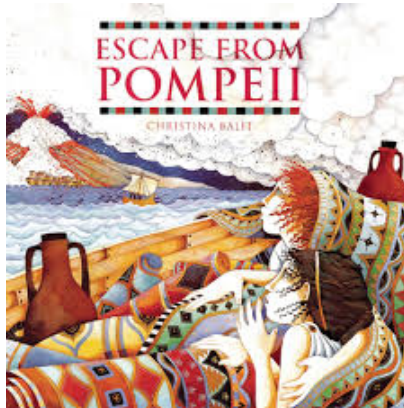
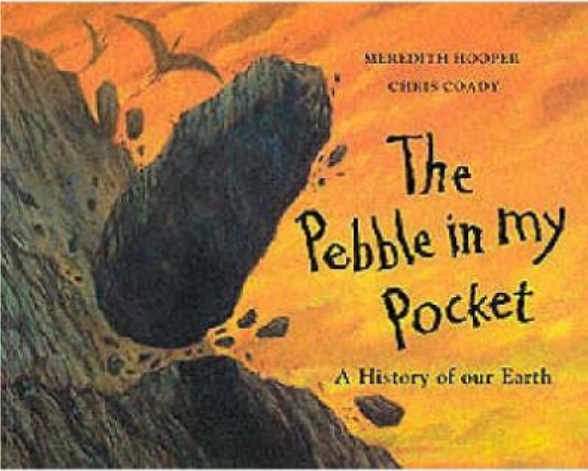


Riverside Primary School Medium-Term Curriculum Plan 2025-2026 Year 3										
Term: Autumn 2 2025 Theme: Danger Zone!										
	Unit	Skills	Week 1 objectives and brief outline of learning 3.11.25	Week 2 objectives and brief outline of learning 10.11.25 Children in need	Week 3 objectives and brief outline of learning 17.11.25 (4 day week) Road safety week	Week 4 objectives and brief outline of learning 24.11.25 (4 day week) Christmas pudding trip Christmas mobiles UK parliament week	Week 5 objectives and brief outline of learning 1.12.25 Assessment week Christmas rehearsal	Week 6 objectives and brief outline of learning 8.12.25 Christmas production Christmas jumper day Makaton assembly	Week 7 objectives and brief outline of learning 15.12.25	
Wow start:	Watch some clips of volcanoes. Act out a response to an earthquake. Craft activity - make an erupting volcano. Kilauea volcano destroys dozens of homes in Hawaii - CBBC Newsround Kilauea volcano explodes - CBBC Newsround Kilauea: Aerial pictures of Hawaii volcano - CBBC Newsround Kilauea volcano: Kids tell us what it's like to live near a volcanic eruption Hawaii volcano: Poisonous gas and shards of glass created as lava from the Kilauea volcano hits the ocean Hawaii's Kilauea: Explosive eruption at volcano Hawaii volcano eruption FACTS: Everything we know about the Kilauea volcano									
Writing:	Adventure at Sandy Cove Suspense Focus on Description and speech All schools should have a Therapy Animal Persuasion	Riverside Sentence Types: Year 3 Exclamation sentences Noun, who/which/where Subordinating conjunctions Apostrophes for singular possession Prepositions Other Style Ideas Link to oracy, esp. for speeches Use of colour and images, esp. for advertising Grammar and Sentences Use imperative verbs to convey urgency, Use rhetorical questions to engage the reader Use noun phrases to add detail and description, Use relative clauses to provide additional enticement Adverbials Firstly Also In addition However On the other hand Therefore In conclusion Conjunctions if because unless so and but even if when Punctuation Content Ensure use of capital letters for proper nouns Use ? ! for rhetorical / exclamatory sentences Use commas to mark relative clauses	Imitation stage 1. I can learn the text 2. I can story map the text 3. I can gather and understand the key vocabulary from a text. 4. I can use the rules of direct speech. 5. I can box-up an adventure story.	Innovation stage 6. I can use techniques for creating suspense. 7. I can use show not tell to convey feelings. 8. I can write to create suspense sentences. 9. I can create a setting and short burst suspense writing. 10. I can plan an adventure story (modelled write).	Innovation stage 11. I can write an adventure story (modelled write). 12. I can edit and improve my writing. 13. I can best copy a model. 14. I can plan my suspense story.	Independent stage 15. Hot writing. 16. Hot writing. 17. I can edit and improve. Writing to persuade - imitation 1. I can explore persuasion text.	Writing to persuade - imitation 2. I can story map the text. 3. I can identify key vocab and understand the text type and purpose 4. I can explore the structure, generating a ‘for’ argument. 5. I can create a toolkit/box up a text.Persua sive writing techniques. 6. I can box up a persuasive text	Writing to persuade - innovation 7. I can write persuasive text (modelled writing). 8. I can write a persuasive text (modelled write) / edit and improve. 9. Best copy modelled write. 10. I can plan a persuasive text. 11. Hot writing.	Writing to persuade - Independent stage 12. Hot writing. 13. Edit and improve. 14. Christmas activities.	

