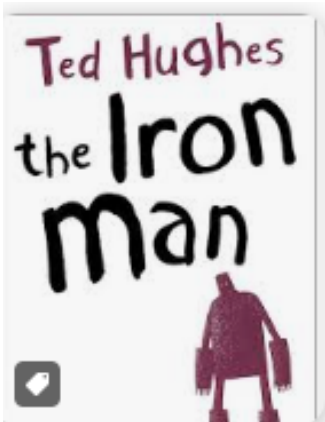


Riverside Primary School Medium-Term Curriculum Plan 2025-2026 Year 3										
Term: Autumn 1 2026 Theme:Hands on History										
	Unit	Skills	Week 1 objectives and brief outline of learning 1.9.25 (2 days)	Week 2 objectives and brief outline of learning 7.9.26	Week 3 objectives and brief outline of learning 14.9.26	Week 4 objectives and brief outline of learning 21.9.26	Week 5 objectives and brief outline of learning 28.9.26	Week 6 objectives and brief outline of learning 5.10.26	Week 7 objectives and brief outline of learning 12.10.26	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 Descriptive text Information text.		Alan Peat Sentence Types: Year 3 ing, ed. The more, the more Emotion word, (comma) 2 pairs. Writing to entertain Text Features Detailed description Use paragraphs to organise in time sequence Other Style Ideas Opportunities for comparing different forms of past tense (progressive and simple) 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 clauses May begin to use dashes for emphasis	Cold Write task for Baseline Day 1: English Book presentation. Day 2: AR Quiz	Day 1:Plan Letter to Class teacher Day 2: I can write my letter. Day 3: I can be introduced to editing and improving my work. Day 4: I can get immersed in the story Day 5: I can create a story map for a descriptive story.	Day 1: I can create a tool kit for a descriptive text. Day 2: I can use conjunctions Day 3 : I can identify adjectives in a descriptive text. Day 4 I can use prepositional language. Day 5:I can create a box up plan.	Day 1: Modelled write: Descriptive text Day 2: Modelled write: Descriptive tex Day 3: Top Copy: Descriptive text Day 4: I can plan a story. Day 5: Hot write: Descriptive text	Day 1: Hot write: Descriptive text Day 2 I can edit and improve my work. Day 3: I can explore the structure of a text. Day 4: I can story map a text. Day 5: I can create a tool kit for an information text.	Day 1: I can write a who/which/where sentence Day 2: I can use adverbs to introduce sentences. Day 3: I can use a relative clause. Day 4: I can box up a story Day 5: Modelled write: Information text	Day 1: Modelled write: Information text Day 2: Top copy: Information text Day 3: I can plan my information text. Day 4:Hot write: Information text Day 5: Hot write: Information text	Day 1: I can edit and improve my information text. Day 2: Consolidation Day 3: Consolidation Day 4: Consolidation Day 5: Consolidation
Reading:		2b:Retrieve and record information/identify key details from fiction and non-fiction 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		Day 1:I can listen and enjoy a whole class text. Day 2:I can explore language and imagery in a text.	Day 1:I can explore vocabulary and atmosphere in Chapter 2 Day 2 :I can explore characters' feelings about the Iron Man.	Day 1: I can read chapter 3 Day 2:I can empathise with characters and explore conflict.	Day 1:I can read Chapter 4 Day 2:I can understand the Space-Bat challenge	Day 1:I can Read Chapter 5 Day 2:I can retrieve key details to visualize a scene.	Day 1:I can map out the main events of a whole story. Day 2:I can answer questions as a character from the book.	Black history text on Katherine Jenkins.

