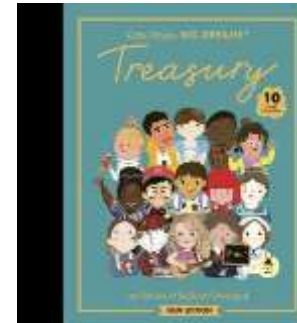
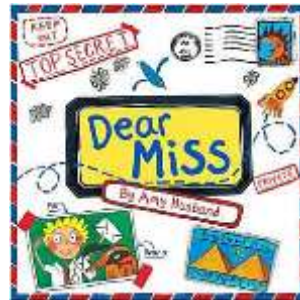
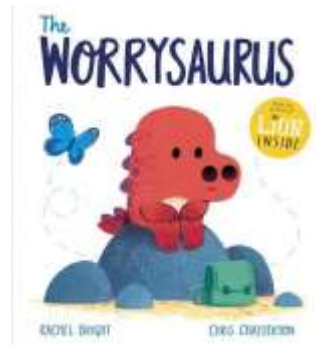




Why do people live near volcanoes?



Class 3 Year 3/4
Miss Grant
Mrs Brayley TLA
Mrs Chopra and Mrs Clark SENTA



LKS2 Half-Term Medium Term English Planning



WOW Stimulus -

- Papier Mache volcano making
- Variety of books to inspire
- Race the lava

Purpose and Audience:

- Creating work for a display
- Videoing/filming our work to share with parents and the website

Rich Text/s:

- Fiction: The Worrysaurus by Rachel Bright, Dear Miss by Amy Husband
- Non-fiction: Little People, Big Dreams
- Poetry: Volcano shape poems
- Media: BBC Bitesize
- Religious texts - Noah's Ark

Handwriting

- Following on from last year's learning, we will be focussing on continuous cursive starting with ladder letters - l, i, u, t, y and j

Spellings

- 'ou', y makes an /i/, -sure, -ture and challenge words

Guided/Reciprocal Reading:

- Whole class reading once a week using different texts, videos, poems, stories
- Guided reading once a week using Comprehension Ninja resources (fiction, non-fiction and poetry) and Literacy Shed
- Focus on individual 1 to 1 reading.

Speaking/listening/performing:

- Listening to each other during show and tell.
- During guided reading, listening to each other and hearing their thoughts.
- Listening to poetry and stories, conversations during English/PSHE
- Performing pieces of writing to Mrs Clark

SPaG

- Year 3 will be recapping a variety of year 2 grammar features before starting the LKS2 grammar skills.

Assessment:

Top Facts:

1. The Earth has four layers.
2. Mountains can form when tectonic plates push together.
3. A mountain range is a chain of mountains.
4. The Earth's crust is broken into tectonic plates.
5. Shield volcanoes and composite volcanoes form in different ways.
6. Volcanoes can be classified in three ways: active, dormant or extinct.
7. The Himalayas are the world's highest mountain range.
8. Many volcanoes form where tectonic plates meet.
9. Earthquakes happen when tectonic plates suddenly move.
10. There are three main types of rock: igneous, sedimentary and metamorphic, and each forms in a different way.

Hot/Cold tasks:

Cold task - Recount of Summer news

Hot task - Entertaining letter based on the book Dear Miss

Evaluation:

English Medium-Term Plan
Overview Year 3/4

<u>Wk</u>	<u>Genre, Purpose and Rich Text</u>	<u>Guided Reading</u>	<u>Spelling</u>	<u>Key objectives</u>	<u>Activities</u> <u>Texts/</u> <u>Resources</u> <u>Cross-curricular links</u>
1	Baseline holiday writing The Worrysaurus Sentence structure Purpose: To <u>entertain</u> and retell a narrative, engaging the reader through effective sentence construction.	History of comic books (fluency)	Year 2 and phonics recap	✓ Discussing and verbally telling sentences ✓ Using full stops, capital letters and other punctuation ✓ Describing a scene using nouns, adjectives and conjunctions ✓ Drafting, sharing and editing our writing	<u>Main Activity –</u> Mon – Our class is a family, class rules, handwriting Tues – Cold Write – recount of Summer holiday Wed – introduce book, curiosity with the picture, asking questions Thurs – sequence the story Fri – Guided reading (adapted using the colourful semantics, pictures and sentence stems)
2	The Worrysaurus Sentence structure Purpose: To <u>entertain</u> and retell a narrative, engaging the reader through effective sentence construction.	European Natural features	Words where the digraph 'ou' makes an /ow/ sound	✓ Discussing and verbally telling sentences ✓ Using full stops, capital letters and other punctuation ✓ Describing a scene using nouns, adjectives and conjunctions ✓ Drafting, sharing and editing our writing	<u>Main Activity –</u> Mon – correcting punctuation and dictation sentences with key words in books Tues – subject and verb Wed – nouns and adjectives Thurs – prepositions Fri – Retell the story of the Worrysaurus (adapted using the colourful semantics, pictures and sentence stems)

