
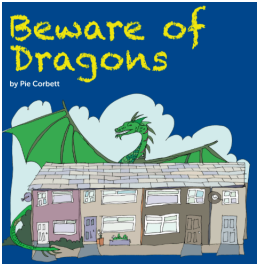


Riverside Primary School
 Medium-Term Curriculum Plan
 2025-2026
 Year 3

Term: Summer 2 2026
 Theme: Diggin deep

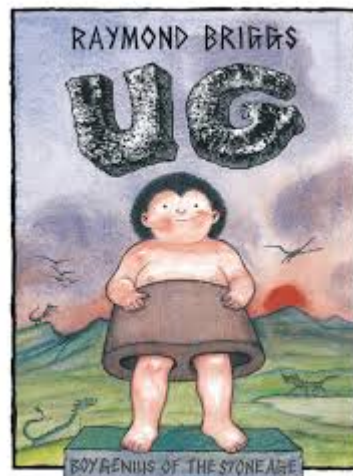
	Unit	Skills	Week 1 objectives and brief outline of learning 1.6.26	Week 2 objectives and brief outline of learning 8.6.26	Week 3 objectives and brief outline of learning 15.6.26	Week 4 objectives and brief outline of learning 22.6.26	Week 5 objectives and brief outline of learning 29.6.26 Skreens Mon-Tues Sports Day	Week 6 objectives and brief outline of learning 6.7.26 Assessment week???	Week 7 objectives and brief outline of learning 13.7.26	Week 8
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Wow start: Outdoor learning rock hunt around the school and read *The Pebble in my Pocket*

