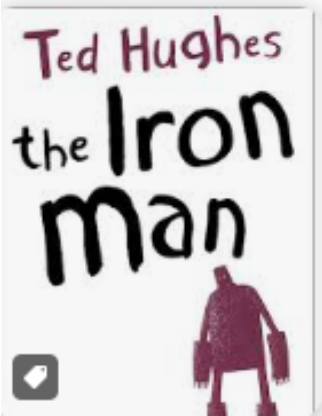


Riverside Primary School Medium-Term Curriculum Plan 2025-2026 Year 3										
Term: Autumn 1 2025 Theme:Hands on History										
	Unit	Skills	Week 1 objectives and brief outline of learning 1.9.25 (4 days)	Week 2 objectives and brief outline of learning 8.9.25	Week 3 objectives and brief outline of learning 15.9.25	Week 4 objectives and brief outline of learning 22.9.25 Art/History walk	Week 5 objectives and brief outline of learning 29.9.25	Week 6 objectives and brief outline of learning 6.10.25	Week 7 objectives and brief outline of learning 13.10.25	Week 8 Objectives and brief outline of learning 20.10.25 School Photos Black History Week?
Wow start:	Suitcase of Hullbridge memorabilia									
Writing: The Stone trolls		<p>Alan Peat Sentence Types: Year 3 ing, ed. The more, the more Emotion word, (comma) 2 pairs.</p> <p>Writing to entertain Text Features Detailed description Use paragraphs to organise in time sequence</p> <p>Other Style Ideas Opportunities for comparing different forms of past tense (progressive and simple)</p> <p>Grammar and Sentences Use fronted adverbials to show how/when an event occurs, Use expanded noun phrases to add detail & description Use embedded clauses to add detail or context Use nouns & pronouns for clarity and cohesion Adverbials Soon Meanwhile As... The next day... Later... Carefully Without a thought... Conjunctions if when because while as until whenever once Punctuation Content Use full punctuation for direct speech, including punctuation within and before inverted commas, Secure use of apostrophes for possession, including for plural nouns. Use commas after fronted adverbials and subordinate</p>	Cold Write task for Baseline <ol style="list-style-type: none"> First Day Back - Transition activities AR quiz Plan and key features from model Write a letter to introduce yourself 	Writing to entertain Setting description The Stone Trolls <ol style="list-style-type: none"> Immersion in Text Story Map Vocabulary Lesson Conjunction Comprehen sion 	Writing to entertain Setting description The Stone Trolls <ol style="list-style-type: none"> Adjectives and nouns Preposition Boxing up the Text Innovating Model write 	Writing to entertain Setting description The Stone Trolls <ol style="list-style-type: none"> Best copy model write Planning Hot write Hot write Edit and improve Hot write. 	Writing to inform Information The Truth about Trolls <ol style="list-style-type: none"> Immersion in text Story map Vocabulary Adjectives and nouns Adverbs 	Writing to inform Information The Truth about Trolls <ol style="list-style-type: none"> Drop in Boxing up Model write Best copy model write Edit and improve 	Writing to inform Information The Truth about Trolls <ol style="list-style-type: none"> Hot write plan Hot write Hot write Edit and improve Common exception words 	Black History week-Katherine Johnson.

		clauses May begin to use dashes for emphasis								
Reading:		<p>2b:Retrieve and record information/identify key details from fiction and non-fiction</p> <p>Skim reading to find particular words - begin with pictures, then move on to texts. Teach which words or letters to look for when answering questions e.g. when looking for a name, search for a capital letter for a name. Teach looking at the whole page including the pictures as these give you a clue about what is happening in the text. Read a wide range of fiction, poetry, plays, nonfiction and reference books/textbooks. Read books which are structured in different ways</p>		2b:Retrieve and record information/identify key details from fiction and non-fiction	2b:Retrieve and record information/identify key details from fiction and non-fiction	2b:Retrieve and record information/identify key details from fiction and non-fiction	2b:Retrieve and record information/identify key details from fiction and non-fiction	2b:Retrieve and record information/identify key details from fiction and non-fiction	2b:Retrieve and record information/identify key details from fiction and non-fiction	Black History Week
Class Reader:			 <p>Iron Man by Ted Hughes</p>							
Handwriting Y3:	Penpals Year 3		Unit 1: Joining through a word in stages: no ascenders or descenders	Unit 2: Practice joining through a word in stages: parallel ascenders		Unit 3: Introduce joining from s to ascender: sh, sl, st, sk		Unit 4: Introduce joining from s, no ascender: sw, si, se, sm, sn, sp		Unit 5: Introduce joining from s to an anticlockwise letter: sa, sc, sd, sg, so, sq
Y3 Spelling:					Homophones list here, hear heel, heal, he'll		ee spelled u: busy, business		split digraphs: arrive, decide, describe, extreme, guide, surprise	
Maths Year 3:			<ul style="list-style-type: none"> Presentation lesson <u>Place Value</u> Represent numbers to 100 Partition numbers to 	<u>Place Value</u> <ul style="list-style-type: none"> Hundreds Represent numbers to 1000 Partition numbers to 1000 Flexible 	<u>Place Value</u> <ul style="list-style-type: none"> Find 1,10,100 more/less Number line to 1000 Estimate on a number 	<u>Place Value</u> <ul style="list-style-type: none"> Count in 50s End of topic assessment <u>Addition and Subtraction</u> <ul style="list-style-type: none"> Add 	<u>Addition and Subtraction</u> <ul style="list-style-type: none"> Add and subtract 100s Spot the patterns Add 1s across a 10 	<u>Addition and Subtraction</u> <ul style="list-style-type: none"> Subtract 10 across a 100 Make connections Add two 	<u>Addition and Subtraction</u> <ul style="list-style-type: none"> Add two numbers across a hundred Subtract two 	<u>Addition and Subtraction</u> <ul style="list-style-type: none"> Complements to 100 Estimate answers Inverse operation