3	Dear Miss Letter writing Purpose: To <u>entertain</u> through a humorous letter describing an imaginary adventure.	Mary Anning – Fossil Hunter	Words where the digraph 'ou' makes an /u/ sound	✓ Discussing and verbally telling sentences ✓ Using full stops, capital letters and other punctuation ✓ Planning a letter using a shared structure ✓ Sentence types	Main Activity – Mon – Immersion of the text – letter in envelopes around the classroom in jigsaw pieces. Reading aloud, asking questions and oracy. Tues – Statements, questions, commands and exclamations from the text to sort. Turn them into questions/statements etc. Wed – Understand what the features of a letter are Thurs – Look at the story planner and start collating ideas for their letter Fri – Guided reading (adapted using the colourful semantics, pictures and sentence stems)
4	Dear Miss Letter writing Purpose: To <u>entertain</u> through a humorous letter describing an imaginary adventure.	Famous Italians	Words where 'y' makes an /i/ sound	✓ Discussing and verbally telling sentences ✓ Using full stops, capital letters and other punctuation ✓ Writing for entertainment skills and techniques ✓ Drafting, sharing and editing our writing	Main Activity – Mon – Vocabulary hunting for letter, how do we want the audience to feel when reading Tues – First draft of letters Wed – Editing with support Thurs – Final draft written neatly. Fri – Guided reading (adapted using the colourful semantics, pictures and sentence stems)
5	Little People Big Dreams Purpose: to <u>inform</u> Class 2 with some inspirational figures	Little Miss Muffet	Words ending '-sure'	- Word classes and sentence types ✓ Write using paragraphs ✓ Draft and edit our biographies ✓ Note taking skills ✓ Learn and discuss new vocabulary	Main Activity – Mon – Immersion of the texts – Look at a range of little people big dreams books and create our own front cover with picture, name and dreams. Tues – Katherine Johnson book introduced, key vocabulary discussed and notes taken. Wed – Mary Anning book introduced, key vocabulary discussed and notes taken. Thurs - Tenzing Norgay book introduced, key vocabulary discussed and notes taken. Fri – Guided reading (adapted using the colourful semantics, pictures and sentence stems)
6	Little People Big Dreams Purpose: to <u>inform</u> Class 2 with some inspirational figures	Weird and wonderful Inventions	Words ending in '-ture'	✓ Word classes and sentence types ✓ Oracy and listening to prepare writing ✓ Write using paragraphs ✓ Draft and edit our biographies ✓ Learn and discuss new vocabulary	Main Activity – Mon – Mahatma Gandhi book introduced, key vocabulary discussed and notes taken. Tues – Oracy start by discussing who these inspirational figures are and why they are inspired by them. Wed – Writing of their biographies on two or more little people, big dreams Thurs – Writing of their biographies on two or more little people, big dreams, editing and finishing Fri – Guided reading (adapted using the colourful semantics, pictures and sentence stems)

7	Volcano shape poetry Purpose: to <u>entertain</u> and present the volcanic eruption as a terrifying, menacing and dangerous event	Underground animals	Challenge Words	✓ Look at word classes ✓ Use ambitious vocabulary ✓ Create a shape poem	<u>Main Activity –</u> Mon – Explore shape poems, read some as a class and find out why they are called shape poems Tues – collect vocabulary Wed – plan and write Thurs – write and edit Fri – finish final draft
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Maths Medium Term Plan

Baslow St. Anne's C of E Primary Medium Term Plan Autumn 1 2026



Small steps

- Step 1 Represent numbers to 100
- Step 2 Partition numbers to 100
- Step 3 Number line to 100
- Step 4 Hundreds
- Step 5 Represent numbers to 1,000
- Step 6 Partition numbers to 1,000
- Step 7 Flexible partitioning of numbers to 1,000
- Step 8 Hundreds, tens and ones



Small steps

- Step 9 Find 1, 10 or 100 more or less
- Step 10 Number line to 1,000
- Step 11 Estimate on a number line to 1,000
- Step 12 Compare numbers to 1,000
- Step 13 Order numbers to 1,000
- Step 14 Count in 50s