Writing:	 	<p>Use of imperative verbs (bossy verbs): e.g. Cut, Mix, Place, Fold</p> <p>Chronological order: Instructions are written in a logical sequence.</p> <p>Time connectives: e.g. First, Then, Next, After that, Finally</p> <p>Numbered or bullet-pointed steps</p> <p>Clear titles and subheadings</p> <p>Diagrams or illustrations (optional, to aid understanding)</p> <p>Use of adverbs for clarity: e.g. Carefully, Quickly</p> <p>Present tense: Most instructions are written in the present tense.</p> <p>Specific detail: Exact measurements or tools where appropriate: e.g. Use 1 cup of flour</p> <p>Expanded noun phrases: e.g. the towering oak tree, the glistening blue lake</p> <p>Use of senses: Describe what can be seen, heard, smelt, felt, and sometimes tasted.</p> <p>Sight: "The golden sun dipped behind the mountains." Sound: "Leaves rustled in the breeze."</p> <p>Prepositional phrases: e.g. under the bridge, beside the river</p> <p>Similes (introduced at this level): e.g. The sky was as red as fire.</p> <p>Varied sentence starters: Avoiding repetition; using fronted adverbials like <i>In the distance, Beyond the hill, Near the forest edge...</i></p> <p>Past tense</p>	<p>Imitation stage Stone age boy</p> <p>AR quiz</p> <p>Hook</p> <p>Story map</p> <p>Oral retell & comprehension</p> <p>Drama & character exploration</p>	<p>Innovation stage Stone age boy</p> <p>Box up</p> <p>Vocabulary and sentence work</p> <p>Tool box</p> <p>Model write</p> <p>Best copy model write</p>	<p>Invention stage Stone age boy</p> <p>SPaG - Expanded noun phrases, dialogue punctuation,</p> <p>Exciting writing plan</p> <p>Hot write</p> <p>Hot write</p> <p>Edit and improve</p>	<p>Assessment week</p>	<p>Writing to inform: How to trap a dragon Instructions.</p> <p>Write a news break</p> <p>Identify the signs</p> <p>Create a map to show where a dragon lives</p> <p>Draw and label - have you seen this dragon?</p> <p>Write a newspaper report</p>	<p>Writing to inform: How to trap a dragon Instructions.</p> <p>Plan an Advert to hire a dragon hunter</p> <p>Describe the Dragon</p> <p>Comprehension / text immersion</p> <p>Vocabulary</p> <p>Box up / underlining pattern</p>	<p>Writing to inform: How to trap a dragon Instructions.</p> <p>Model write</p> <p>Exciting writing plan</p> <p>Hot write</p> <p>Hot write</p> <p>Edit and improve</p>	English activities
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<p>Reading:</p> <p>Link for suggested questions: https://docs.google.com/document/d/1cpgWCXcvwEZWQwn1qI3VJqWCcGek0kkTk3GyFqE8ncg/edit</p>		<p>Give/explain the meaning of words in context.</p> <p>What does this... word/phrase/sentence... tell you about... character/setting/mood etc? Highlight a key phrase or line. By writing a line in this way what effect has the author created? In the story, 'x' is mentioned a lot. Why? The writer uses words like ... to describe What does this tell you about a character or setting? What other words/phrases could the author have used? The writer uses ...words/phrases...to describe ... How does this make you feel? How has the writer made you and/or the character feel ...happy /sad/angry/frustrated/lonely/bitter etc?</p>	<p>Week 1: First Encounters & Literal Meaning</p> <p><i>Focus: Navigating the graphic novel format, identifying the setting, and initial impressions.</i></p> <ul style="list-style-type: none"> To use visual clues and artifacts to predict the themes of a text. To identify the conventions of a graphic novel (speech bubbles, panels, captions). To retrieve key facts about Ug's daily life from the text and illustrations. To clarify the meaning of Tier 2 vocabulary in a prehistoric context. To sequence the main events of the opening chapters using a story map. 	<p>Week 2: Digging Deeper (Inference & Character)</p> <p><i>Focus: Understanding Ug's internal struggle and his relationship with his parents.</i></p> <ul style="list-style-type: none"> To infer a character's feelings by "reading" facial expressions and body language. To explain how dialogue reveals the contrast between Ug's "genius" and his parents' "traditionalism." To use evidence from the text to justify why Ug is an "outcast" in his community. To identify how the author uses humor and anachronisms (modern things in the wrong time) for effect. To participate in a "Hot Seating" activity to explore Ug's motives and frustrations. 	<p>Week 3: Review, Respond & Evaluate</p> <p><i>Focus: Analyzing the author's message, the structure of the story, and personal response.</i></p> <ul style="list-style-type: none"> To identify the "turning points" in the narrative and how they are paced through panel size. To compare and contrast Ug's world with our modern world using specific text evidence. To discuss the author's use of color and light to set the mood (e.g., the coldness of the stone). To summarise the "Big Idea" of the book (e.g., the struggle for progress vs. the comfort of the status quo). To write a critical review of the book, justifying personal opinions with evidence from the text. 	<p>Assessment week</p>	<p>Week 1: First Encounters & Orientation</p> <p><i>Focus: The "Portal" narrative, initial comparisons, and literal comprehension.</i></p> <ul style="list-style-type: none"> To make predictions about a story based on the front cover and the "falling" motif. To retrieve information about the boy's initial discovery of the Stone Age camp. To clarify and explore "History-specific" vocabulary (<i>flint, scrapers, spear-thrower, cavern</i>). To identify how the author uses illustrations to show the passage of time. To summarize the differences between the boy's modern home and the Stone Age camp. 	<p>Week 2: Digging Deeper (Inference & Detail)</p> <p><i>Focus: Character relationships (the Boy and Om), daily survival, and sensory language.</i></p> <ul style="list-style-type: none"> To infer how the boy feels about his new environment using his actions as evidence. To explain how Om (the Stone Age girl) communicates without speaking the same language. To identify the "Steps in a Process" within the story (e.g., how they prepare a skin or make fire). To explore the "show, don't tell" technique in Kitamura's illustrations regarding the tribe's emotions. To use "Role on the Wall" to compare the boy's internal fear with his outward curiosity. 	<p>Week 3: Review, Respond & Evaluate</p> <p><i>Focus: Themes of friendship, the "Dream vs. Reality" ending, and the author's craft.</i></p> <ul style="list-style-type: none"> To identify the climax of the story (the bear in the cave) and its impact on the plot. To analyze the author's choice of the "Circular Narrative" (starting and ending in the same place). To evaluate the significance of the cave paintings as a method of storytelling. To discuss the "Big Idea": <i>What can modern humans learn from the Stone Age way of life?</i> To express a personal preference for the book, linking to other "Time Travel" or Stone Age stories. 	<p>Reading activities</p>
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Class reader