		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		Day 3:I can tell and explore the atmosphere of a text. Day 4: I can scan the text and retrieve information Day 5:I can use clues in the text to figure out how a character feels and what is happening.	Day 3: I can make inferences about Hogarth's relationship with Iron Man. Day 4:I can find and retrieve facts from the text. Day 5: I can predict what will happen next using clues from the text.	Day 3: I can explore themes of fear and acceptance. Day 4:I can summarise and retell. Day 5: I can use clues from the text to infer how a character is feeling.	Day 3:I can respond creatively in a role. Day 4:I can use context clues to find the meaning of unfamiliar words. Day 5:I can distinguish between facts and opinions in a text.	Day 3: I can explain how a character changes from the beginning to the end of a story. Day 4:I can sequence events to show how the challenge is won. Day 5: I can explain the main message or lesson at the end of a story.	Day 3: I can explain why someone should read this book. Day 4:I can use adjectives to describe different textures and objects. Day 5: I can express my opinion about a text and give a reason.	
Class Reader:			 Iron Man byTed Hughes							
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:			Day 1: Bank Holiday Day 2: Inset Day 3: Inset Day 4: Maths presentation Day 5: Introduction to place value.	Day 1:I can present numbers to 100 Day 2: I can partition numbers to 100 Day 3:I can use a number line to 100. Day 4:I can use 100s. Day 5: I can represent numbers to 1000	Day 1: I can partition numbers to 1.000 Day 2: I can use flexible partitioning of numbers to 1,000 Day 3: I can use hundreds,tens and ones. Day 4: I can find 1,10 or 100 more or less. Day 5:I can use a number line to 1,000.	Day 1: I can estimate on a number line to 1,000. Day 2: I can compare numbers to 1,000. Day 3: I can order numbers to 1,000. Day 4: I can count in 50s. Day 5: End of unit assessment.	Addition and subtraction: Day 1: I can apply number bonds within 10. Day 2: I can add or subtract 1s. Day 3: I can add and subtract 10s Day 4: I can add and subtract 100s Day 5: I know how to spot the pattern.	Day 1: I can add 1s across a 10. Day 2: I can add 10s across a 100. Day 3: I can subtract 1s across a 10. Day 4:I can subtract 10s across a 100. Day 5: I can make connections	Day 1: I can add two numbers (No exchange) Day 2:I can subtract two numbers (No exchange) Day 3: I can add two numbers (across a 10) Day 4: I can add two numbers (across a 100) Day 5: I can subtract two numbers (across a 10)	Day 1: I can subtract two numbers (across a 100) Day 2: I can add 2- digit numbers and 3- digit numbers. Day 3: I can subtract a 2-digit number from a 3 digit number. Day 4: Complements to 100 Day 5: I can estimate answers.

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			Learning Objective To explore and classify foods according to their food groups and understand why each group is important.	To compare information on food labels and present findings in a bar chart.	To name some human bones and investigate bone lengths.	To recognise and classify living things with different types of skeleton.	To compare animal skeletons to see how they have adapted to help animals move in their environment.	To observe and identify how bones and muscles work together by creating a model.	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) • 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 • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. Collage • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage.		I can show I know what a collage is and the different techniques used through studying George Baraque 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 make my collage I can evaluate my collage
Computing:	Familiarisation with Google Classroom and Make a Noise - Google Form on the Children's Hub X1 Digital Foundations 3 📌 Digital Found... x6 step			Familiarisation with Google Classroom and acceptable use .	To understand elements of the IPO model for computing.	To understand how and why components of a Computing device are connected.	To understand the role of an operating system in organising digital files. To be able to locate digital files in order to complete tasks.	To recognise an increasing range of common shared icons and their functions.	To understand aspects of mice and trackpads. To use two hands on a keyboard to type letters, numbers and symbols.	To use formatting tools within a document to manipulate the content. To understand that word processing programs have spelling and grammar tools to help with editing a document.

Music:	Charanga: Writing down music	Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • 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 dribbling skills with hands and feet.	To develop tracking and catching skills.	To develop tracking and throwing skills.	To develop tracking and kicking skills.	To track a ball that is not sent directly to me.	To apply sending and receiving skills in games.	
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	No Outsiders This is Our House - Michael Rosen	Lesson 1 I can understand ground rules and meeting our class.	Lesson 2 I can learn about friendship changes.	Lesson 3 I can understand when should you keep a secret and what makes a good friendship	Lesson 4 I can learn about making new friendships.	Lesson 5 I can recognise healthy and unhealthy friendships		

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