Small steps

- Step 1 Apply number bonds within 10
- Step 2 Add and subtract 1s
- Step 3 Add and subtract 10s
- Step 4 Add and subtract 100s
- Step 5 Spot the pattern
- Step 6 Add 1s across a 10
- Step 7 Add 10s across a 100
- Step 8 Subtract 1s across a 10



Small steps

- Step 9 Subtract 10s across a 100
- Step 10 Make connections
- Step 11 Add two numbers (no exchange)
- Step 12 Subtract two numbers (no exchange)
- Step 13 Add two numbers (across a 10)
- Step 14 Add two numbers (across a 100)
- Step 15 Subtract two numbers (across a 10)
- Step 16 Subtract two numbers (across a 100)



Small steps

- Step 17 Add 2-digit and 3-digit numbers
- Step 18 Subtract a 2-digit number from a 3-digit number
- Step 19 Complements to 100
- Step 20 Estimate answers
- Step 21 Inverse operations
- Step 22 Make decisions

<u>Outdoor Maths</u>	
Week 1	Numicon pairs. Everyone grabs a piece of numicon, run around the space. When the whistle blows find your match to 10. After playing for a couple of minutes, swap to find number bonds to 20.
Week 2	Using numicon, spread it out in the middle of the playground. Shout a 2-digit number and they have to make the number with their team.
Week 3	- Draw some place value grids on the floor with chalk. A number is shouted out and they have to place themselves in the right columns to make that number. Cones could be used instead of people. 2 x 2 square, each square has either 1, 10, 100 or 1000 written in it. Children work in groups, 1 person saying a 3-digit number, the other bouncing on the correct square to make the number.
Week 4	Children make mini cards with the 2 times table on. Sit in pairs facing each other with the cards in the middle of them. Boom = slap legs, clap or times table question is said. First to grab the answer keeps it.
Week 5	Get into groups of 3, run from one end of the playground to the other where there are 3 different colours of cone. Blue = 1 point, Green = 2 points and Red = 5 points. Add up the scores.
Week 6	2 times table splat. Children choose an area in pairs. Write numbers in the 2 times table down with chalk. Once ready, I call out 2 times table questions and the pairs compete to jump and "splat" the answer first
Week 7	- Circles with numbers on, throw the beanbags and add up your score. - Cones with numbers written on upside down. Groups of 3, each person has a different coloured bean bag and has 3 throws. Adds up their score and competes for highest score.

Warm ups:

<https://stevevyborne.com/2017/02/splat/>

Race to 12

<u>Mastery challenges for fast finishers</u>	
Week 1	Number bonds hit the button

	• White rose challenge cards • Number bond snap
Week 2	• Place value basketball • White rose challenge cards • Numeral and words number pairs or pyramid place value (playful learning)
Week 3	• Paint the squares – 1more/less top marks • White rose challenge cards • UNO biggest number challenge
Week 4	• Place value charts top marks • White rose challenge cards • More or less than jump (playful learning)
Week 5	• Blast off – count on and back • White rose challenge cards • 20 is the answer, what is the question?
Week 6	• Carroll diagrams – odd and even • White rose challenge cards • Twenty-one UNO game v1
Week 7	• Hit the button x tables • White rose challenge cards • Addition fluency UNO v1

Science Medium Term Plan
Overview Year 3

Rocks	1 Knowledge, skills, practical	2 Knowledge, skills, practical	3 Knowledge, skills, practical	4 Knowledge, skills, practical	5 Knowledge, skills, practical	6 Knowledge, skills, practical	7 Knowledge, skills, practical
Key skills: • Making predictions • Learning how to create a fair experiment • Report and present the results and conclusions in written and oral forms. Key Knowledge: • Compare and group different types of rocks based on their appearance and simple physical properties; • Explore how rocks change over time; • Describe, in simple terms, how fossils are formed; • Recognise that soils are made from rocks and organic matter;	What are rocks? <u>Complete pre-unit assessment.</u> Learn about rocks and what they are made of. Look for rocks in the photos including man made and natural rocks. Are bricks classed as rocks? <i>Match the descriptions of the rocks and the correct image. (cutting and sticking with adult support)</i>	Properties of rocks Recap previous lesson. Address misconceptions that all rocks are hard, heavy and durable. Introduce specific properties vocabulary- permeable, impermeable. <i>Investigation stations – hardness, permeability and absorption, and buoyancy. (adult support and key vocabulary with pictures)</i>	Weathering and erosion Explain what is meant by weathering and introduce the three types – biological, chemical and physical. Introduce what is meant by erosion. Discuss what weathering may look like. <i>Children to go on an outing to spot weathering in our local area. (1-1 support and an extra body to ensure safety while out)</i>	How are fossils formed? Get children wondering about how scientists are able to learn about extinct and prehistoric animals such as dinosaurs. Explain this is done by studying fossils. Address misconceptions such as fossils are bones. Show children the fossilisation process. <i>Create salt dough fossils. If time, stick in the fossilisation process in order in books. (1-1 support)</i>	What is soil? Talk about the components of soil: organic matter (decaying and living plants, animals, microorganisms and fungi), minerals from broken down rocks, air and water. Explore what you might find in soil. Show the children different types of soil. <i>Using magnifying glasses, explore and observe the soil samples before making notes on what they can see. (1-1 support)</i>	Investigating the permeability of soils Recap soils and types of rocks from previous lessons. Explain why it is important to understand soil permeability in relation to supporting plant life. <i>Can children observe how much water filters through different types of soil? Children to record their investigation results in a table. (1-1 support)</i>	Journey to the centre of the Earth Introduce Inge Lehmann as the scientist who finally discovered what was at the centre of Earth. Recap about Earth's solid core and how its heat creates igneous rocks. Create a playdoh version of the earth and its core. Complete end of unit assessment.

