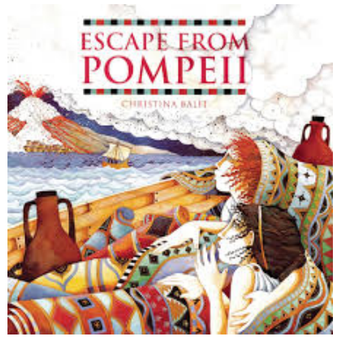
Riverside Primary School
Medium-Term Curriculum Plan
2026-2027
Year 3

Term: Autumn 2 2026
Theme: Danger Zone!

	Unit	Skills	Week 1 objectives and brief outline of learning 02.11.26	Week 2 objectives and brief outline of learning 9.11.26 Children in need	Week 3 objectives and brief outline of learning 16.11.26 (4 day week) Road safety week	Week 4 objectives and brief outline of learning 23.11.26 (4 day week) Christmas mobiles UK parliament week	Week 5 objectives and brief outline of learning 30.12.25 Christmas Pudding trip Assessment week Christmas rehearsal	Week 6 objectives and brief outline of learning 7.12.26 Christmas production Christmas jumper day Makaton assembly	Week 7 objectives and brief outline of learning 14.12.26	
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 Use commas to make	**Imitation stage** **Day 1**: I can learn the text **Day 2**:I can story map the text **Day 3**:I can gather and understand the key vocabulary from a text. **Day 4:**I can create a tool kit. **Day 5**:I can use the rules of direct speech.	**Innovation stage** **Day 1:**I can use show not tell to convey feelings. **Day 2**:I can write to create suspense sentences. **Day 3**:I can create a setting and short burst suspense writing. **Day 4**:I can box-up an adventure story. **Day 5**:I can write my adventure story. (modelled write).	**Innovation stage** **Day 1:**I can write an adventure story (modelled write). **Day 2:**I can edit and improve my writing. **Day 3:**I can best copy a model. **Day 4**:I can plan my adventure story.	**Independent stage** **Day 2**: Hot writing. **Day 3**:Hot writing. **Day 4**:I can edit and improve. **Writing to persuade - imitation** **Day 5**:I can explore persuasion text.	**Writing to persuade - imitation** **Day 1**:I can story map the text. **Day 2**:I can use paragraphs. **Day 3:** I can create a toolkit/box up a text.Persuasive writing techniques. **Day 4**:I can explore the structure of a balanced argument. **Day 5**:I can box up a persuasive text	**Writing to persuade - innovation** **Day 1:** I can write persuasive text (modelled writing). **Day 2:**I can write a persuasive text (modelled write) **Day 3:** I can edit and improve. **Day 4**:Best copy modelled writing. **Day 5**:I can plan a persuasive text.	**Writing to persuade - Independent stage** **Day 1**:Hot write **Day 2**:Hot write **Day 3**:I can edit and improve. **Day 4**:Consolidation **Day 5**:Consolidation	

		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: *What is the character feeling? What motivates them? What is implied?* 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.	Day 1: I can read and follow the opening of Escape from Pompeii. Day 2: I can use context clues to find the meaning of historical words Day 3:I can identify the peaceful atmosphere at the start of the story. Day 4: I can retrieve key facts from the text. Day 5: I can predict what will happen using clues from the title and pictures.	Pages (7-12) Day 1: I can read pages 7-12 of Escape from Pompeii. Day 2: I can retrieve key details to visualise a scene. Day 3: I can make inferences about the friendship between Tranio and Livia. Day 4: I can support my answer with evidence from the text. Day 5: I can distinguish between facts and opinions in a text.	Pages (13-18) Day 1: I can read pages 13-18. Day 2: I can infer that danger is coming using subtle text clues. Day 3: I can respond creatively in a role to explore fear. Day 4: I can summarise the events leading up to the eruption.	Pages (19-24) Day 1: I can read pages 19-24. Day 2: I can explore how the author creates a terrifying atmosphere. Day 3: I can infer how Traino and Livia feel during the eruption. Day 4:I can use context clues to understand dramatic eruption vocabulary.	Day 2: I can read pages 25-30 Day 3: I can explain how Tranio's feelings change during the escape. Day 4: I can write a 2 sentence summary of the escape scene. Day 5: I can infer how the survivors felt as they looked back at Pompeii.	Day 1: I can map out the key events of the story. Day 2: I can explain how Tranio changes from the beginning to the end of the story. Day 3: I can explore the main themes of the book Day 4: I can compare different parts of the text to answer retrieval questions. Day 5: I can respond creatively in a role as a survivor.	Day 1: I can understand the epilogue of the book. Day 2: I can distinguish between the real history of Pompeii and the story. Day 3: I can explain the main lesson or message of the book. Day 4: I can express my opinion about the text with clear reasons. Day 5: I can demonstrate my understanding of Escape from Pompeii.	
Class Reader:			**Escape from Pompeii by Christina Ballet**							

