



Year 3
Summer Term Medium Term Plan



<u>Key Dates/Events</u>	<u>Maths</u>	
<p>April</p> <ul style="list-style-type: none"> ● Earth Day (22nd April) ● Lunch theme day - St George's Day (23rd April) ● Y2 Career workshop (27th April) ● Get Ahead School Games (28th April) ● Y5 STEM superstars workshop (29th April) ● Year 5 Firefighter readers <p>May</p> <ul style="list-style-type: none"> ● Get Ahead Games (8th May) ● Y6 SATs week (wc 11th May) ● Mental Health Awareness Week (wc 11th May) ● Colour Carnival (15th May) ● Lunch theme day - Fiesta Fun (21st May) ● Year 3 STEM wind turbine challenge (21st May) ● Year 5 Firefighter readers <p>June</p> <ul style="list-style-type: none"> ● National Fieldwork Week (wc 1st June) ● Y4 Multiplication Check week (wc 1st June) ● Y1 Phonics Screening Check week (wc 8th June) ● Make Music Day (11th June) ● Y3 and Y4 AIM High Writing Day (12th June) ● Pyjamarama (12th June) ● Athlete Mentor Day (15th June) ● Refugee Week (wc 15th June) ● Lunch theme day - World Cup (18th June) ● Ninja Run (19th June) ● Windrush Day (22nd June) ● Sports Week (wc 22nd June) ● KS1 sports festival day (24th June) ● LKS2 sports festival day (25th June) ● Year 5 Firefighter readers 	<p><u>Focus Summer 1: Fractions</u> LO:To add fractions LO:To subtract fractions LO:To partition the whole LO:To identify fractions of a set of objects LO:To reason with fractions of amounts</p> <p><u>Money</u> LO:To recap knowledge of pounds and pence LO:To convert pounds and pence LO:To add money LO:To subtract money LO:To find change</p> <p><u>Time</u> LO:To identify roman numerals</p> <p><u>Statistics</u> LO: To read pictograms LO:To draw pictograms LO:To read bar charts LO:To draw bar charts LO:To collect and present data LO:To show data in a two-way table</p>	<p><u>Focus Summer 2:Time</u> LO:To tell the time (ARE to 5 minutes and to the minute) LO:To read the time on a digital clock LO:To use the language 'am' and 'pm' LO:To understand years, months and days LO:To understand days and hours LO:To understand time durations LO:To use hours and minutes to say how long something takes LO:To understand minutes and seconds LO:To use appropriate units of time LO:To solve problems involving time</p> <p><u>Shape</u> LO:To recognise angles as a turn LO:To recognise right angles LO:To compare angles LO:To measure and draw lines accurately LO:To recognise and draw horizontal and vertical lines LO:To recognise and draw parallel and perpendicular lines LO:To recognise and describe 2D shapes LO:To draw polygons LO: To recognise and describe 3D shapes LO:To make 3D shapes</p>



Year 3
Summer Term Medium Term Plan



<p>July</p> <ul style="list-style-type: none"> • Languages Day (14th July) • Transition (activities running in the final 2 weeks of school) 		
English (Spoken Language)	English (Reading)	English (Phonics and Spelling)
<p>Focus Summer- Opportunities to develop spoken language across the curriculum:</p> <p>Planned, purposeful talk in every lesson Structured opportunities for discussion embedded in teaching sequences (EYFS/KS1: talk for understanding; KS2: talk for reasoning, explaining and evaluating).</p> <p>Explicit teaching of oracy skills Progressive development of speaking and listening behaviours (e.g. clarity, vocabulary, turn-taking, confidence).</p> <p>High-quality adult modelling of language Adults model ambitious vocabulary, sentence structures and thinking aloud (EYFS: narration and extension through to KS2: precise, subject-specific language).</p> <p>Dialogic teaching and questioning Use of open, probing questions and discussion routines to deepen thinking (progressing from simple responses to justification and critique through challenge, build, accept).</p> <p>Collaborative talk structures Planned partner/group talk with clear roles and expectations (KS1: supported interaction through to KS2: accountable talk, building on and challenging ideas).</p> <p>Opportunities for purposeful talk beyond lessons Playtimes, lunchtimes and transitions used to promote social communication (EYFS: play-based language through to KS2: peer-led discussion and negotiation).</p>	<p>Focus Summer 1: LO: To find the meaning of new words using substitution within a sentence. LO: To learn the skill of 'skim and scan' to retrieve details. LO: To retrieve information from a non-fiction text LO: To recognise authorial choices and the purpose of these LO: To sequence events (in a range of texts) LO: To make simple inferences about how characters are feeling LO: To justify inferences with evidence LO: To use details from the text to form further predictions.</p> <p>Focus Summer 2: (revisit with more challenging texts)</p> <p>LO: To find the meaning of new words using substitution within a sentence. LO: To learn the skill of 'skim and scan' to retrieve details. LO: To retrieve information from a non-fiction text</p>	<p>Phonics/ Spelling Summer 1 Step 25: Words with the suffix '-er' Step 26: Words where the digraph 'ch' makes a /k/ sound Step 27: Words ending in '-gue' and '-que' Step 28: Words where the digraph 'sc' makes a /s/ sound Step 29: Words that are homophones Step 30: Challenge Words</p> <p>Phonics/ Spelling Summer 2 Step 31: Words ending in '-sion' Step 32: Challenge Words Step 33: Revision Words Step 34: Revision Words Step 35: Revision Words Step 36: Revision Words</p>