Geography Medium Term Plan Overview Year 3

Why do people live near volcanoes?	1 Knowledge, skills, practical	2 Knowledge, skills, practical	3 Knowledge, skills, practical	4 Knowledge, skills, practical	5 Knowledge, skills, practical	6 Knowledge, skills, practical	7 Knowledge, skills, practical
Top 10 facts 1. The Earth has four layers. 2. Mountains can form when tectonic plates push together. 3. A mountain range is a chain of mountains. 4. The Earth's crust is broken into tectonic plates. 5. Shield volcanoes and composite volcanoes form in different ways. 6. Volcanoes can be classified in three ways: active, dormant or extinct. 7. The Himalayas are the world's highest mountain range. 8. Many volcanoes form where tectonic plates meet. 9. Earthquakes happen when tectonic plates suddenly move. 10. There are three main types of rock: igneous, sedimentary and metamorphic, and each forms in a different way.	How is the Earth constructed? <u>Complete pre-unit assessment.</u> Watch video to explain the earth's layers. Check children's understanding with a mini quick-fire quiz. <i>Create a model of the earth, attaching each layer with glue and label and write a fact about each part. (1-1 support)</i>	Where are mountains found? Recap the layers of the earth. Reminders of the continents using a song. Tell children how the Earth's crust is broken into large pieces called tectonic plates. Point out how some continents cover or cross or lay across plate boundaries. Ask the children to count how many continents there are compared to tectonic plates. (There are seven continents and 15 tectonic plates). <i>Children to map mountain ranges using the activity sheet and atlas. (use a word bank or draw/colour a mountain)</i>	Why and where do we get volcanoes? Watch a video of a volcano erupting. Explain that when volcanoes erupt, the magma under the Earth's crust leaves as hot lava. <i>Finding definitions and examples of active volcano, dormant volcano and an extinct volcano using iPad. (match and cut out the pictures of volcanoes)</i>	What are the effects of a volcanic eruption? Show children the video on Mount Etna. Ask children about the negative impacts of living near a volcano. Ask children to locate Mount Etna in an atlas. Watch the video Living near a volcano. Now discuss some of the positive impacts of living near a volcano. The teacher to hot seat and pretends to be a character who is opposed to living near a volcano. Children to ask questions. Then repeat but someone who favours living near. <i>Create a poster summarising the pros and cons of living near a volcano. Ask them to state whether they would choose to live near a volcano and justify their choice. (sort the pictures of positive and negatives living near a volcano/verbally talk through what we've learnt about volcanoes)</i>	What are earthquakes and where do we get them? Display the three plate boundaries and a description of each one. Watch video on earthquakes. Ask the children where they think earthquakes are located on a world map. Show the children that earthquakes happen along plate boundaries. Ask the children to imagine that a powerful earthquake has just happened. In pairs, ask them to discuss briefly the negative consequences of the earthquake. Watch a Newsround clip of Nepal following an earthquake. Show how people help prepare for an earthquake. <i>Design and annotate their own earthquake-proof building. (match volcano, earthquake, tsunami, mountain to pictures)</i>	Where have the rocks from around school come from? Show the different rocks on the presentation. Ask children what they notice. Recap the three types of rock. <i>Work in pairs or small groups to walk around the school grounds and find different rock types. Note this on a map of the school. (1-1 support)</i>	Volcano papier Mache (at least 3 days needed) Create in groups of 3 a volcano papier Mache. Using a sturdy cardboard base, use strips of cardboard to attach to a bottle. Dip strips of newspaper in PVA and wrap and leave to dry. Paint and let dry. Complete end of unit assessment.

