



**Year 3 – Summer Medium Term Plan**  
**Topic: Let's Plant It**



| <b><u>Jobs for the Term</u></b>   | <b><u>Key Dates/Events</u></b>   | <b><u>Further Enrichment</u></b>   |
|---|--|--|
| <ul style="list-style-type: none"> <li>● Curriculum booklet for parents</li> <li>● Performance management completed</li> <li>● Pupil progress meeting</li> <li>● Subject scrutinies</li> <li>● Forward planning meetings</li> <li>● Summer 2 OTrack assessment</li> <li>● Summer 2 classtrack assessment</li> <li>● Reports for parents</li> <li>● Transition and transition meetings</li> <li>● EAL and PP documents completed</li> </ul>  | <ul style="list-style-type: none"> <li>● World Art Day</li> <li>● Earth Day</li> <li>● Mental Health Awareness Week</li> <li>● National Numeracy Day</li> <li>● World Day for Cultural Diversity for Dialogue and Development</li> <li>● Post 1066 Study Day</li> <li>● Queen Platinum Jubilee</li> <li>● Refugee Week</li> <li>● Make Music Day</li> <li>● Bastille Day</li> <li>● Sports Day</li> <li>● Transition</li> <li>● The Grange has Talent</li> </ul>   | <ul style="list-style-type: none"> <li>● Entry point - Visit to Sheffield Botanical Gardens (11 before 11)</li> <li>● Exit point - Present to school through an assembly</li> <li>● Class Story - James and the Giant Peach</li> <li>● Homework</li> <li>● PE - Daily Mile, Go Noodle/Yoga, BBC Supermovers</li> <li>● Science - Explorify</li> </ul>  |
| <b><u>English (Reading)</u></b>   | <b><u>English (Spoken Language)</u></b>  | <b><u>English (Grammar and Phonics)</u></b>  |
| <p><b><u>Focus:</u></b><br/>The following reading objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum:</p> <p><b><u>Word Reading</u></b><br/>TLC: Can I use my knowledge of root words, prefixes and suffixes to read aloud?<br/>TLC: Can I use my knowledge of root words, prefixes and suffixes to understand the meaning of new words?<br/>TLC: Can I read common exception words?</p> <p><b><u>Comprehension</u></b><br/>TLC: Can I listen to and discuss a range of fiction, poetry and plays? * **</p> | <p><b><u>Focus:</u></b><br/><b><u>Spoken Language skills to be embedded across all subjects</u></b></p> <ul style="list-style-type: none"> <li>● Kagan strategies</li> <li>● Echo reading</li> <li>● Deeper questioning</li> <li>● Guided Reading</li> <li>● 80:20 rule</li> <li>● Teambuilding</li> <li>● Enterprise</li> <li>● New writing approach (developing vocabulary and partner discussion)</li> <li>● STEM activities - teamwork</li> <li>● Class assemblies</li> <li>● Circle Time</li> </ul> | <p><b><u>Focus:</u></b><br/><b><u>Grammar (Summer 1)</u></b><br/>TLC: Can I use apostrophes for contraction? (Y2 recap)<br/>TLC: Can I use apostrophes for possession? (Y2 recap and Y3)<br/>TLC: Can I express time, place and cause using conjunctions? (SS2)<br/>TLC: Can I express time, place and cause using adverbials? (SS1, SS4, SS7)</p> <p><b><u>Spelling (Summer 1)</u></b><br/>TLC: Can I understand word families?<br/>List coverage:<br/>TLC: Can I spell the Y3 statutory words? (Lists 28, 32, 33 and 34)<br/>TLC: Can I add the suffix -sion? (List 29)<br/>TLC: Can I add the suffix -tion? (List 30)</p> |



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TLC: Can I increase my familiarity with a wide range of books, retelling some of these orally? (fairy tales and legends)

TLC: Can I identify themes and genre features in text types covered? (writing link - identifying features/plot points/maps) \* \*\*

TLC: Can I prepare simple poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action?

TLC: Can I recognise some different forms of poetry? (Free verse, list and shape poems)

TLC: Can I discuss words and phrases that capture the reader's interest and imagination? \* \*\*

TLC: Can I check that the text makes sense to me by discussing and explaining the meaning of words in context? \* \*\*

TLC: Can I ask questions to improve my understanding of a text? \* \*\*

TLC: Can I draw inferences and justify these? (characters' feelings, thoughts and motives from their actions) \* \*\*

TLC: Can I predict what might happen from details stated? \*\*

TLC: Can I identify main ideas drawn from more than one paragraph? \*\*

TLC: Can I retrieve and record from non-fiction texts? \*\*

TLC: Can I join in discussion about books that are read to me? \* \*\*

\* **Star in the Jar**  
\*\* **The Wolves in the Walls**

The following spoken language objectives are taken from the National Curriculum and will be taught and embedded throughout English lessons and across the curriculum:

TLC: Can I develop and explain my ideas giving reasons?