										
Handwriting:	Penpals Year 3 – Joining Letters	Form and join letters accurately using the correct joins. Understand when letters should and should not be joined. Maintain consistent letter size, shape and spacing. Develop fluency and legibility when writing joined letters. Apply handwriting joins correctly when writing words and sentences.	LO: Unit 8 - Joining from r to an anticlockwise letter: ra, rd, rg, ro.	LO: Unit 9 - Joining from r to e: are, ere, ure, ore, ire	LO: Unit 10 - introducing break letters: g, j, y, f, b, p, q , x, z.	LO: Unit 11- Joining f: if, ef, af, of.	LO: Unit 12: Introducing joining from f to an ascender: fl, ft.	LO: Unit 13- Joining from f, no ascender: fe, fi, fu, fr, fy.	LO: Unit 14: Joining from f to an anticlockwise letter: fo, fa.	
Spelling:	**Spelling Shed Stage 3**	Recognise and apply spelling patterns and rules. Understand how prefixes change the meaning of words. Apply spelling rules when adding suffixes. Identify and use different graphemes for the same sound. Develop accuracy when spelling common exception and challenge words. Apply taught spellings independently in writing.	Stage 3- Lesson 8 LO: I can spell words with the prefix ‘dis-’.	Stage 3- Lesson 9 LO: I can spell words with the prefix ‘mis-’.	Stage 3- Lesson 10 LO: I can spell words where ‘-ing’, ‘-er’ and ‘-ed’ are added to multisyllabic words.	Stage 3- Lesson 11 LO: I can spell words where ‘-ing’, ‘-er’ and ‘-ed’ are added to multisyllabic words.	Stage 3- Lesson 12 LO: I can spell challenge words.	Stage 3- Lesson 13 LO: I can spell words with the digraph ‘ai’ and the tetragraph ‘aigh’.	Consolidation	

Maths:		**Subtract numbers mentally and using practical resources.** **Subtract 2-digit and 3-digit numbers using appropriate methods.** **Use number bonds and complements to 100.** **Estimate answers and check calculations using inverse operations.** **Choose appropriate methods to solve calculations.** **Make equal groups and use arrays to represent multiplication and division.** **Recall and use the 2, 3, 4, 5, 8 and 10 times tables.** **Recognise and find multiples of numbers.** **Solve multiplication and division problems using known facts.**	1. LO: I can subtract across two numbers (across a 10). Practical 2. LO: I can subtract two numbers (across a 10). 3. LO: I can subtract two numbers (across a 100). Practical 4. LO: I can subtract two numbers (across a 100). 5. LO: I can add 2-digit and 3-digit numbers.	1.LO: I can subtract 2-digit number from a 3-digit numbers 2. LO: I can find complements to 100. 3. LO: I can estimate answers. 4. LO: I can use inverse operations, 5. LO: I can use appropriate operation and method.	1.End of Unit Test. Pre- Unit Test. 2. LO: I can make equal groups. 3. LO: I can use arrays. 4. LO: I can find multiples of 2. 5. LO: I can find multiples of 5 and 10,.	1.LO: I can share and group. 2. LO: I can find multiples of 3. 3.LO: I can divide by 3. 4. LO: I can recall the 3 times tables. 5. LO: I can find multiples of 4.	1.LO: I can divide by 4. 2.LO: I can recall the 4 times-tables. 3.LO: I can find multiples of 8. 4.LO: I can divide by 8. 5. LO: I can recall the 8 times-table.	1.LO: I can recall the 2, 4 and 8 times-table. 2.End of Unit Test. Pre- Unit Test. 3. Consolidation 4. Consolidation 5. Consolidation	1.Christmas Maths 2.Christmas Maths 3.Christmas Maths 4. Christmas Maths 5. Christmas Maths	
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 mappi ng to locate countries and describe features. • Use a range of resources to identify	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	