Year 3
Summer Term Medium Term Plan



Oracy for presentation and audience

Regular opportunities to present, perform and adapt speech for different audiences (progression from informal sharing to formal presentation).

Inclusive, scaffolded approaches

Use of sentence stems/ repeated phrases and structures, visuals, pre-teaching and structured support to ensure all pupils can participate, with gradual removal of scaffolds over time.

LO: To recognise authorial choices and the purpose of these

LO: To sequence events (in a range of texts)

LO: To make simple inferences about how characters are feeling

LO: To justify inferences with evidence

LO: To use details from the text to form further predictions.

English (Writing)

Handwriting Summer 1

Unit 22: Practising diagonal joins to the letter y ly, ky, ny

Unit 23: Practising joining to and from the letter r ure, sure, ture

Unit 24: Practising joining from the letter w who, wha, whe, whi

Unit 25: Practising forming numerals correctly 1, 2, 3, 4, 5, 6, 7, 8, 9

Handwriting Summer 2

Unit 26: Practising writing silent letters wra, wri, kni

Unit 27: Practising joining from the letter f fte, fir, fin

Unit 28: Practising writing decorated capital letters whole alphabet

Grammar and Composition Summer 1

Focus: Star in the Jar

L1 LO: To write a problem solving story

Precise verb -action, onomatopoeia, time adverbial

L2 LO: To write a problem solving story

Rhetorical question, action - verb, conjunction

L3 LO: To write a problem solving story

Pathetic fallacy, question, prefix - super

L4 LO: To write a problem solving story

Noticing, fronted adverbial, dialogue

L5 LO: To write a problem solving story

Adjectives, sounds, feelings

L6 LO: To write a problem solving story

Onomatopoeia, description, verbs

L7 LO: To write a problem solving story

adverb, feelings, simile

L8 LO: To write a problem solving story

Repetition, simile, dialogue

L9 LO: To write a problem solving story

Relative clause, alliteration, personification

Grammar and Composition Summer 2

Focus: Skeletons

L1 LO: To write a non-chronological report

Simile, positive adjectives, title

L2 LO: To write a non-chronological report definition/bulletpoints

L3 LO: To write a non-chronological report

Time adverbial, rhetorical question, noun phrases

L4 LO: To write a non-chronological report

Sub heading, direct address/technical vocabulary

L5 LO: To write a non-chronological report

'When' complex sentence, precise verbs - onomatopoeia, action

L6 LO: To write a non-chronological report

Sub-heading, precise adjectives/technical vocab, facts, complex sentence

L7 LO: To write a non-chronological report

Sub heading/conditional 'if' sentence, noun phrase, time

adverbial, precise verbs, adjectives

L8 LO: To write a non-chronological report



Year 3
Summer Term Medium Term Plan



	<p><u>Grammar (Classroom secrets)</u> LO: To identify types of nouns LO: To understand how paragraphs group related material</p>	<p>Sub heading, rhetorical question, direct address, precise adjective/verbs L9 LO: To write a non-chronological report Sub heading/fact, imagining - rhetorical question, precise adjective/verbs</p> <p><u>Grammar (Classroom secrets)</u> LO: To group words in relation to form and meaning LO: To form nouns using a range of prefixes</p>
<u>Art</u>	<u>Computing</u>	<u>Design and Technology</u>
<p><u>Focus Summer 1:</u> <u>Craft and Design: Ancient Egyptian Scrolls</u> LO: To investigate the style, pattern and characteristics of Ancient Egyptian art. LO: To apply design skills inspired by the style of an ancient civilisation. LO: To apply understanding of ancient techniques to construct a new material. LO: To apply drawing and painting skills in the style of an ancient civilisation. LO: To apply an understanding of Egyptian art to develop a contemporary response.</p> <p><u>Focus Summer 2:</u> <u>Sculpture and 3D: Abstract Shape</u> LO: To join 2D shapes to make 3D structures. LO: To join materials in different ways when working in 3D. LO: To develop ideas for 3D artwork. LO: To apply knowledge of sculpture when working in 3D. LO: To evaluate and improve an artwork.