		Use commas to make fronted adverbials and subordinate clauses Direct speech punctuation								
Reading:		Comprehension & Inference Use prior knowledge and context to explore characters' feelings, motivations, and hidden meanings. Ask key questions: <i>What is the character feeling? What motivates them? What is implied?</i> Use inference grids to break down literal meaning, prior knowledge, and inference. Evidence-Based Responses Teach the PEE structure (Point, Evidence, Explain) to support answers with clear reasoning. Identify the most likely inference using evidence from the text. Reading Widely Read a range of text types: fiction, poetry, plays, non-fiction, and reference texts. Explore how texts are structured and how this affects meaning. Oral Storytelling & Performance Re-tell stories, poems and play scripts aloud using tone, expression and volume to show understanding. Prediction Make predictions based on inference and prior knowledge. Justify predictions using evidence from the text.	1. Introduction to the Text (Access & Understanding) 2. First Reading: Meeting Tranio and Livia 3. Vocabulary & Understanding 4. Reading with Expression & Discussion	5. Exploring Emotions 6. Building Atmosphere 7. Author's Message & Imagery 8. Summarising & Retrieval	9. Visual Inference (Illustrations) 10. Comparing Before & After 11. Responding Creatively: Poetry 12. Dialogue and Perspective	13. Writing a Diary Entry 14. Reflection & Presentation 15. Hook: The Story of a Pebble 16. First Reading: Meeting the Pebble	17. Vocabulary & Visualisation 18. Reading with Fluency & Expression 19. How the Earth Changes 20. Author's Language: Imagery and Description	21. Visual Text Study (Illustrations & Diagrams) 22. Summarising Information 23. Big Question: What is Time? 24. Linking to Real Life	25. Non-fiction Structure 26. Reflective Discussion: Our Changing Earth 27. Independent Writing: The Journey of My Pebble 28. Reflection & Presentation	
Class Reader:			Escape from Pompeii by Christina Ballet 							

			Pebble in my pocket By Meredith Hooper 							
Handwriting:	Penpals Year 3	Penpals Year 3	Unit 6 - Joining from r to an ascender: rb, rh, rk, rl, rt		Unit 7 - Joining from r, no ascender: ri, ru, rn, rp		Unit 8 - Joining from r to an anticlockwise letter: ra, rd, rg, ro		Unit 9 - joining from r to e: are, ere, ure, ore, ire Unit 10 - introducing break letters: g, j, y, f, b, p, q, x, z	
Spelling lessons:				Lesson 1: split digraphs: arrive, decide, describe, extreme, guide, surprise		Lesson 2: Homophones not, knot male, mail medal, meddle.		Lesson 3: words with unstressed vowels: different, favourite, February, interest, library, ordinary, separate.		
Spelling homework:	- not, knot - male, mail - medal, meddle - words with unstressed vowels: different, favourite, February, interest, library, ordinary, separate		<u>Word Study Spelling</u> Words ending in the suffix ous	<u>Word Study Spelling</u> Words ending in the suffix ous	<u>Word Study Spelling</u> words with unstressed vowels: different, favourite, February, interest, library, ordinary, separate	<u>Word Study Spelling</u> Common exception words Year 3 and 4	<u>Word Study Spelling</u> Common exception words Year 3 and 4	<u>Word Study Spelling</u> Common exception words Year 3 and 4	<u>Word Study Spelling</u> Common exception words Year 3 and 4	
Maths:			<u>Addition and</u>	<u>Multiplication and</u>	<u>Multiplication and</u>	<u>Multiplication and</u>	<u>Assessment Week</u>	<u>Consolidation</u>	Consolidation	

			<u>subtraction</u> - Add and subtract consolidation lesson - End of unit assessment. <u>Multiplication and Division</u> - Multiplication - equal groups - Use arrays - Multiples of 2	<u>Division</u> - Multiples of 5 to 10 - Sharing and grouping - Multiply by 3 - Divide by 3 - The 3 times tables	<u>Division</u> - Multiply by 4 - Divide by 4 - The 4 x table - Multiply by 8 - Divide by 8	<u>Division</u> - The 8 times tables - The 2, 4 and 8 times tables - End of unit assessment	- Arithmetic paper - Paper 1 - Paper 2		Christmas maths activities.	
Geography:	Human and Physical Geography: Volcanoes	To investigate places - Ask and answer geographical questions about the physical characteristics of a location. - Explain own views about locations, giving reasons. - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. - Use a range of resources to identify the key physical and human features of a location. . To communicate geographically - physical geography, Describe key aspects of: including: volcanoes.	I can understand what a volcano is and where they are in the world.	I can explore what happens when a volcano erupts.	.	I can explore the features of volcanoes.	I can understand what tectonic plates are and what the 'ring of fire' is.	.I can explore life in volcanic areas.	I can compare a volcanic area to a non-volcanic area	
D and T	To design, make, evaluate, improve To take inspiration throughout design history Textiles and materials: Christmas stockings	Christmas stockings Materials Design, make, evaluate and improve - Design with purpose by identifying opportunities to design. - Make products by working efficiently (such as by carefully selecting materials).	Christmas Hoops I can explore and analyse existing products	I can explore different ways to join fabric using sewing skills I can explore different ways to decorate fabric using sewing skills		I can design my Christmas stocking. I can make my Christmas stocking.	I can make my Christmas stocking	Finish off Christmas stockings I can evaluate my Christmas stocking.		

		• Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs. Take inspiration from design throughout history • Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. • Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work. Materials • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). Textiles • Understand the need for a seam allowance. • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles.								
Computing:	Year 3:Drawing and DTP <u>Drawing and DTP</u>	Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.	I can draw with different shapes and lines. Lesson 1	I can order and group objects. Lesson 2	I can manipulate shapes and lines. Lesson 3	recognise effective layout. Lesson 4	I can combine text and images. Lesson 5	I can lay out objects effectively/Assessm ent Lesson 6	Consolidation	
Music:	Playing in a Band Christmas songs for performances	Year 3 Knowledge and Skills <u>Knowledge Skills - Year 3.pdf</u> Year 3 Knowledge Organisers <u>Knowledge Organiser Year 3.pdf</u>	Lesson 1 Love What We Do Part1		Lesson 2 Love What We Do Part 2	Lesson 3 When The Saints Go Marching In Part 1		Lesson 4 When The Saints Go Marching In Part 2	Lesson 5 My Bonnie Lies Over The Ocean Lesson 6 Assessment Checkpoint	
MfL- French :		To read fluently • Read and understand the main points in short written texts.	Lesson 1		Lesson 2	Lesson 3 To consolidate all	.	Lesson 4 To consolidate all ten instrument	To learn how to use regular er verb for I	

	Les instruments	• Read short texts independently. • Use a translation dictionary or glossary to look up new words. To write imaginatively • Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable. To speak confidently - Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. • Take part in discussions and tasks. • Demonstrate a growing vocabulary. To understand the culture of the countries in which the language is spoken • Describe with some interesting details some aspects of countries or communities where the language is spoken. • Make comparisons between life in countries or communities where the language is spoken and this country.	To learn how to name (with accurate pronunciation) and remember five instruments in French with the correct definite article/determiner.		To remember five more instruments in French with the correct definite article/determiner.	ten nouns for instruments in French and will start to attempt to spell these words in French.		nouns and learn more about the role of articles/determiners in French.	Les instruments Lesson 5	
Indoor PE	Gymnastics Y3	• Physical: individual point and patch balances, straight roll, barrel roll, forward roll, straight jump, tuck jump, star jump, rhythmic gymnastics • Social: Collaboration, communication, respect. • Emotional: Confidence • Thinking: Observing and providing feedback, selecting and applying actions, evaluating and improving	Lesson 1: To be able to create interesting points and patch balances.	Lesson 2: To develop stepping into shape jumps with control.	Lesson 3: To develop straight, barrel and forward roll.	Lesson 4: To be able to transition smoothly into and out of balances.	Lesson 5: To create a sequence with matching and contrasting actions and shapes.	Lesson 6: To create a partner sequence using the skills I have..	Lesson 7: To create and perform a partner sequence using the skills I have learnt (Consolidation of all lessons)	
Outdoor PE	Tag Rugby Year 3/4	Physical: passing Physical: catching Physical: dodging Physical: tagging Physical: scoring Social: communication Social: collaboration Social: inclusion	Lesson 1: To develop attacking skills to maintain possession.	Lesson 2: To develop attacking skills to move towards goal.	Lesson 3: To develop defensive skills to delay an attacker.	Lesson 4: To develop an understanding of defending as a team.	Lesson 5: To develop tactics in attack and defence.	Lesson 6: To apply the rules and skills to small sided games. .	Lesson 7: To apply rules and skills to small sided games	

		Emotional: honesty and fair play Emotional: perseverance Emotional: confidence Thinking: planning strategies and using tactics Thinking: observing and providing feedback								
PSHCE:	Safe relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour Respecting ourselves and others Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	About what privacy and personal boundaries are, including online • Basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision That bullying and hurtful behaviour is unacceptable in any situation About the effects and consequences of bullying for the people involved • about bullying online, and the similarities and differences to face-to-face bullying What to do and whom to tell if they see or experience bullying or hurtful behaviour To recognise respectful behaviours e.g. helping or including others, being responsible How to model respectful behaviour in different situations e.g. at home, at school, online The importance of self-respect and their right to be treated respectfully by others What it means to treat others, and be treated, politely The ways in which people show respect and courtesy in	I can learn about personal boundaries I can explore how to calm down when I feel cross or frustrated	Anti Bullying lessons: 1 afternoon I can understand that bullying and hurtful behaviour is unacceptable in any situation I can learn about the effects and consequences of bullying for the people involved I can learn about bullying online, and the similarities and differences to face-to-face bullying I can understand what to do and whom to tell if they see or experience bullying or hurtful behaviour	I can recognise respectful behaviours in different situations I can recognise the difference between playful and hurtful behaviour	I can learn how to make things right after a disagreement or mistake	I can understand the importance of self respect and being respected by others I can understand what respect looks like in my words and actions	To understand what good playground behaviour looks like I can recognise the importance of listening to adults and following instructions quickly	No outsiders	

[illegible]