

**Riverside Primary School  
Medium-Term Curriculum Plan  
2025-2026  
Year 3**

**Term: Summer 1 2025  
Theme: Springwatch**

	<b>Unit</b>	<b>Skills</b>	<b>Week 1 objectives and brief outline of learning</b>  <b>13.4.26</b>	<b>Week 2 objectives and brief outline of learning</b>  <b>20.4.26</b>	<b>Week 3 objectives and brief outline of learning</b>  <b>27.4.26</b>	<b>Week 4 objectives and brief outline of learning</b>  <b>4.5.26</b> <b>(4 day week, bank holiday Monday)</b>	<b>Week 5 objectives and brief outline of learning</b>  <b>11.5.26</b>	<b>Week 6 objectives and brief outline of learning</b>  <b>18.5.26</b> <b>(4 day week, INSET day Friday)</b> <b>(Trip to nature reserve)</b>
<b>Wow start:</b>	Seed guessing game - match to the corresponding plant Growing beans in the classroom.							
<b>Writing:</b>	Opening, middle, and ending – Clear structure with a beginning, build-up, problem, resolution, and ending. Characters and setting – Describing using adjectives and expanded noun phrases (e.g., <i>the dark, gloomy forest</i> ). Dialogue – Using speech marks correctly and making speech interesting. Interesting vocabulary – Using exciting verbs and adjectives (e.g., <i>sprinted</i> instead of <i>ran</i> ). Sentence variety – Combining simple, compound, and complex sentences. Punctuation – Using capital letters, full stops, commas, exclamation marks, and question marks correctly. Figurative language – Similes, metaphors, personification, and alliteration. Chronological order – Using time connectives like <i>first, next, after that, finally</i> .	<b>Writing to entertain:</b> action and setting description  1. AR Quiz 2. Text immersion 3. Story map 4. Features an action story 5. Descriptive language	<b>Writing to entertain:</b> action and setting description  6. Speech punctuation 7. Box up 8. Modelled write 9. Best copy model write 10. Exciting writing plan	<b>Writing to entertain:</b> action and setting description  11. Hot writing 12. Hot writing 13. Edit and improve  <b>Recount text - The best Holiday ever.</b>  1. Text Immersion 2. Story map	<b>Recount text - The best Holiday ever.</b>  3. Features of a recount text 4. Box up lesson 5. Model write 6. Best copy model write	<b>Recount text - The best Holiday ever.</b>  7. Exciting writing plan 8. Hot write 9. Hot write 10. Edit and improve 11. Handwriting	1. Apostrophes for Possession 2. Expanded noun phrases 3. Prefixes	
<b>Reading:</b>  <b>Link for suggested questions:</b>  <a href="https://docs.google.com/document/d/1cpgWCXcvwEZWQwn1qI3VJqWCcGek0kkTk3GyFqE8ncg/edit">https://docs.google.com/document/d/1cpgWCXcvwEZWQwn1qI3VJqWCcGek0kkTk3GyFqE8ncg/edit</a>	Retell the story in 1 sentence and in 5 sentences. Identify the main points in a paragraph from the story. Suggest an appropriate title for a paragraph or section of the story. Read a wide range of texts, including fiction, poetry, plays, nonfiction, and reference books or textbooks. Explore books structured in different ways, including chapters, headings, and illustrations. Re-tell parts aloud using intonation, tone, volume, and actions to convey meaning. Identify the main ideas in sections of the story. Make comparisons within the story, such as events or character actions. Use prior knowledge from other stories or texts to support understanding of the plot and characters. Compare and contrast characters and events in the story. Use tables or images to organise comparisons of characters, events, or settings.	<b>Introduction &amp; Chapters 1–3</b> <b>Theme/Focus: Introducing story, characters, predictions</b>  1. To make predictions from the book cover and blurb  2. To retrieve information from the text 3. To infer character feelings 4. To explore new vocabulary 5. To summarise and predict	<b>Week 2: Chapters 4–7</b> <b>Theme/Focus:</b> Character motives, sequencing events, illustrations  6. To retrieve and sequence events  7. To infer characters' motives 8. To explore illustrations 9. To make predictions 10. To summarise chapters 4–7 in writing.	<b>Week 3: Chapters 12 - 15</b> <i>(continue the rest as class reader)</i> <b>Theme/Focus:</b> Resolution, character reflection, themes  11. To retrieve key events 12. To compare predictions with outcomes 13. To reflect on character development so far 14. To identify themes so far 15. To summarise the story	<b>Week 1 – Introducing Plants &amp; Non-fiction Features</b>  <b>Focus:</b> Understanding nonfiction texts and identifying main ideas  1. To explore a nonfiction book and make predictions 2. To identify nonfiction text features 3. To identify main ideas in a section of text 4. To summarise information 5. To read aloud with	<b>Week 2 – How Plants Work</b> <b>Focus:</b> Retrieval, vocabulary and understanding scientific explanations  6. To retrieve information from nonfiction 7. To understand key vocabulary 8. To identify the main idea in a paragraph 9. To create a title for information text 10. To retell information orally	<b>Week 3 – Plants Around the World</b>  <b>Focus:</b> Comparing information and using prior knowledge  11. To identify key information about different plants 12. To compare plants and environments 13. To organise comparisons 14. To connect ideas with prior knowledge 15. To summarise the book	