		the key physical and human features of a location. . **To communicate geographically** • **physical geography**, Describe key aspects of: including: volcanoes.								
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). • 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.	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.		

		• Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles.								
Computing:	**Year 3: Computer systems and networks**		I can understand how devices are connected to each other Lesson 1	I can understand what a computer network is Lesson 2	I can understand what the internet is and how it works. Lesson 3	I can understand the world wide web. Lesson 4	I can show I know how to use a search engine safely. Lesson 5			
Music:	**Playing in a Band** **Christmas songs for performances**	Year 3 Knowledge and Skills Knowledge _ Skills - Year 3.pdf Year 3 Knowledge Organisers Knowledge Organiser Year 3.pdf	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 :	Les animaux	**To read fluently** • Read and understand the main points in short written texts. • 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.	Lesson 1 I can name 5 animals in French.	Lesson 2 I can name 5 more animals in French.	Lesson 3 I can name 10 animals in French.	Lesson 4 I can use the correct determiner for the correct animal	Lesson 5 I can use je suis.	Lesson 6 I can remember what I have learnt.		
Indoor PE	**Gymnastics Y3**	• Physical: individual point and patch balances,	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	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 leart	

		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					contrasting actions and shapes.		(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 Emotional: honesty and fair play Emotional: perseverance Emotional: confidence Thinking: planning strategies and using tactics Thinking: observing and providing feedback	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	
PSHCE:	**Exploring emotions**	**Mental health and wellbeing** **Building on the learning in year 2, this unit develops pupils' bank of self-regulation strategies and provides the opportunity to apply them in new contexts, such as managing worries.** **That bullying and hurtful behaviour is unacceptable in any situation**	No outsiders We're all Wonders by R.J Placio	Lesson 1 I can learn about noticing thoughts, feelings and emotions, and how emotions vary in strength.	Anti-bullying week - Aesops Theatre	Lesson 2 I can learn about different kinds of distraction and some ways they can be managed.	Lesson 3 I can learn about helpful patterns of thoughts and emotions.	Lesson 4 I can learn how to recognise and manage worry.	Lesson 5 I can learn how feeling calm can help us to manage our responses.	

		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**								
RE: **RE:** **<u>NEW Scheme of Work</u>**	**How do people express commitment to a religion (final lesson)** **What is the trinity Theology lens.**	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. Recognise ways in which beliefs might make Muslims think about how they live their life, how they see the world in which they live and how they view		I can compose a comparative summary of different rites of passage.	I can describe the events of Jesus' Baptism according to the Gospel	I can explain how the Trinity is symbolised in Art and explain what this means.	I can design a piece of Art work which explains the Trinity.	I can compose a lyric which expresses Christian beliefs about the Trinity		

		others.								
Trips, visitors and experiences:	• Anti bullying week • Christmas Jumper Day • Christmas puddings at Hullbridge Free Church 25th November • Christmas Hoops • Christmas production • Children in Need virtual dance • Makaton assembly • UK parliament week									
Shared learning:	**Christmas Puddings at the Free Church**									
Outcome/final pieces:	**Produce class information text: What to do in a natural disaster**									