TLC: Can I vary the amount of detail dependent on the purpose and audience?

TLC: Can I vary the use and choice of vocabulary dependent on the audience and purpose?

TLC: Can I start to show awareness of how and when Standard English is used?

TLC: Can I retell a story using narrative language and added relevant detail?

TLC: Can I perform poems from memory adapting expression and tone as appropriate?

TLC: Can I recognise that meaning can be expressed in different ways dependent on the context?

TLC: Can I begin to adapt use of language to meet the needs of the audience/listener?

TLC: Can I spell words with the 's' sound spelt 'c'? (List 31)

TLC: Can I use the possessive apostrophe with plural words? (List 35)

*Grammar (Summer 2)*

TLC: Can I use the present perfect form of verbs in contrast to the past tense?

TLC: Can I identify main and subordinate clauses?

TLC: Can I express time, place and cause using adverbials? (SS2, SS7)

TLC: Can I express time, place and cause using conjunctions? (SS8, SS9)

TLC: Can I express time, place and cause using prepositions? (SS7)

*Spelling (Summer 2)*

Recap Stage 3 spelling strategies.

**English (Writing)**

**Focus: Narrative (Story) - Star in the Jar**  
Handwriting

Composition (Planning and Composition)

Composition (Editing)  
TLC: Can I proof-read for spelling errors?



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TLC: Can I use diagonal and horizontal strokes to join letters?  
TLC: Can I understand which letters are break letters?  
TLC: Can I increase the legibility and consistency of my handwriting?

Additional composition/grammar/spelling taught through JC Unit (including recap of Stage 1/2/3 content and writing structures):

- Adjectives (SS5, SS6, SS7)
- Adverbials (SS1, SS4, SS7)
- Alliteration (SS9)
- Conjunctions (SS2)
- Dialogue (SS4, SS8)
- Onomatopoeia (SS1, SS6)
- Pathetic Fallacy (SS3)
- Personification (SS9)
- Prefixes (SS3)
- Questions (SS1, SS3)
- Repetition (SS8)
- Simile (SS7, SS8)
- Verbs (SS1, SS2, SS4, SS5, SS6)

TLC: Can I discuss writing to learn from its structure, vocabulary and grammar? (Reading and all SS sessions)  
TLC: Can I discuss ideas before writing? (All SS sessions)  
TLC: Can I compose and rehearse sentences orally? (All SS sessions)  
TLC: Can I compose and write sentences including varied and rich vocabulary? (All SS sessions)  
TLC: Can I compose and write a range of sentence structures? (All SS sessions)  
TLC: Can I understand the purpose of paragraphs? (All SS sessions)  
TLC: Can I create a clear structure for settings, characters and plot? (All SS sessions)  
TLC: Can I write effective sentences for a story? (All SS sessions)

Independent Writing

TLC: Can I discuss and record my ideas before writing? (Planning)  
TLC: Can I create a clear structure for settings, characters and plot?  
TLC: Can I create a story?

TLC: Can I proof-read for punctuation errors?  
TLC: Can I assess the effectiveness of my writing?  
TLC: Can I assess the effectiveness of others' writing?  
TLC: Can I suggest improvements to others?  
Performance (Reading as a Writer)  
TLC: Can read aloud my own writing to a group, controlling my tone and volume?

**English (Writing)**

**Focus: Narrative (Suspense) - The Wolves in the Walls**

Handwriting

TLC: Can I use diagonal and horizontal strokes to join letters?  
TLC: Can I understand which letters are break letters?  
TLC: Can I increase the legibility and consistency of my handwriting?

Composition (Planning and Composition)

TLC: Can I discuss writing to learn from its structure, vocabulary and grammar? (Reading and all SS sessions)  
TLC: Can I discuss ideas before writing? (All SS sessions)  
TLC: Can I compose and rehearse sentences orally? (All SS sessions)  
TLC: Can I compose and write sentences including varied and rich vocabulary? (All SS sessions)

Composition (Editing)

TLC: Can I proof-read for spelling and punctuation errors?  
TLC: Can I assess the effectiveness of my writing?  
TLC: Can I suggest improvements to others?  
TLC: Can I propose changes to grammar and vocabulary to improve consistency?