Art and Design Medium Term Plan Overview Year 3

Painting & mixed media: Exploring texture with paint and collage	1 Knowledge, skills, practical	2 Knowledge, skills, practical	3 Knowledge, skills, practical	4 Knowledge, skills, practical	5 Knowledge, skills, practical	6 Knowledge, skills, practical	7 Knowledge, skills, practical
- Explain how artists use colour and texture to communicate messages in their artwork. - Identify warm and cool colours and use these deliberately to show mood or temperature. - Talk about how colour choices in an artwork make them feel. - Recognise different real and visual textures (in environment/artworks), using appropriate vocabulary to describe them. - Use tools and materials in different ways to create a range of textured effects and patterns and explain, how tools and materials were used. - Make choices about layout, materials and detail to strengthen the meaning or message in their artwork.	Baseline assessment	Romare Bearden Recap primary and secondary colours. Introduce Romare Bearden. Explain that Bearden's artwork is a collage, which is an artwork made by sticking different materials onto a surface. How do the colours, textures and patterns help you understand the story? <i>Cut and stick warm and cool sections of the artwork into the matching part of the wheel.</i> <i>(1-1 support or using paint palette, paint each colour on the wheel)</i>	Collecting textures Reminder on who Romare Bearden is. Explain that the children will practise describing colour and texture. They will see images of natural objects that are zoomed in and then gradually zoom out. Explain that texture in art refers to how something feels or how it looks like it would feel. <i>Children will collect textures by making rubbings. Tell them rubbing is a technique where paper is placed over a surface and a pencil or crayon is rubbed over it.</i> <i>(1-1 support)</i>	Making textured paper Show each other our rubbings from last week. Encourage discussion about technique, for example adjusting pressure, holding the paper firmly or choosing a clearer surface. Show the children a range of tools for example, brushes of different sizes, sponges, cotton buds, small pieces of cardboard, crunched up tin foil, forks, old toothbrushes, feathers or natural objects such as pine cones and sticks. Explain that the aim is to create a shared bank of textured paper for use in the next lesson. <i>Children to produce two to four different textured sheets using a range of paper, tools and techniques.</i> <i>(1-1 support)</i>	Story inspired collages Explain that the children will create a textured collage inspired by Romare Bearden. Decide the subject matter, for example, a scene from everyday life or a class theme. Explain that the children have five to ten minutes to sketch a simple plan. <i>Start creating collage using textured paper and collage materials.</i> <i>(1-1 support)</i>	Adding detail Tell the children that they will add to their collages, in a similar way to Bearden. Model adding detail to a collage using a range of techniques. <i>Encourage the children to try:</i> <i>Painting lines or detailed marks with a fine paintbrush.</i> <i>Making patterns with painted marks.</i> <i>Glueing coloured tissue shapes to areas of the collage.</i> <i>Dabbing paint with a sponge.</i> <i>Adding to sections with pastels or chalks.</i> <i>Adding figures, animals or smaller details.</i> <i>(1-1 support)</i>	Volcano papier Mache (at least 3 days needed) Create in groups of 3 a volcano papier Mache. Using a sturdy cardboard base, use strips of cardboard to attach to a bottle. Dip strips of newspaper in PVA and wrap and leave to dry. Paint and let dry. Volcano shape poem artwork