	Continue to read a wide range of texts, including fiction, poetry, plays, nonfiction, and reference books or textbooks. Continue to explore books structured in different ways. Continue to re-tell sections aloud using intonation, tone, volume, and actions to convey meaning.				expression			
<b>Class Reader:</b>								
<b>Handwriting Y3</b>	<b>Penpals</b> <b>Year 3 unit 21-25 revising joins</b>	<ul style="list-style-type: none"> <li>- Letter spacing</li> <li>- Spacing between words</li> <li>- Consistency with size</li> <li>- Fluency</li> <li>- Parallel ascenders</li> </ul>	Unit 21: Letter spacing Unit 22: Spacing between words		Unit 23: Consistency with size Unit 24: Fluency		Unit 25: Parallel ascenders	
<b>Spelling:</b>		<ul style="list-style-type: none"> <li>- "ay" spelled ei eigh ey</li> <li>- Suffixes beginning with vowels added to multi syllable words: ~en, ~ing, ~er, ~ed, ~ation</li> <li>- ay spelled ei: eight, eighth, reign, weight</li> <li>- igh spelled ei: height</li> </ul>		"ay" spelled ei eigh ey		Suffixes beginning with vowels added to multi syllable words: ~en, ~ing, ~er, ~ed, ~ation	igh spelled ei: height	
<b>Maths:</b>	<b>Measurement Mass</b> <b>Fractions</b> <b>Measurement: Money</b> <b>Time</b>		<b>Measure and Capacity</b> <ul style="list-style-type: none"> <li>• Measure mass in grams</li> <li>• Measure mass in kg and g</li> <li>• Equivalent masses (kg and g)</li> </ul>	<b>Measure and capacity</b> <ul style="list-style-type: none"> <li>• Measure capacity in volume in millilitres</li> <li>• Measure capacity in volume in litres</li> </ul>	<b>Measurement and capacity</b> <ul style="list-style-type: none"> <li>• End of unit assessment</li> </ul> <b>Fractions B</b>	<b>Fractions B</b> <ul style="list-style-type: none"> <li>• End of unit assessment</li> </ul> <b>Measurement - money</b> <ul style="list-style-type: none"> <li>• Pounds and pence</li> </ul>	<b>Measurement- Money</b> <ul style="list-style-type: none"> <li>• Subtract money</li> <li>• Find change</li> <li>• End of block assessment</li> </ul> <b>Measurement - Time</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>Measurement - Time</b> <ul style="list-style-type: none"> <li>• Tell the time to the minute</li> <li>• Read time on a digital clock</li> <li>•</li> </ul>