Class reader

Handwriting Y3			Unit 26: Parallel ascenders descenders		Unit 27: Revising horizontal join r to an anticlockwise letter: rs		Unit 28: Revising break letters		Unit 29: Assessment Unit 30: Capital letters	
Spellings Year 3		<u>Word Study Spelling</u>		Prefixes pre and sub		Homophones: main, mane meat, meet missed, mist piece, peace		words with double consonants: address, appear, arrive, different, difficult, disappear, grammar, occasion, opposite, pressure, suppose		Consolidation
Maths Year 3:			Measurement: Time <ul style="list-style-type: none"> Read time on a digital clock Time on a digital clock Use a.m and pm Years, months and days Days and hours Investigation 	Measurement: Time and Shape <ul style="list-style-type: none"> Hours and minutes - use start and end times Hours and minutes - use durations Minutes and seconds Units of time End of block assessment 	Measurement: Shape/Assessment Week <ul style="list-style-type: none"> Maths paper 1 Maths paper 2 Maths paper 3 Turns and angles Right angles 	Measurement: Shape <ul style="list-style-type: none"> Compare angles Measure and draw accurately Horizontal and vertical Parallel and perpendicular Jump up day 	Measurement: Shapes <ul style="list-style-type: none"> Recognise and describe 2-D shapes Draw polygons Recognise and describe 3-D shapes Make 3-D shape Yr6 Performance 	Statistics <ul style="list-style-type: none"> End of block (shape) assessment Interpret pictograms Draw pictograms Interpret bar charts Sports Day 	Statistics/Consolidation <ul style="list-style-type: none"> Draw bar charts Collect and represent data Two-way tables End of block assessment Investigations 	
Science	Y3: Rocks		I can compare different types of rocks.	I can make systematic and careful observations.	I can explain how fossils are formed.	I can observe scientifically and use scientific vocabulary.	I can explain how soil is formed.	Science experiment.	I can compare different types of rocks.	I can make systematic and careful observations.

				I can group rocks based on their properties.						I can group rocks based on their properties.
History	Changes in Britain from the Stone Age to the Iron Age How did Britain change from the Stone Age to the Iron Age?	See here: History Unit Plan: Year 3 Stone Age to Iron Age: How did Britain change during pre-history?		Lesson 1 What is prehistory? Lesson 2 What was it like to live in the palaeolithic or Mesolithic?		Lesson 3 What different sources of evidence have we used so far? Why is this period known as the Neolithic Lesson 4 What is Bronze? Did the development of metal use change everything in prehistoric Britain?revolution?	+	Lesson 5 What evidence do prehistoric monuments offer? Lesson 6 How was iron better than bronze?		
Geography	Plan Bee Investigating our Local area Year 3 Locational knowledge, Human geography, Geographical skills and fieldwork. PlanBee - Investigating our local area		Lesson 1 I can locate the local area on a map and give directions using compass points. Lesson 2 I can learn about physical and human features of our local area		Lesson 3 I can identify different types of services in the local area.	.	Lesson 4 I can record and collect evidence Lesson 5 I can evaluate what the local area is like.			
Art	To develop ideas To take inspiration from the greats: Monet Painting				Lesson 1 I can find out about the artist Monet.		Lesson 2 I can develop ideas	Lesson 3 I can take inspirations from the greats	Lesson 4 I can paint like Monet	

Computing:	Year 3: Micro:bit NEW Micro:bit	Physical Computing 2 is designed to give children a basic understanding of the BBC micro:bit and how it can be used to create simple programs that interact with the physical world.	LO: I can explain that the micro:bit is a tiny computer. I can explain that computers need to be given set of instructions (an algorithm) in code. I can give the micro:bit instructions in code to make a name badge using the LED display output	<ul style="list-style-type: none"> ▪ I can create a micro:bit animation using a sequence of images in a loop. ▪ I can explain that the order or sequence of instructions is important. ▪ I can explain that loops can make code more compact and easier to read. 	<ul style="list-style-type: none"> ▪ I can make the micro:bit show different pictures on the LED display output depending on which button input is pressed. ▪ I can explain that inputs are data sent to a computer. ▪ I can explain that outputs are data sent from a computer. 	<ul style="list-style-type: none"> ▪ I can turn my micro:bit into a step counter using the accelerometer and variables. ▪ I can explain that accelerometer is a sensor, an input that senses movement. ▪ I can explain that variables are containers for storing data which can be accessed and updated. 	<ul style="list-style-type: none"> ▪ No Lesson 	<ul style="list-style-type: none"> ▪ I can code a micro:bit to make a light that switches on when it gets dark using sensors and logic. ▪ I can explain that sensors are inputs that sense things in the real world, such as movement and light. ▪ I can explain that logic is how computers make decisions in code based on whether things are true or false. 	Lesson 6 <ul style="list-style-type: none"> ▪ I can code a micro:bit Rock, paper, scissors game using inputs, random numbers, variables, and logic. ▪ I can explain how combining inputs, random numbers, variables, and logic can make a computer simulation of a real-world game. 	
Music:	Charanga: Opening Night	Year 3 Knowledge and Skills Knowledge Skills - Year 3.pdf Year 3 Knowledge Organisers Knowledge Organiser Year 3.pdf		Lesson 1 I can understand and improvise the song Michael Row the Boat Ashore (Part 1)	Lesson 2 I can understand and improvise the song Michael Row the Boat Ashore (Part 2)		Lesson 3 I can understand and improvise the song The Dragon Song (Part 1)	Lesson 4 I can understand and improvise the song The Dragon Song (Part 2)	Lesson 5 I can understand and improvise the song Follow Me Lesson 6 I can complete my assessment checkpoint	
MfL: French MfL: Language angels	En classe		Lesson 1 To start the unit and introduce the nouns	Lesson 2	Lesson 3	Lesson 4	No lesson	Lesson 5	Lesson 6 To revise all	No lesson