Music Medium Term Plan Overview Year 3

One Song, Many Voices	1 Knowledge, skills, practical	2 Knowledge, skills, practical	3 Knowledge, skills, practical	4 Knowledge, skills, practical	5 Knowledge, skills, practical	6 Knowledge, skills, practical	7 Knowledge, skills, practical
Skills: - Sing accurately in tune. - Maintain an independent vocal part in a three-part round. - Listen and respond to other singers. - Keep a steady pulse while singing. - Demonstrate growing vocal control. - Perform confidently in small groups. Knowledge: - Know that a round is a song sung by groups starting at different times. - Know that different parts can fit together. - Know that singers must listen carefully to maintain their part. - Know that pulse helps performers stay together. - Know that harmony is created when different notes are sung simultaneously. - Know that concentration is needed when singing independently.	<u>Listening together</u> Remind children of the Hello song and the rules within a music lesson. Teach them the new welcome song called Welcome Everybody. Remind the children what pulse is using pulse is a steady beat. Teach them Sally go round the sun and introduce the drum. Next sing the penguin song, making sure they're tapping the pulse. Teach swing me over the water. Get into partners and sing it in unison. Add in row row row your boat at same time. Plenary: what is a round? Play sing a round to introduce the song.	<u>Independent singing</u> Recap Welcome everybody. Encourage them to sing along and talk about pitch matching. Play the game Who likes chocolate? And change it with ice cream, wearing glasses, rhinos etc. Play the game Moving to the music (Out of the Ark) Teach and sing the song Lil liza jane. Listen to Music Matters our whole school song and learn the words. Plenary: Listen to sing a round again talk about the key vocabulary: melody, harmony, beat, rhythm, round	<u>Introduction to rounds</u> Sing welcome everybody. If time, do the singing register. Teach the song Peter taps to sing and tap as a class. Teach the song Frere Jacques and talk about how we can sing this in a round. Do the same with London's burning. Teach each part of the sing a round song. Plenary: Recap the words pitch, pulse, melody, rhythm, harmony and think of actions.	<u>Developing three parts</u> Sing welcome everybody. After do the singing register and talk about the same pitch or different. Teach them the song kookaburra and have a go at singing this in a round. Recap the song, sing a round and get them starting to sing in a round. Recap the song Music matters and teach them their part during the split – part 1. Plenary: Listen to canon in D. Put one hand up when they hear the first part enter, another hand up when the second part enters, and then stand up for the third part?	<u>Confident part singing</u> Sing welcome everybody. After do the singing register and talk about the same pitch or different. Talk about confident singing and volume, eye contact and expression. Sing a round sung with different emotions. Practice performing both songs with no backing and standing up. Plenary: Listen again to canon in D and have a guess/count how many times it repeats (28).	<u>Rehearsal</u> Welcome everybody. Explain the importance of warming our voices. Do a warm up including body, breathing, tongue twisters and voice. Talk about the importance of posture, confidence and expression. Practice the songs ready for next week. Film the performance and give feedback to each other.	Whole School Performance to parents showcasing progression of singing throughout the school and their learning over the term. Performance Song – Sing a round (songs for every singing school) Whole School - Music Matters (My World: I Love Music)

RE Medium Term Plan
Overview Year 3

What is it like for someone to follow God?	1 Knowledge, skills, practical	2 Knowledge, skills, practical	3 Knowledge, skills, practical	4 Knowledge, skills, practical	5 Knowledge, skills, practical	6 Knowledge, skills, practical	7 Knowledge, skills, practical
- Make clear links between the story of Noah and the idea of covenant. - Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. - Make links between the story of Noah and how we live in school and the wider world.	Settling into the classroom – PSHE focus and class prayer writing	Which information about Bible stories can we get from different types of text? Understand the story of Noah's Ark by reading and watching. Gather new information from the bible text.	What can we about Noah form reading the Biblical story? Look back at the text from last week. Hot seat Noah and take in turns asking questions.	What is the link between the story of Noah and the idea of covenant? What are the links between the story of Noah and how many Christian people live? Pupils to create posters to share some ideas of how Christians might care for the world in response to the Noah story.	What is the link between a Christian wedding ceremony and the idea of covenant? What do you think a new Christian might promise God? Give pupils slips of paper and encourage them to work independently to think about the promise that a new Christian might make and record it on the paper.	Did Abram show he trusted God? Find out about another Old Testament prophet who Christians believe made a covenant with God. Read Genesis 12:1-9 with pupils. Ask pupils to identify the main events	Is it always easy for Christians to try to follow God? Was it always easy for them to follow God? When things got tricky what did the people do? Who did they put their trust in? Ask pupils what they think a life of faith in, and following God for Christians today would be like. When might it be easy? When might it be hard? How could Christians today draw strength from the followers of God from the past? Complete end of unit assessment.

PE Medium Term Plan
Overview Year 3

PE session: Physical literacy, teamwork Games session: invasion games	1 Knowledge, skills, practical	2 Knowledge, skills, practical	3 Knowledge, skills, practical	4 Knowledge, skills, practical	5 Knowledge, skills, practical	6 Knowledge, skills, practical	7 Knowledge, skills, practical
• Travel, change direction, and stop with control during game activities. • Apply basic sending and receiving skills when working with a partner or team. • Demonstrate balance, coordination, and agility in a range of physical challenges. • Work collaboratively with others, taking turns and contributing positively to team tasks.							
• Pass and catch a ball with increasing control when working with a partner or small team. • Move into space to support teammates when attacking. • Mark an opponent and attempt to intercept passes when defending. • Communicate and cooperate effectively with others to achieve a shared team goal.							

