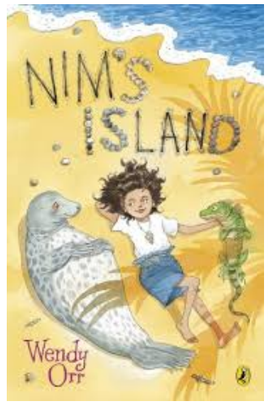
Riverside Primary School
Medium-Term Curriculum Plan
2025-26
LKS2 - Year 3

Term: Spring 1 2026
Theme: Our European Neighbours

	Unit	Skills	Week 1 objectives and brief outline of learning 5.1.26	Week 2 objectives and brief outline of learning 12.1.26	Week 3 objectives and brief outline of learning 19.1.26 Y3 Dance festival 21.1.25	Week 4 objectives and brief outline of learning 26.1.26	Week 5 objectives and brief outline of learning 2.2.26	Week 6 objectives and brief outline of learning 9.2.26	
Writing:		**Alan Peat Sentence Types: Year 3** ing, ed. Fronted time adverbials Emotion word, (comma) Subordinating conjunctions **Writing to inform** **Text Features** -Paragraphs used to group related ideas -Subheadings to label content **Other Style Ideas** - May be built around a key image - Use techniques to highlight key words (bold, underline, etc.) **Grammar and Sentences** - Use subordinating conjunctions to join clauses, including as openers, - Use expanded noun phrases to inform, - Use commas to separate adjectives in a list, - Use relative clauses to add further detail -Begin to use present perfect tense to place events in time **Adverbials** First Firstly Before After Later Soon Also In addition However **Conjunctions** when before after while because if **Punctuation Content** - Consolidate four main punctuation marks (. , ! ?) - Use capital letters for proper nouns	**Warning story** - Keep off the tracks *Character and Dialogue* 1. AR quiz 2. Immersion in text 3. Story map 4. Vocabulary 5. Box up the text	**Warning story** - Keep off the tracks *Character and Dialogue* 6. Sentence imitation 7. Reading as a reader 8. Writers toolkit 9. Setting description 10. Short burst writing	**Warning story** - Keep off the tracks *Character and Dialogue* 11. Model write 12. Best copy model write 13. Plan 14. Hot write 15. Hot write	**Poetry -** Lockdown 1. Edit and improve 2. Poetry exploration 3. Immersion in text 4. Story map 5. Exploring vocabulary	**Poetry -** Lockdown 6. Alliteration 7. Personification 8. Innovation 9. Model write 10. Best copy	**Poetry -** Lockdown 11. Planning 12. Hot write 13. Hot write 14. Edit and improve	

		- Use commas to mark fronted adverbials - Use commas to mark subordinate clauses							
Reading:		To make and explain inferences about Nim and her animal companions' feelings, thoughts, and motivations, using clues from the text and illustrations. 1. Use evidence from *Nim's Island* to explain what characters are thinking or feeling. 2. Make connections between what the author says and what is implied. 3. Combine clues from the text, illustrations, and prior knowledge to uncover hidden meanings. 4. Use inference grids to separate: To retrieve information and make simple inferences about ocean habitats and sea creatures, using clues from text, illustrations, and prior knowledge. ● Use evidence from *The Big Book of the Blue* to explain facts about sea creatures and their habitats. ● Make connections between what the author states clearly and what can be worked out from illustrations and descriptions. ● Combine clues from text, diagrams, and prior knowledge to deepen understanding of life in the ocean. ● Use information grids to separate: Literal meaning (facts given in the text) Prior knowledge (what I already know about oceans and animals) Inference (what I can work out from clues, even if it is not directly stated)	5. Hook & Predictions 6. Read Chapter 1 7. Visualising the Setting 8. Character Focus: Nim 9. Reading & Retrieval	10. Reading & Retrieval 11. Continued Predictions 12. Read & Relationships 13. Survival Skills 14. How Animals Help Nim	15. Chapter 4 16. Story Map 17. Role-on-the-Wall Update 18. Theme Reflection 19. Final Response	1. Hook & Predictions 2. Read Aloud & Retrieval 3. Visualisation & Vocabulary 4. Sentence Construction 5. Fact Finding & Questioning	6. Deep Sea & Unusual Creatures 7. Compare Habitats 8. Fact Sheet Writing 9. Sentence Expansion 10. Summary & Oral Retelling	11. Human Impact & Conservation 12. Story Map / Organiser 13. Role-on-the-Creature 14. Creative Fact Poster 15. Presentation & Reflection	
Class Reader:			**Nim's Island by Wendy Orr The big book of blue**						

