hundreds, tens, ones)</p> <p>Find 1, 10 or 100 more or less than a given number.</p> <p>Identify, represent and estimate</p>	<p>Place Value</p> <p>As a mathematician I can...</p> <p>Compare and order numbers up to 1,000</p> <p>Count from zero in multiples of 50.</p> <p>Addition and Subtraction</p> <p>Add and subtract numbers mentally, including:</p>	<p>Addition and Subtraction</p> <p>As a mathematician I can...</p> <p>Add and subtract numbers mentally, including:</p> <p>a 3-digit number and ones</p> <p>a 3-digit number and tens</p> <p>a 3-digit number and hundreds.</p>	<p>Addition and Subtraction</p> <p>As a mathematician I can...</p> <p>Add and subtract numbers mentally, including:</p> <p>a 3-digit number and ones</p> <p>a 3-digit number and tens</p> <p>a 3-digit number and hundreds</p>	<p>Addition and Subtraction</p> <p>As a mathematician I can...</p> <p>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction (no exchange)</p>

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	Read and write numbers up to 1,000 in numerals and words.	(hundreds, tens, ones) Partition numbers to 1,000 in different ways (flexible partitioning).	numbers using different representations (e.g. numberline) Estimate numbers along a numberline to 1,000.	a 3-digit number and ones a 3-digit number and tens .	Explore the effect of adding or subtracting 1s, 10s or 100s to or from any 3-digit number Add ones across a ten.	Add tens across a 100 Subtract ones across a ten Subtract tens across a 100	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
Science Kent Scheme Forces & Magnets	What is a contact force? I understand that pushes and pulls are both examples of a contact force.	How do different surfaces affect the movement of objects? I understand that friction is a contact force that affects the movement of objects by acting in the opposite direction of the moving object.	What is a magnet and how do they work? I understand that magnetism is a non-contact force & that magnets have two poles that may attract or repel.	What materials are attracted to a magnet? I know that metals containing iron, steel and nickel will be attracted to a magnet.	Do all magnets have the same strength? I know magnets come in different forms and have different strengths.	Assess and review	Follow up from assessment
Computing Kapow! Computer systems & Networks 1:Networks	What is a network? As a computer user I recognise what a network is.	A file's journey As a computer user I can demonstrate how information moves around a network.	How does a website work? As a computer user I can demonstrate how a website works.	Routers As a computer user I can explore the role of a router.	What is packet data? As a computer user I can identify the role of packet data.	Block for Design and Technology project	Block for Design and Technology project
RE People of God: What is it like to follow God?		What do Christians believe was God's covenant with Noah? Tell and act out the story of Noah from Genesis 6:5-9:17	Why might a covenant or a pact be helpful? I can make links between the story of Noah and how we live in our school and the wider world.	Why do Christians make promises to each other and to God at wedding ceremonies? I can identify symbols in a Christian wedding	What was it like for Abraham and Sarah to follow God? I know that Jewish and Christian people believe God made a covenant with Abraham.	Why might a Christian give something up to follow God? I can think of things Christians might give up and the rewards they might receive in doing so.	How far do ideas of covenant, promises and following God make a difference in the world today?

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		I can consider the roles and responsibilities given to Noah I can think about what it was like for Noah and his family to follow God.	I can suggest ideas for a more harmonious environment.	ceremony and what the significance is. I can make links between the promises in the story of Noah and the promises that Christians make at a wedding ceremony.	I can make links between the story of Abraham and the concept of faith.	I recognise the work done by the Salvation Army showing love for God and other people. I can give my views on why a Christian might give something up to follow God.	
PE 1 Cricket (Get Set 4 P.E.)	As a sportsperson, develop overarm throwing and catching.	As a sportsperson, develop underarm bowling.	As a sportsperson, I know how to grip the bat and develop my batting technique.	As a sportsperson, develop the batting technique.	As a sportsperson, field a ball using a two-handed pick up and a short barrier.	As a sportsperson, develop an overarm bowling technique.	As a sportsperson, I can play the role of bowler, batter, wicket keeper and fielder in a game.
PE 2	Taught by specialist teacher (Elite)						
PSHE- Jigsaw- Being me in my world	Getting to know each other. I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals	Our nightmare school I can face new challenges positively, make responsible choices and ask for help when I need it	Our dream school I understand why rules are needed and how they relate to rights and responsibilities	Rewards and consequences I understand that my actions affect myself and others and I care about other people's feelings	Our learning charter I can make responsible choices and take action	Owning our learning charter. I understand my actions affect others and try to see things from their points of view	Block for Design and Technology project
French	As a French speaker I can greet people in different ways. I can say hello for different times of the day.	As a French speaker I can exchange names in French. I can introduce	As a French speaker I can discuss how I'm feeling. I can use 'comment ca va' as a question.	I can choose appropriate phrases for the situation. I can say goodbye in a variety of ways.	I can count to 0-10 in French. I can use songs to support my learning. I can listen and repeat carefully.	I can use numbers in French to say how old I am. I can apply knowledge of	Block for Design and Technology project

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	Looking at objects- Still Life				
Music	Planned and Taught by Specialist Teacher				
Design and Technology *	Structures: Design and make a model fort with key features to appeal to a Stone Age dweller				
	As a designer I can recognise how multiple shapes (2D and 3D) are combined to form a strong and stable structure	As a designer, I can design a building with key features to appeal to a specific person/purpose. I can draw and label a structure using 2D shapes, labelling: -the 3D shapes that will create the features - materials needed and colours.	As a designer I can... construct a range of 3D geometric shapes using nets. • Create special features for individual designs. • Make facades from a range of recycled materials.	As a designer I can... Produce a finished structure.	As a designer I can... Evaluate my work and the work of others based on the aesthetic of the finished product and in comparison to the original design. I can suggest points for modification.

*The Design and Technology sessions will be taught during Term 1 but not on a weekly basis. For example, two morning or two afternoon sessions might be blocked at the teacher's discretion.