Computing Medium Term Plan Overview Year 3

Online Safety	1 Knowledge, skills, practical	2 Knowledge, skills, practical	3 Knowledge, skills, practical	4 Knowledge, skills, practical	5 Knowledge, skills, practical	6 Knowledge, skills, practical	7 Knowledge, skills, practical
- Differentiate between fact, opinion and belief online. - Explain how to deal with upsetting online content. - Recognise that digital devices communicate with each other to share personal information. - Explain what social media platforms are used for.	Beliefs, opinions and facts on the internet Complete the assessment knowledge catcher. Play the video Spaghetti harvest in Ticino. Explain it was an April fools. Explain that the video is equivalent to fake news today. The children will create a 'facts, opinions or beliefs' quiz with their partner. Explain how to check the reliability of the website by looking at the name of the company/website, cross checking with other sources and using their common sense.	Who should I ask? Watch the online safety rap. Explain that different media content, such as photos, videos or messages, can be shared online. Why do we ask for permission before we do something or use something that belongs to someone else? Ask the children to read through the scenarios on asking permission and discuss the questions. Touch typing session	When being online makes you upset Has something ever made you sad or upset when using the internet? What do you use the internet for? Create an internet emotion map. Touch typing session	Sharing of information Recap the rules of staying safe online. Explain to the class that sometimes, upsetting incidents occur because people's 'privacy settings' are not secure enough. Ask the children what they think privacy settings are and take feedback. Explain to the children that the privacy settings are usually accessible by going into the main setting menu and selecting 'privacy'. Encourage them to ask for adult help if they are unsure how to access this. Watch the internet of things video. Children to	Screen time Using the oak academy lesson slides. Talk about the pros and cons of screen time. How much time do you spend on a screen a day? Explain the digital 5 a day. Being creative, connect with trusted people, giving (your time), being active and being mindful. Create a timetable of weekly activities that include screen-free activities. Touch typing session	Rules of social media platforms What websites or apps allow you to share information about your life? Navigate the conversation towards websites and apps such as Twitter, Instagram, TikTok, WhatsApp, YouTube, etc. Ask the children what age restriction (the age you need to be before you can use it) they think each social media platform carries. Navigate to the link: Internet Matters - At what age can my child start social networking? Show Newsround updates from the new ban from June https://www.bbc.co.uk/newsround/articles/c802ypdxm4po In pairs, write down and research (as a class) tips for staying safe on social media. Touch typing session	Using the computer Recap the online safety rap and the rules for when we are going online. Hand out laptops and recap rules when using. Practice logging on and off and finding different places on the laptop like internet, PowerPoint and paint. 1-1 support

Recognise why social media platforms are age-restricted.	Touch typing session			write and draw about how devices that connect can share information. Touch typing session			
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PSHE Medium Term Plan