Performance (Reading as a Writer)



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Additional composition/grammar/spelling taught through JC Unit (including recap of Stage 1/2/3 content and writing structures):

- Adjectives (SS8, SS9)
- Adverbials (SS2, SS7)
- Alliteration (SS1, SS10)
- Conjunctions (SS8, SS9)
- Determiner (SS4)
- Dialogue (SS3)
- Metaphor (SS6)
- Pathetic Fallacy (SS5)
- Prepositions (SS7)
- Questions (SS2)
- Repetition (SS3, SS10)
- Rhyme (SS1)
- Short Sentence (SS6)
- Simile (SS2, SS6, SS8)
- Subjunctive Form (SS3)
- Verbs (SS1, SS4, SS5, SS7, SS8, SS9)

TLC: Can I compose and write a range of sentence structures? (All SS sessions)  
 TLC: Can I understand the purpose of paragraphs? (All SS sessions)  
 TLC: Can I create a clear structure for settings, characters and plot? (All SS sessions)  
 TLC: Can I write effective sentences for a story? (All SS sessions)

Independent Writing

TLC: Can I discuss and record my ideas before writing? (Planning)  
 TLC: Can I create a clear structure for settings, characters and plot?  
 TLC: Can I create a story?

TLC: Can read aloud my own writing to a group, controlling my tone and volume?

**Maths**

**Summer 1**

Fractions

**Cold Task** - Fractions

- TLC: Can I make a whole?  
 TLC: Can I find and understand tenths?  
 TLC: Can I count in tenths?  
 TLC: Can I recognise tenths as decimals?  
 TLC: Can I find fractions on a number line?  
 TLC: Can I find fractions of objects?  
 TLC: Can I find equivalent fractions?  
 TLC: Can I compare fractions?  
 TLC: Can I order fractions?  
 TLC: Can I add fractions?

**Summer 2**

Properties of Shape

**Cold Task** - Properties of Shapes

- TLC: Can I use turns and angles?  
 TLC: Can I find right angles?  
 TLC: Can I compare angles?  
 TLC: Can I draw lines and shapes accurately?  
 TLC: Can I understand horizontal and vertical?  
 TLC: Can I understand parallel and perpendicular?  
 TLC: Can I recognise and describe 2D shapes?  
 TLC: Can I recognise and describe 3D shapes?  
 TLC: Can I make 3D shapes?

**Hot Task** - Properties of Shapes

**Focus:**

Additional Maths Teaching

Daily:

- Times tables

Weekly:

- Times tables carousel lesson
- Arithmetic test
- Times Tables grids/written questions test
- Rapid recall boards/fact family Problem of the Week



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| <p>TLC: Can I subtract fractions?<br/><b>Hot Task</b> - Fractions</p> <p><u>Measurement - Time</u><br/><b>Cold Task</b> - Measurement - Time<br/>TLC: Can I find o'clock and half past?<br/>TLC: Can I find quarter past and quarter to?<br/>TLC: Can I understand months and years?<br/>TLC: Can I find and understand hours in the day?<br/>TLC: Can I tell the time to 5 minutes?<br/>TLC: Can I tell the time to 1 minute?<br/>TLC: Can I use a.m and p.m?<br/>TLC: Can I use a 24 hour clock?<br/>TLC: Can I find duration?<br/>TLC: Can I compare durations?<br/>TLC: Can I find start and end times?<br/>TLC: Can I measure time in seconds?<br/>TLC: Can I solve problems using time?<br/><b>Hot Task</b> - Measurement - Time</p> |  |   |
| <u><b>Art</b></u>  | <u><b>Computing</b></u>  | <u><b>Design and Technology, Cooking and Nutrition, Enterprise including STEM</b></u> |
| <p><b>Focus:</b><br/><u>Drawing (Summer 1)</u><br/>TLC: Can I experiment with hand placement and pressure?<br/>TLC: Can I create a box scale to show light and dark?<br/>TLC: Can I create a light sketch?<br/>TLC; Can I use shading techniques?<br/>TLC: Can I represent people and objects?<br/>TLC: Can I begin to draw a proportionate body with appropriate features?</p> <p><u>Digital Media (Summer 2)</u></p>   | <p><b>Focus:</b><br/><u>Spreadsheets (3.3) (Summer 1)</u><br/>TLC: Can I collect data and input it into a spreadsheet?<br/>TLC: Can I analyse data using a formula?<br/>TLC: Can I present data and information using a spreadsheet?</p> <p><u>Graphing (3.8) (Summer 1)</u><br/>TLC: Can I collect data and input it into a graph?<br/>TLC: Can I analyse data using a graph?<br/>TLC: Can I present data and information using a graph? (See French for recap)</p> | <p><b>Focus:</b><br/><u>Seasonality</u></p>   |