									
Handwriting Y3	**Penpals year 3 term 2**	- Introducing joining to f: if, ef, af, of - Introducing joining from f to an ascender: fl, ft - Introducing joining from f, no ascender: fe, fi, fu, fr, fy - Introducing joining from f to an anticlockwise letter: fo, fa		Introducing joining to f: if, ef, af, of		- Introducing joining from f to an ascender: fl, ft - Introducing joining from f, no ascender: fe, fi, fu, fr, fy		- Introducing joining from f to an anticlockwise letter: fo, fa	
Spelling:		Word Study Spelling ● -ily suffix ● Sure and ture word endings (as in measure, creature) ● n spelled kn: knowledge, knowledgeable ● ~ly and ~ally suffix: accidentally, actually, occasionally, probably ● Prefixes Dis and mis ● Prefixes in, il	● ily suffix ● ~ly and ~ally suffix: accidentally, actually, occasionally, probably		● Sure and ture word endings (as in measure, creature)		● n spelled kn: knowledge, knowledgeable	● prefixes in, il	
Maths Year 3:			Multiplication and division ● Multiples of 10 ● Related calculations ● Reasoning about multiplication	Multiplication and division ● Multiply a 2 digit number by 1 digit (with exchange) **x 2 days** ● Link multiplicatio n and division	Multiplication and division ● Divide a 2 digit number by 1 digit (with exchange **2 days)** ● Divide a 2 digit number by 1 digit (flexible	Multiplication and division ● Scaling ● How many ways ● Unit Assessment Length and perimeter ● Measure in m and cm	Length and perimeter ● Measure in cm and mm ● Metres centimetres and millimetres ● Equivalent lengths (m and cm) ● Equivalent lengths cm and mm	Length and perimeter ● Add lengths ● Subtract lengths ● What is the perimeter? ● Measure perimeter ● Calculate perimeter ● End of block assessment	

			• Multiply a 2 digit number by 1 digit (no exchange **2 days)**	• Divide a 2 digit number by 1 digit (**no exchange 2 days**)	partitioning) • Divide a 2 digit number by 1 digit (with remainders) **x 2 days**	• Measure in mm	• Compare lengths		
Science:	Working Scientifically Year 3: Forces and magnets	<u>Working Scientifically</u> Ask relevant questions. Set up simple, practical enquiries and comparative and fair tests. Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. Identify differences, similarities or changes related to simple, scientific ideas and processes. Use straightforward, scientific evidence to answer questions or to support their findings	I can assess what I already know about forces and make a prediction.	I can observe how objects move on different surfaces.	I can observe that magnetic forces act at a distance.	I can compare and group materials that are attracted to a magnet.		I can predict whether two magnets will attract or repel each other.	
Geography	**PlanBee - Our European neighbours.**	Use maps, atlases, globes and digital/computer mapping	Lesson 1	Lesson 2		Lesson 4	Lesson 5		

	<u>Y3 Place knowledge: Contrasting country.pdf</u> **Locational knowledge -** locate the world's countries, using maps to focus on Europe (including the location of Russia) **Place Knowledge** - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country. **Plans** <u>Our European neighbours</u>	to locate countries and describe features. Name and locate the countries of Europe and identify their main physical and human characteristics.	I can locate Europe on a world map and find out about its features.	I can identify and locate countries in Europe. Lesson3 I can identify European countries according to their features.		I can identify the major capital cities of Europe.	I can compare two European capital cities. Lesson 6 I can find out about the human and physical features of a European country.		
D&T:	**To design, make, evaluate, improve - Structures: shell structures**	Design, make, evaluate and improve • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. 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. Construction		Investigating different shell structures and designing money boxes.	Practise making nets.	Use computer-aided design to design a net for a shell structure.	Construct a shell structure (boxes).	Evaluate making the money box and the finished product.	

		• Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques. 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). • Select appropriate joining techniques.							
Computing:	**Word Processing**	Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.	I can use passwords and screen shots.	I can change the case of text. I can insert and format text boxes.	I can align text.	I can use bullets and numbering.	I can use the <ctrl> key.	Safer Internet Day	
Music:	**Charanga: Creative Composition (Earth - Hans Zimmer)** Year 3 Knowledge and Skills Knowledge _ Skills - Year 3.pdf Year 3 Knowledge Organisers Knowledge Organiser Year 3.pdf	To listen and reflect on a piece of orchestral music. To create their own piece of music using instruments and voice perform as an ensemble To learn musical language appropriate to the task		Lesson 1 Watching and listening	Lesson 2 Shimmering introduction - I can listen and reflect on a piece of orchestral music	Lesson 3 Three note patterns (people on earth)	Lesson 4 Life on Earth	Lesson 5 Structure Lesson 6 Performance Time!	
MfL: **Language angels**	Les Instruments Sous L'oceane	**To read fluently** • Read and understand the main points in short written texts. • Read short texts independently. **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 revise all language covered so far and to complete the end of unit assessment.		Phonemes lesson 2 Ille, ique, in, i	Sous l'oceane lesson 1		No lesson	

		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							
Outdoor PE	**Y3/4 OAA**	Physical: balance, co-ordination, run at speed, run over distance Social: communication, co-operation, inclusion, collaborate Emotional: determination, trust, confidence, honesty Thinking: problem solving, evaluate, reflection, create, comprehension, select and apply	To develop co-operation and teamwork skills.	To develop trust and teamwork.	To involve all team members to work towards a shared goal.	To develop trust whilst listening to others and following instructions.	To identify objects, draw and follow a simple map.	To draw a route using directions, orientate a map and navigate around a grid.	
Indoor PE	**Y3/4 Fundamentals**	Physical: balance, run, dodge, hop ,skip Thinking: select and apply, observation, feedback, comprehension Emotional: perseverance, determination, honesty Social: respect, collaboration, supporting and encouraging others.	To develop balancing and apply it to other fundamental movement skills.	To understand how the body moves differently at different speeds.	To develop technique when changing speed.	To develop agility using a change of speed and direction.	To develop technique and control when jumping, hopping and landing.	To apply fundamental skills to a variety of games.	
PSHCE	**Living in the Wider World** **Belonging to a community** The value of rules and laws; rights, freedoms and responsibilities **Media literacy and digital resilience** How the internet is used; assessing information online	• **the reasons for rules and laws in wider society** • **the importance of abiding by the law and what might happen if rules and laws are broken** • **what human rights are and how they protect people** • **to identify basic examples of human rights including the rights of children** • **about how they have rights and also responsibilities** • **that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn** • **how the internet can be used positively for**	I can understand why we have laws and rules (and what might happen if rules/laws are broken)	I can understand what human rights are and how they protect people (and identify them including children)	I can understand that I have rights and responsibilities (including right to an education and responsibility to learn)		I can understand how the internet can be used positively for leisure, school and work	No outsiders - To understand what diversity is.	

		leisure, for school and for work							
RE: **<u>NEW Scheme of Work</u>**	**What is Philosophy? How do people make moral decisions Philosophy Lens**	**<u>Theology Lens</u>** Show awareness of different sources of authority and how they link with beliefs. Identify different types of writing and give an example of how a believer might interpret a source of authority. Recognise that beliefs are influenced by events in the past and present. Identify some links between beliefs being studied within a religion or worldview. Show awareness of some of the similarities and differences between and within religions and worldviews. **<u>Philosophy lens</u>** Recognise that there are many different religious and non-religious answers to questions people raise about the world around them. Talk about the difference between knowing and believing Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'. Recognise some of the similarities and differences between these ideas.	I can examine and define the terms philosophy, knowledge and wisdom.	No lesson	I can discuss and compare facts, beliefs and opinions	No lesson	I can investigate how we learn to behave	I can Analyse the morality of a decision and how it impacts others	
Trips, visitors and experiences:	• Safer internet day 10th Feb • **Y3 Dance festival 21st January 2025**								
Outcome/final pieces:	D&T: Shell structures - children to make money boxes								