			<ul style="list-style-type: none"> <li>• Compare mass</li> <li>• Add and subtract mass</li> </ul>	<ul style="list-style-type: none"> <li>• Equivalent capacity and volumes (litres and millilitres)</li> <li>• Compare capacity and volume</li> <li>• Add and subtract capacity and volume</li> </ul>	<ul style="list-style-type: none"> <li>• Add fractions</li> <li>• Subtract fractions</li> <li>• Partition the whole</li> <li>• Unit fractions of a set of objects</li> <li>• Non-unit fractions of a set of objects</li> <li>• Reasoning with fractions of an amount</li> </ul>	<ul style="list-style-type: none"> <li>• Convert pounds and pence</li> <li>• Add money</li> </ul>	<ul style="list-style-type: none"> <li>• Roman numerals to 12</li> <li>• Tell the time to 5 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Fun investigation</li> </ul>
<b>Science:</b>	Working Scientifically Year 3: Plants	<p><u>Working Scientifically</u></p> <p>Ask relevant questions.</p> <p>Set up simple, practical enquiries and comparative and fair tests.</p> <p>Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Use results to draw simple conclusions and suggest improvements, new questions and</p>	<ul style="list-style-type: none"> <li>• Investigate and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the requirements of plants for life and growth (air, light, water, nutrients, and room to grow) and how they vary from plant to plant</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate the way in which water is transported in plants.</li> </ul> <p>TRIP TO NATURE RESERVE</p>	<ul style="list-style-type: none"> <li>• Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>		

		<p>predictions for setting up further tests.</p> <p>Identify differences, similarities or changes related to simple, scientific ideas and processes.</p> <p>Use straightforward, scientific evidence to answer questions or to support their findings</p>						
<b>Art:</b>	<p><b>To develop ideas</b>  <b>To take inspiration from the greats:</b>Alberto Giacometti  <b>Sculpture:</b> Clay</p>	<p>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</p> <ul style="list-style-type: none"> <li>• Include texture that conveys feelings, expression or movement.</li> <li>• Use clay and other moldable materials.</li> <li>• Add materials to provide interesting detail.</li> </ul> <p>Artist: <b>Alberto Giacometti</b>  Stonehenge models</p>	I can explore the life of the artist Alberto Giacometti	I can design a sculpture of the Stonehenge in the style of Giacometti		I can create a model of the Stonehenge in the style of Giacometti.	I can evaluate my sculpture of the Stonehenge.	
<b>Computing:</b>	<p><b>Year 3</b>  <b>Turtle Logo and Scratch</b></p> <p><b>Turtle, Logo and Scratch</b></p>	<p>Use specified screen coordinates to control movement.  Set the appearance of objects and create sequences of changes.  Create and edit sounds. Control when they are heard, their volume, duration and rests.  Control the shade of pens.  Specify conditions to trigger events.  Use IF THEN conditions to control events or objects.  Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).</p>	Lesson 3 Turtle I can create and debug algorithms that draw regular polygons	Lesson 4 Scratch To create and debug algorithms that draw shapes		Lesson 5 I can I can create regular polygons in Scratch	Lesson 6 I can create and debug algorithms to draw patterns	