</p>	<p><u>Focus - Summer 1</u> <u>Creating media - Video trailers</u> LO: To plan a book trailer. LO: To take photos or videos that tell a story. LO: To edit a video. LO: To add text and transitions to a video.</p> <p><u>Focus - Summer 2</u> <u>Programming - Scratch and microbits</u> LO: To explore a programming application LO: To use repetition (a loop) in a program. LO: To program an animation. LO: To program a game.</p> <p><u>Safe Use - Copyright and Ownership</u> L.O. To explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.</p>	<p><u>Summer 2:</u> <u>Cooking and Nutrition - Eating Seasonally (lessons 2,4,5 and 6)</u> L2: LO - To explain the benefits of seasonal foods. L4: LO - To evaluate seasonal ingredients. L5: LO - To design a mock-up using criteria. L6: LO - To evaluate a dish.</p>



Year 3
Summer Term Medium Term Plan



French (Languages)	Geography	History
<p>Focus Summer - Focus <u>A circle of life in French</u> (Lessons 1 and 2 only) L.O. To research a new noun in French and determine its gender. L.O. To build sentences to describe where something lives or does not live.</p>	<p>Focus Summer Term Are all settlements the same? LO: To describe different types of settlements. LO: To identify the human and physical features in the local area. LO: To discuss why physical and human features are in particular locations. LO: To describe how land use in the local area has changed. LO: To identify land use in New Delhi. LO: To compare land use in two different locations.</p> <p>Better Planet Schools (L2) Which plants live in our school grounds?</p>	<p>Focus Summer Term Key Question: What did the ancient Egyptians believe? LO: To know when and where the ancient Egyptians lived. LO: To explain the significance of the River Nile to ancient Egyptian civilisation. LO: To evaluate the importance of ancient Egyptian hieroglyphics. LO: To use a range of sources to explore the importance of gods and goddesses in ancient Egypt. LO: To investigate beliefs about the afterlife in Ancient Egypt. LO: To evaluate continuity and change by identifying what happened to the pharaohs when they died.</p>
Music	Physical Education	Personal, Social and Health Education (Jigsaw)
<p>Focus Summer 1 - Whole class tuition - ukulele To identify parts of the ukulele To know the strings of the ukulele To learn correct hold and posture To develop fluency in playing specific strings To play Call and Response patterns To maintain a steady beat To maintain correct hold and posture To develop fluency in playing specific strings To copy phrases on one or two strings as call and echo</p>	<p>Focus Summer 1 OAA LO: To develop cooperation and teamwork skills. LO: To develop trust and teamwork. LO: To involve all team members to work towards a shared goal. LO: To develop trust whilst listening to others and following instructions. LO: To be able to identify objects, draw and follow a simple map.</p>	<p>Focus Summer 1 - Relationships Knowledge LO: To know that different family members carry out different roles or have different responsibilities within the family LO: To know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc LO: To know some of the skills of friendship, e.g. taking turns, being a good listener LO: To know some strategies for keeping ourselves safe online</p>



Year 3
Summer Term Medium Term Plan



To play a melody using the strings in order
To improvise on open strings

Focus Summer 2 - Whole class tuition - ukulele

To read and follow dot notation
To use listening skills to correctly order phrases using dot notation showing different arrangements of notes C-E-G
To begin to notate pitches on a stave
To compose a short melody using up to 3 pitches
To begin to read crotchets and paired quavers, and crotchet rests, and tell the difference between them.
To develop ability to read 3 pitches on a stave

LO: To draw a route using directions, orientate a map and navigate around a grid.