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| <p>TLC: Can I discuss and compare mood, feelings and emotions in photography and artwork by Andy Warhol?<br/>TLC: Can I create an image using digital tools?</p>   | <p><u>Simulations (3.7) (Summer 2)</u><br/>TLC: Can I create purposeful content and attach this to emails?</p>  |   |
| <p align="center"><b>French (Languages)</b></p>  | <p align="center"><b>Geography</b></p>  | <p align="center"><b>History</b></p>  |
| <p><b>Focus:</b><br/><u>Les Fruits (Fruit - Summer 1)</u><br/>TLC: Can I name ten fruits? (1+2)<br/>TLC: Can I use singular and plural articles to name fruit? (3)<br/>TLC: Can I say which fruit I like? (4)<br/>TLC: Can I say which fruit I do not like? (5)<br/>TLC: Can I collect and present information about fruit preferences using a graph? (Computing recap)<br/>Lesson 6 - recap of unit</p> <p><u>Les Formes (Shapes - Summer 2)</u><br/>TLC: Can I name ten shapes? (1+2)<br/>TLC: Can I use the correct article when I name shapes? (3)<br/>TLC: Can I use numbers and shape names? (4)<br/>Lessons 5 and 6 - recap of unit</p> | <p><b>Focus:</b><br/><u>Local Study - Plants</u><br/>TLC: Can I find different plants in my area and identify them through their leaves?</p>  | <p><b>Focus:</b><br/><u>Post 1066 Study Day (June)</u><br/>TLC: Can I explore the Monarchy from the Tudors to the Stuarts?<br/>TLC: Can I name and explain the ruin of the 6 wives of Henry VIII?<br/>TLC: Can I discuss the reasons for the reformation and how this affected the Monarchy?<br/>TLC: Can I identify the children of Henry VIII and when they reigned?<br/>TLC: Can I research Queen Elizabeth I?<br/>TLC: Can I order the kings and queens from Henry VIII (1491) to Charles I (1649).</p> |
| <p align="center"><b>Music</b></p>   | <p align="center"><b>Physical Education</b></p>   | <p align="center"><b>Personal, Social and Health Education</b></p>  |
| <p><b>Focus:</b><br/><u>Bringing Us Together (Charanga)</u><br/>TLC: Can I identify the structure in Bringing Us Together? (Listen/Appraise)<br/>TLC: Can I create and record a Disco rhythm using simple symbols? (Transcribe)<br/>TLC: Can I appraise a Disco song? (Good Times; Appraise)<br/>TLC: Can I write and recognise note D (top) on the music staff? (Transcribe)<br/>TLC: Can I find the pulse and notice its changes while listening to a song Ain't Nobody? (Listen)</p>  | <p><b>Focus:</b><br/><u>Athletics (Summer 1)</u><br/>TLC: Can I sprint, increasing my speed with control?<br/>TLC: Can I apply running techniques to a relay?<br/>TLC: Can I develop awareness of distance and accuracy when throwing?<br/>TLC: Can I jump with coordination and control?<br/>TLC: Can I use different techniques to compete as a team or individually?</p> | <p><b>Focus:</b><br/><u>Relationships (Summer 1)</u><br/>a) PSHE<br/>b) Social and Emotional Development Learning</p> <p><b>Jigsaw Piece 1:</b><br/>a) TLC: Can I identify the roles and responsibilities of each member of my family and reflect on the difference between the expectations of males and females?</p>  |



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TLC: Can I use my knowledge of pitch and duration to create a melody? (Transcribe)  
 TLC: Can I compose simple rhythms with a song Bringing Us Together? (Compose)  
 TLC: Can I improvise using C, A and G to improve the performance of Bringing us Together? (Improvise)  
 TLC: Can I contribute to the performance of Bringing Us Together by singing, playing an instrument or improvising? (Perform)

Composer of the half term

TLC: Can I research facts about J.S.Bach's life? (Johann Sebastian Bach)  
 TLC: Can I empathise with Beethoven's tragedy of going deaf? (Ludwig van Beethoven)

Rounders (Summer 2)

TLC: Can I throw and catch using accurate technique? (1)  
 TLC: Can I bat using a correct technique? (2)  
 TLC: Can I increase the accuracy of throws? (3)  
 TLC: Can I develop my fielding skills within a game? (4)  
 TLC: Can I improve my rounders skills? (5)  
 TLC: Can I develop my skills in a game of rounders? (6)

b) Can I describe how taking some responsibility in my family makes me feel?