		<p>Use variables to store a value.</p> <ul style="list-style-type: none"> <li>Use the functions define, set, change, show and hide to control the variables.</li> </ul> <p>Use the Reporter operators</p> <p>() + ()  () - ()  () * ()  () / ()  to perform calculations.</p>						
<b>Music:</b>	<b>Charanga: Enjoying Improvisation</b>	<p>To confidently identify and move to the pulse</p> <p>To identify what the words of a song mean</p> <p>To take it in turn to say how a song makes us feel</p> <p>To listen carefully and respectfully to other people's thoughts about the music</p> <p>To improvise with a piece of music</p> <p>Play an instrument</p>		<p>Lesson 1 I can understand and improvise the song He's Got The Whole World in His Hands (Part 2).</p>	<p>Lesson 2 I can understand and improvise the song Why Does Music Make A Difference (Part 1)</p>		<p>Lesson 3 I can understand and improvise the song Why Does Music Make A Difference (Part 2)</p>	<p>Lesson 4 I can understand and improvise the song Panda Extravaganza Assessment Checkpoint</p>
<b>MfL:</b> <b><u>Language angels</u></b>	Habitats	<p><b>To read fluently</b></p> <ul style="list-style-type: none"> <li>Read and understand the main points in short written texts.</li> <li>Read short texts independently.</li> </ul> <p><b>To write imaginatively</b></p> <ul style="list-style-type: none"> <li>Write a few short sentences using familiar expressions.</li> <li>Express personal experiences and responses.</li> <li>Write short phrases from memory with spelling that is readily understandable.</li> </ul> <p><b>To speak confidently</b></p> <ul style="list-style-type: none"> <li>Understand the main points from spoken passages.</li> <li>Ask others to repeat words or phrases if necessary.</li> <li>Ask and answer</li> </ul>	<p>Lesson 1 Learn in French the essential elements that all plants and animals need to survive.</p>	<p>Lesson 2 Learn about some of the key habitats in our world</p>		<p>Lesson 3 To learn in French which plants grow in specific habitats.</p>	<p>Lesson 4 Learn about which animals live in specific habitats and look at some of their adaptations.</p>	<p>Lesson 5 Consolidate which animal and plant live in particular habitats.</p>

		<p>simple questions and talk about interests.</p> <ul style="list-style-type: none"> <li>• Take part in discussions and tasks.</li> <li>• Demonstrate a growing vocabulary.</li> </ul>						
PE	Swimming							
PSHCE:	<p><b>Health and Wellbeing</b></p> <p><b>Physical Health and Mental Wellbeing</b></p> <p>Health choices and habits; what affects feelings; expressing feelings</p>	<p>about the choices that people make in daily life that could affect their health</p> <ul style="list-style-type: none"> <li>• to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</li> <li>• what can help people to make healthy choices and what might negatively influence them</li> </ul> <p>about habits and that sometimes they can be maintained, changed or stopped the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</p> <ul style="list-style-type: none"> <li>• what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> </ul> <p>that regular exercise such as walking or cycling has positive benefits for their mental and physical health</p> <ul style="list-style-type: none"> <li>• about the things that affect feelings both positively and negatively</li> </ul>	I can identify healthy and unhealthy choices	I can understand what a habit is and what a healthy, balanced diet is		I can understand the positive effects of exercise and how it affects feelings		
RE: <u>NEW Scheme of Work</u>	What do Muslims believe about God Theology Lens	<u>Theology Lens</u> Show awareness of different	Classify and compare the 99 names of Allah	No Lesson	Examine and explain the concept of Tawhid	Investigate the history, content and importance of the Qu'ran	Investigate and sequence the life events of the prophet Muhammad	Design a piece of art work inspired by Islamic belief and culture.

		<p>sources of authority and how they link with beliefs.</p> <p>Identify different types of writing and give an example of how a believer might interpret a source of authority.</p> <p>Recognise that beliefs are influenced by events in the past and present.</p> <p>Identify some links between beliefs being studied within a religion or worldview.</p> <p>Show awareness of some of the similarities and differences between and within religions and worldviews.</p>						
<b>Trips, visitors and experiences:</b>	<ul style="list-style-type: none"> <li>● Skreens park 29th June - Tuesday 30th June</li> <li>● A trip to the nature reserve 6th May</li> </ul>							
<b>Shared learning:</b>	<ul style="list-style-type: none"> <li>● Nature reserve</li> </ul>							