			100 <ul style="list-style-type: none"> Number Line to 100. 	partitioning of numbers to 1000 <ul style="list-style-type: none"> Hundreds, tens and ones 	line to 1000 <ul style="list-style-type: none"> Compare numbers to 1000 Order numbers to 1000 	number bonds within 10. <ul style="list-style-type: none"> Add and subtract 1s Add and subtract 10s 	<ul style="list-style-type: none"> Add tens across a 100. Subtract 1 across a 10 	numbers (no exchange) <ul style="list-style-type: none"> Subtract two numbers (no exchange) Add two numbers across a ten 	numbers across a ten <ul style="list-style-type: none"> Subtract two numbers across a hundred Add two digit and 3 digit numbers Subtract two digit from a 3 digit numbers 	<ul style="list-style-type: none"> Make decisions End of unit assessment
History:	Local History: How did Hullbridge develop into what we see around us today?			How did houses in Hullbridge develop into what we see around us today?	How did other buildings in Hullbridge develop into what we see around us today?	Walk	What can first hand accounts tell us about what life was like in Hullbridge years ago?		What was the experience for someone living in Hullbridge during the last XX years?	Black History week
Science:	Animals including humans		- Introduction to topic and understand how humans get nutrition			- To describe the basic parts of the skeletal system. - To observe and compare animals with and without skeletons.	- Describe how muscles function		- To understand how joints, bones and muscles help us move.	Black History week
Art and Design:	To develop ideas-Collage, inspired by our local area.	Collage of local buildings - Creating a piece of work using different materials: Georges Braque To take inspiration from the greats (classic and modern) <ul style="list-style-type: none"> Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others. To develop ideas <ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. 	I can show I know what a collage is and the different techniques used Coiling, overlapping, tessilation, mosaic and montage.	I can sketch a part of our school and plan my collage	I can make my collage					I can evaluate my collage

		<ul style="list-style-type: none"> • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. <p>Collage</p> <ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. 								
Computing:			No lesson	<p>Familiarisation with Google Classroom and acceptable use</p> <p>To know what cyberbullying is and how to address it.</p>	To understand how websites use advertisements to promote products		To create strong passwords and understand privacy settings	To safely send and receive emails.	To explore different ways children can communicate online.	To use knowledge about online safety to plan a party Online. Assessment
Music:	Charanga: Writing down music	<p>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <ul style="list-style-type: none"> • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings. 	Lesson 1 Home is Where the Heart is (Part 1)	Lesson 2 Home is Where the Heart is (Part 2)	Lesson 3 Let's Work it Out Together (Part 1)	Lesson 4 Let's Work it Out Together (Part 2)		Lesson 5 Please Be Kind	Lesson 6 Assessment Checkpoint	Black History
MfL:	La Phonetique lesson 1 J'Apprends Le Français (I'm learning French)			Lesson 1 La Phonetique CH, OU, ON OI	Introduction to french	How to say basic greetings and how to ask someone how they are feeling as well as answering the question themselves in French.	Je apprends Le Francais lesson 3	Les nombres lesson 4	Les coloeurs Lesson 5	Black History

Outdoor PE	Ball skills Year 3/4	Physical: track, throw, catch, dribble, kick Social: communication, work safely, collaboration Emotional: perseverance, personal challenge, calmness, fairness Thinking: provide feedback, tactics, comprehension, reflection, make decisions		To develop tracking and collecting skills.	To develop confidence and accuracy when tracking a ball.	To develop dribbling skills with hands and feet.	To develop catching skills using one and two hands.	To explore and develop a variety of throwing techniques.	To use tracking and sending skills with feet. To use tracking, sending and dribbling skills with feet.	
Indoor PE	Dance Instructor	Dance year 3 <i>Instructor</i> <i>Performance for the dance festival</i>		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	
PSHCE:	Families and Friendships What makes a family; features of family life Safe Relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour	To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents • That being part of a family provides support, stability and love About the positive aspects of being part of a family, such as spending time together and caring for each other About the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty To identify if/when something in a family might make someone upset or worried What to do and whom to tell if family relationships are making them feel unhappy or unsafe	Lesson 1 I can explore family relationships	Lesson 2 I can explore different family structures	Lesson 3 I can explore change in families	Lesson 4 I can understand what is appropriate to share with others (including online)	Lesson 5 I can learn about and personal boundaries (including online)	Lesson 6 No Outsiders How do I achieve my dreams? Book: Splash by Claire Cashmore		

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