Overview Year 3

My healthy self: How can I take care of my mind and body?	1 Knowledge, skills, practical	2 Knowledge, skills, practical	3 Knowledge, skills, practical	4 Knowledge, skills, practical	5 Knowledge, skills, practical	6 Knowledge, skills, practical	7 Knowledge, skills, practical
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- Describe how our minds and bodies are connected. - Describe physical factors that can influence how a person feels. - Explain why sleep is important to maintain good mental and physical health. - Explain that emotions affect actions and decisions. - Describe ways to manage difficult emotions. - Recognise signs that someone needs help. - Identify trusted adults and appropriate actions.	Setting rules for PSHE lessons Recap what is PSHE. The children will be working together to agree a set of PSHE-specific rules (a PSHE agreement) to use throughout the year. The rules will help everyone to feel safe, respected and able to take part. Write ideas on sticky notes and agree to 5 or 6 rules that feel the most helpful. Show the class the wonder box and explain what it is used for. Explain the difference between connection box and wonder box.	How do emotions affect my body? Children start by filling in knowledge catcher one each. Explain that this will be used in the final lesson of this half term. Remind them of the 6 basic emotions – anger, disgust, fear, happiness, sadness, surprise. Use the kapow presentation to discuss how the children are feeling. Start to explore how our bodies may feel for particular feelings. Thumbs up/thumbs down - There are six basic emotions that we all experience. - Everyone's body reacts in exactly the same way when they feel an emotion. - Using feelings words, like frustrated, nervous or disappointed, can help us describe our emotions more clearly. Remind children about wonder box. Use the Resource: Emotions and feelings poster: KS1 to recap the six emotions and the Year 1/2 feelings words before the lesson.	How can I tell how someone else might be feeling? Remind children of the agreement from the first week. Reveal the kapow scenarios and discuss with a partner how the character might be feeling. Discuss body and face clues to help us identify an emotion. Work in groups to be emotion detectives. Work on facial expressions and pull this emotion using a mirror.	How are my mind and body connected? Read the story Piraya's ups and downs. Ask the children to Take one step forward if something in the story might improve how Priya feels or take one step back if anything in the story could make Priya feel worse. Explain that mood means the way a person feels at a certain time. A person's mood can change throughout the day, just as Priya's does. Work through the different choices that affected Priya's mood. Explain that: Mind means the part of you that thinks, feels and remembers. Health means how your body and mind are working or feeling. Take part in some mindfulness. Take part with 1-1 support.	How does sleep help my mind and body? Explain that one way to look after our bodies and help our minds is to get enough sleep. Watch the video about sleep. Pair the children and ask them to share the routines that they think help them sleep well and routines they think might stop them from sleeping well. As a class take part in the activity Sleep helper or sleep stopper. They will then create a "my sleep champion plan" Draw a picture of sleeping in own room.	What can I do when I experience strong emotions? Ask the children to reflect on how they have been sleeping since the last lesson. Explain that our emotions can vary in strength. Sometimes they feel small and gentle (weak) and sometimes they feel strong and powerful. Watch the upstairs downstairs brain. Explain that although we cannot stop strong emotions from happening, we can learn to: Notice how we are feeling. Pause to give ourselves time to think. Choose a strategy (an idea or plan that helps you do something better or more easily) to help us respond in a helpful way. Explore the strategy stations. (1-1 support)	When should I ask an adult for emotional support? Ask the children to discuss with their partners what the word trust means. Trust means believing someone will be honest, kind or do the right thing. Explain that a trusted adult can be a family member, an adult at school or someone like a sports coach. Trusted adults can provide support, which means help or care given to others or received from others. Give each child a sticky note or slip of scrap paper and ask them to write their name at the top. Ask them to write the names of up to three trusted adults. Put these in the wonder box. What are the signs that you or another child needs help from an adult? Read a statement from the Activity: Adult or not? and ask the children to show what they think by standing in one of the areas. Sometimes, unkind behaviour happens more than once or over time. This can be bullying, which means repeated unkind or hurtful behaviour done on purpose. watch the Stop song video in RSE & PSHE, Year 2, How can I build safe, kind and caring relationships with others?: Lesson 6: What should I do if someone is being unkind again and again?
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As **Artists and Designers** we will:

- Learn about the elements of art including colour, line and shape
- Explore texture and create collages inspired by stories
- Make a paper mache volcano.

As **Geographers** we will:

- Recap continents, countries and oceans
- Understand how earthquakes and volcanoes are formed
- Use atlases and maps to find mountains and volcanoes
- Understand the layers of the Earth
- Learn some key technical vocabulary.

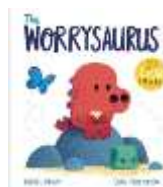
As **Scientists** we will:

- Find out and investigate the properties of the three rock types
- Research how fossils are formed
- Experiment with different types of soils and their permeability.

As **Musicians** we will:

- Understand pulse, rhythm, dynamics and pitch as well as learning about notation
- Use songs to learn about pulse and rhythm
- Sing accurately in tune
- Maintain an independent vocal part in a two-part round
- Look at a range of classical pieces of music.

Curriculum Map Class 3 Year 3 Autumn 1 2026



As **Readers and Writers** we will:

- Listen to, read and understand a range of non-fiction and fiction books
- Become word wizards, understanding and using challenging vocabulary
- Maintain and learn a good, consistent, cursive writing handwriting style
- Learn about word classes and recap basic sentence punctuation using colourful semantics
- Write an entertaining letter based on Dear Miss
- Write to inform about inspirational figures.
- Create a volcano shape poem.

R.E: What is it like for someone to follow God?

PSHE: Executive functioning skills, My healthy self: How can I take care of my mind and body?

Computing: Understand the importance of how to stay safe on the internet and how to use a computer

PE: Games: Invasion games, PE: physical literacy, teamwork

Spanish: All about me (names, greetings, alphabet, numbers).

As **Mathematicians** we will:

- Use equipment to gain mastery
- Recap number bonds and learn times tables
- Understand place value, thousands, hundreds, tens and ones
- Represent and recognise numbers
- Find 1, 10, 100, 1000 more or less
- Estimate numbers on a number line
- Understand addition, adding more than one number, beginning to understand column addition
- Recap the foundational skills from KS1.