Rounders

LO: To learn how to score points in a striking and fielding game.
LO: To develop batting to score points.
LO: To develop fielding skills to limit the batter's score.
LO: To understand the role of a bowler in the fielding team.
LO: To develop an understanding of tactics and begin to use them in game situations.
LO: To apply skills and knowledge to play games using rounders rules.

Focus Summer 2

Athletics

LO: To develop the sprinting technique and improve on your personal best.
LO: To develop changeover technique in relay events.
LO: To develop jumping technique in a range of approaches and take off positions.
LO: To develop throwing for distance and accuracy.
LO: To develop throwing for distance in a pull throw.
LO: To develop officiating and performing skills.

Cricket

LO: To learn how to score points in a striking and fielding game.
LO: To develop batting to score points.
LO: To develop fielding skills to limit the batter's score.
LO: To understand the role of a bowler.
LO: To develop my understanding of tactics and begin to use them.

LO: To know how some of the actions and work of people around the world help and influence our life
LO: To know that all children have rights (UNCRC)
LO: To know the lives of children around the world can be different from our own

Social and emotional skills

LO: To identify the responsibilities we have within our family
LO: To use Solve-it-together in a conflict scenario and find a win-win outcome
LO: To know how to access help if we are concerned about anything on social media or the internet
LO: To empathise with people from other countries who may not have a fair job/ less fortunate
LO: To understand that we are connected to the global community in many different ways
LO: To identify similarities in children's rights around the world
LO: To identify our own wants and needs and how these may be similar or different from other children in school and the global community

Focus Summer 2 - Changing Me
(Teach the NSPCC PANTS lesson)

Knowledge

LO: To know that in animals and humans lots of changes happen between conception and growing up (taught in Big Talk in January)
LO: To know that in humans a mother carries the baby in her uterus (womb) and this is where it develops (taught in Big Talk in January)
LO: To know that babies need love and care from their parents/carers (taught in Big Talk in January)



Year 3
Summer Term Medium Term Plan



LO: To apply skills and knowledge to play games using cricket rules.

LO: To know some of the changes that happen between being a baby and a child (taught in Big Talk in January)
 LO: To know that the male and female body needs to change at puberty so their bodies can make babies when they are adults (taught in Big Talk in January)
 LO: To know some of the outside body changes that happen during puberty (taught in Big Talk in January)
 LO: To know some of the changes on the inside that happen during puberty (taught in Big Talk in January)

Social and emotional skills

LO: To express how we feel about puberty (taught in Big Talk in January)
 LO: To say who we can talk to about puberty if we have any worries (taught in Big Talk in January)
 LO: To identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry
 LO: To identify changes we are looking forward to in the next year
 LO: To suggest ways to help manage feelings during changes

Religious Education

Science

Personal Development Curriculum Opportunities

Focus Summer Term

What does it mean to live a good life?

- To understand the meaning of what it is to lead a good life according to the Jewish faith.
- To understand the meaning of what it is to lead a good life according to the Christian faith.
- To understand the meaning of what it is to lead a good life according to the Muslim faith.
- To understand the meaning of what it is to lead a good life according to the Hindu faith.

Focus Summer 1

Plants

- To explore the requirements of plants for life and growth
- To identify, locate and describe the functions of different parts of flowering plants
- To identify, locate and describe the function of the roots in plants
- To investigate the way in which water is transported within plants
- To explore the part that flowers play in the life cycle of flowering plants, including pollination

Focus Summer Term

- No Outsiders lessons (PSHE)
- Weekly assemblies (Picture News and PSHE)
- 11 before 11 opportunities
- Pol Ed Lessons embedded within PSHE
- Project evolve - online safety
- Project Based Learning
- Children's University
- Transition
- Specific curriculum days
- Outdoor learning opportunities



Year 3
Summer Term Medium Term Plan



To understand the meaning of what it is to lead a good life according to the Humanist faith.

To explore the part that flowers play in the life cycle of flowering plants, including seed formation and seed dispersal.

Focus Summer 2

Animals including Humans

To identify that humans have bones for support, protection and movement

To set up a simple practical enquiry and communicate my results

To identify that humans have muscles for support, protection and movement

To identify that some other animals have bones for support, protection and movement

To understand that animals, including humans, need the right type of nutrition