			and articles/determiners for six common classroom objects.	To learn a further five classroom object nouns with their indefinite articles/determiners	To learn the question 'Qu'est-ce qu'il y a dans ta trousse ?'	To consolidate the previously learnt language and introduce the possessive adjectives 'mon', 'ma' and 'mes' in French.		To learn how to use the negative structure 'Je n'ai pas de...'	language covered so far and complete assessment for the unit.	
Outdoor PE	Y3 Athletics	Physical: sprint, jump for distance, push throw, pull throw Social: collaborate, work safely Emotional: determination, perseverance Thinking: observe and provide feedback, comprehension, explore technique		To develop the sprinting technique and improve on your personal best.	To develop changeover technique in relay events.	To develop jumping technique in a range of approaches and take off positions.	To develop throwing for distance and accuracy.	To develop throwing for distance in a pull throw.	To develop officiating and performing skills.	
PE	Y3/4 Rounders	Physical: underarm and overarm throw, catch, bowl, track a ball, field and retrieve a ball, bat Social: collaboration, communication, co-operate, support and encourage others Emotional: honesty, fair play, confidence, determination Thinking: comprehension, select and apply skills, tactics, make decisions	Sports day practice -60m sprint, tennis ball throw	To learn how to score points in a striking and fielding game.	To develop batting to score points.	To develop fielding skills to limit the batter's score.	To understand the role of a bowler in the fielding team.	To develop an understanding of tactics and begin to use them in game situations.	To apply skills and knowledge to play games using rounders rules.	
PSHCE:	Health and Wellbeing Growing and changing Personal strengths and achievements; managing and reframing setbacks Naming body parts Keeping safe Risks and hazards; safety in the local environment and unfamiliar places 1st Aid	Growing and changing That everyone is an individual and has unique and valuable contributions to make • to recognise how strengths and interests form part of a person's identity • how to identify their own personal strengths and interests and what they're proud of (in school, out of school) Keeping safe how to identify typical hazards at home and in school • how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • about fire safety at home including the		First Aid Lesson I can make a clear and efficient call to emergency services if necessary	First Aid Lesson I can deal with bites and stings and practise the recovery position	First Aid lesson I can understand facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking		I can recognise people's different strengths and identify my own	No outsiders	

		<p>need for smoke alarms • the importance of following safety rules from parents and other adults</p> <p>how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</p>								
<p>RE: NEW Scheme of Work</p>	<p>What difference does being a Muslim make to Daily Life</p> <p>Human and social Science lens</p>	<p>Theology Lens</p> <p>Show awareness of different 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>	<p>Lesson 1</p> <p>Examine how a person's beliefs can affect their daily life.</p>	<p>Lesson 2</p> <p>Outline how the 5 pillars of islam affect how Muslims live their lives</p>	<p>No Lesson</p>	<p>Lesson 3</p> <p>Explain the significance of a mosque to a Muslim</p>	<p>No lesson</p>	<p>Lesson 4</p> <p>Investigate how the Shahada influences daily life as a Muslim</p>	<p>.Lesson 6</p> <p>Assess the daily life of a Muslim and how it impacted on their beliefs</p>	<p>No Lesson</p>
<p>Trips, visitors and experiences:</p>	<p>Skreens park 29th and 30th June</p>									
<p>Shared learning:</p>										
<p>Outcome/final pieces:</p>										