**Jigsaw Piece 2:**

- a) TLC: Can I identify and put into practice some of the skills of friendship?
- b) TLC: Can I negotiate in conflicting situations to find a win-win solution?

**Jigsaw Piece 3:**

- a) TLC: Can I identify and use some strategies to keep myself safe?
- b) Can I understand when to ask for help if I am worried or concerned?

**Jigsaw Piece 4:**

- a) TLC: Can I explain how some of the actions and work of people around the world help and influence my life?
- b) TLC: Can I show an awareness of how this might affect my choices?

**Jigsaw Piece 5:**

- a) TLC: Can I understand how my needs and rights are shared with children around the world.  
 TLC: Can I identify how our lives may be different?

- b) Can I empathise with children whose lives are different than mine and appreciate what I may learn from them?

**Jigsaw Piece 6:**

- a) TLC: Can I understand how to express my appreciation to my friends and family?
- b) TLC: Can I enjoy being part of a family and friendship groups?

Changing Me (Summer 2)

- a) PSHE
- b) Social and Emotional Development Learning

**Religious Education**

**Science including STEM**

**Focus:**

Big Questions - What Does It Mean to Live a Good Life?

TLC: Can I understand the meaning of 'via negativa'?  
 TLC: Can I understand the meaning of what it is to lead a good life according to the Jewish faith?  
 TLC: Can I explore how Jews live their lives?  
 TLC: Can I understand the meaning of what it is to lead a good life according to the Christian faith?  
 TLC: Can I explore how Christians live their lives?  
 TLC: Can I understand the meaning of what it is to lead a good life according to the Muslim faith?  
 TLC: Can I explore how Muslims live their lives?

**Focus:**

Plants (Summer 1)

TLC: Can I explore the requirements of plants for life and growth (soil)? (1)  
 TLC: Can I ask relevant questions? (WS)  
 TLC: Can I set up simple comparative tests? (WS)  
 TLC: Can I use different scientific enquiries? (WS)  
 TLC: Can I use results to raise further questions? (WS)  
 TLC: Can I identify and describe the functions of different parts of flowering plants? (K)  
 TLC: Can I investigate the way in which water is transported within plants? (K)



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TLC: Can I understand the meaning of what it is to lead a good life according to the Hindu faith?  
TLC: Can I explore how Hindus live their lives?  
TLC: Can I understand the meaning of what it is to lead a good life according to the Humanist faith?  
TLC: Can I explore how Humanists live their lives?

TLC: Can I set up simple comparative tests? (WS)  
TLC: Can I explore the requirements of plants for life and growth (air, light, water, soil and room to grow) (K)  
TLC: Can I report results and conclusions on findings from enquiries? (WS)  
TLC: Can I explore the requirements of plants for life and growth vary from plant to plant? (K)  
TLC: Can I identify similarities, differences or changes related to simple scientific ideas and processes? (WS)  
TLC: Can I explore the part that flowers play in the cycle of flowering plants? (pollination, seed formation and seed dispersal) (K)

*Animals Including Humans (Summer 2)*

TLC: Can I identify that animals and humans need the right type of nutrition? (K)  
TLC: Can I identify that animals and humans can not make their own food and get nutrition from what they eat? (K)  
TLC: Can I identify that humans have skeletons and muscles for support, protection and movement? (K)  
TLC: Can I identify that some animals have skeletons and muscles for support, protection and movement? (K)

**Jigsaw Piece 1**

TLC: Can I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby?  
TLC: Can I express how I feel when I see babies or baby animals?

**Jigsaw Piece 2**

TLC: Can I understand how babies grow and develop in the mother's uterus and understand what babies need to grow and live?  
TLC: Can I express how I might feel if I had a new baby in the family?

**Jigsaw Piece 3**

TLC: Can I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies?  
TLC: Can I identify how boys' and girls' bodies change on the outside during this growing up process?  
TLC: Can I recognise how I feel about these changes happening to me and know how to cope with those feelings?

**Jigsaw Piece 4**

TLC: Can I identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up?  
TLC: Can I recognise how I feel about these changes happening to me and how to cope with these feelings?

**Jigsaw Piece 5**

TLC: Can I start to recognise stereotypical ideas I might have about parenting and family roles?





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TLC: Can I express how I feel when my ideas are challenged and be willing to change my ideas sometimes?

**Jigsaw Piece 6**

TLC: Can I identify what I am looking forward to when I move to my next class?

TLC: Can I start to think about changes I will make next year and know how to go about this?