





Medium Term Plan

Year 3 Juniper Class

Spring 2

2025

Subject	Week 1 WB: 24.02.25	Week 2 WB: 03.03.25	Week 3 WB: 10.03.25	Week 4 WB: 17.03.25	Week 5 WB: 24.03.25	Week 6 WB: 03.04.25
Writing Core Texts  	<p>Sparky</p>	<p>Sparky</p>	<p>Sparky</p>	<p>The Mysteries of Harris Burdick</p>	<p>The Mysteries of Harris Burdick</p>	<p>The Mysteries of Harris Burdick</p>
	<p>1) To predict what might happen on the basis of what has been read so far</p> <p>2) To persuade through the use of imperative verbs and questions</p> <p>3) To make inferences</p> <p>4) To identify word classes</p>	<p>7) To use noun phrases expanded by the addition of modifying adjectives</p> <p>8) To use fronted adverbials followed by a comma</p> <p>9) To make inferences</p> <p>9A) prefixes and suffixes</p>	<p>11-13) To draft and write a narrative including dialogue and an increasing range of sentence structures</p> <p>14) To evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use</p>	<p>1) To use a range of conjunctions to summarise</p> <p>2) To use noun phrases to describe a setting</p> <p>3) To create part of a first-person narrative</p> <p>4) To use noun phrases to describe a character</p> <p>5) To plan dialogue</p>	<p>6) To create dialogue</p> <p>7) To use the present perfect tense</p> <p>8) To use the present perfect tense in a speech</p> <p>9) To use adverbs and adverbials to create tension</p> <p>10) To write an action scene</p>	<p>11) To plan my own fantasy narrative</p> <p>12) To write the beginning of a narrative using description</p> <p>13) To write the middle section of a narrative using dialogue</p> <p>14) To write the ending of a narrative creating tension and using action</p>



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	and grammatical functions of words 5) To write in role using the first person and present tense	10) To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	of pronouns in sentences 15) To evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences			15) To edit and publish work
Reading	Fluency read: Loki: A Bad God's Guide to Being Good Comprehension: When the grass grew Ed SHed Adventure stories	Fluency read: Time travelling with a hamster Comprehension: Weird and wonderful Inventions British Inventions -Ed SHed - Biography	Fluency read: Things You Should Know About the Human Body Comprehension: The Wreckage - Titanic - Information Information text	Fluency read: Stig of the Dump Comprehension: Lonely Hearts - Heroes and Villains - Narrative	Fluency read: How to Help a Hedgehog and Protect a Polar Bear Comprehension: Why We Need Magnetism Information text	Fluency read: Midday and Afternoon' from Spring Day by Amy Lowell Comprehension: Easter Around The World Ed Shed



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Spelling Shed Year 3	The // sound spelled '-al' at the end of words	The // sound spelled '-le' at the end of words	Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly'	Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic'	Adding the suffix '-ly'. Words which do not follow the rules	Challenge words
Computing Email	To understand how we communicate with technology.	To understand what emails are and how to send one.	To know how to create an email with an attachment.	To understand the importance of being kind online.	To recognise when an email is not genuine.	
Maths White Rose Scheme Fractions Mass and Capacity	Fractions 1 Understand the denominators of unit fractions 2 Compare and order unit fractions 3 Understand the numerators of non-unit fractions 4 Understand the whole	5 Compare and order non-unit fractions 6 Fractions and scales 7 Fractions on a number line 8 Count in fractions on a number line	9 Equivalent fractions on a number line 10 Equivalent fractions as bar models 11 Consolidation Assessment	Mass and Capacity 1. Measure mass in grams 2. Measure mass in grams 3. Measure mass in kilograms and grams 4. Equivalent masses (kilograms and grams)	5. Compare mass 6. Add and subtract mass 7. Measure capacity and volume in litres and millilitres 8. Measure capacity and volume in litres and millilitres	9. Equivalent capacities and volumes (litres and millilitres) 10. Compare capacity and volume 11. Add and subtract capacity and volume Assessment



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Science Forces and Magnets	To explore contact and non-contact forces	To compare how things move on different surfaces	To explore different types of magnets	To explore the properties of magnets and everyday objects that are magnets	To understand that magnetic forces can act at a difference	To explore the everyday uses of magnets
History Local History	To understand what makes a building special	To understand that there are a diverse range of reasons why buildings are listed	To reach a decision on whether a building is worth saving	To plan a campaign for an 'at risk' building		To produce a creative response to our campaign buildings to show at an exhibition
Music Indian Music	To form an opinion of Indian music.	To be able to improvise using given notes.	To be able to improvise using given notes.	To create a piece of music using a drone, rag and tal.	To perform a piece of music using musical notation.	No lesson
RE Christianity – Why do Christians call the day Jesus	To recognise the word 'salvation' and to recognise that Christians believe Jesus	To offer informed suggestions about what the events of Holy Week mean to Christians	To make simple links between the Gospel accounts and how Christians mark the Easter events in their	To raise thoughtful questions and suggest some answers about why Christians call the day	To offer informed suggestions about what the events of Holy Week mean to Christians	To raise thoughtful questions and suggest some answers about why Christians call the day



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died 'Good Friday'	came to 'save' or 'rescue' people, e.g. by showing them how to live.		communities.	Jesus died 'Good Friday', giving good reasons for their suggestions		Jesus died 'Good Friday', giving good reasons for their suggestions
PE – OAA Outdoor Adventurous Activities To work with others to solve problems	To use clear communication, strength and flexibility to complete a task	To work with others to complete map-reading tasks	To draw and create a clear route on a map for others to follow	To work with others and identify what went well and what we could do to improve	To identify and explain what is required to complete a variety of challenges	To safely take part in trust-based activities
PSHE Safety and the changing body	To understand the role I can take in an emergency situation.	To understand how to help if someone has been stung or bitten.	To understand the importance of being kind online and what this looks like.	To understand that cyberbullying involves being unkind online.	To understand that not all emails are genuine.	To understand the choices people can make and those which are made by others.
PE – Football	To use the inside of the foot to pass the ball	to trap a ball that is moving along the ground with control	to pass the ball accurately into space over short distance	to identify and move into space to receive the ball	to use the outside of the foot to control	to cushion the ball when receiving



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					the ball and dribble	
Design and Technology Structures - Building a church	To recognise how multiple shapes (2D and 3D) are combined to form a strong and stable structure.	To recognise how multiple shapes (2D and 3D) are combined to form a strong and stable structure.	To design a church .	To construct 3D nets.	To construct and evaluate my final product.	



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French Friends and family	Meet My Family! To present a picture of family members using possessive adjectives	Pets To develop strategies for remembering new language. To match subject and verb correctly when talking about pets	Alphabet To recognise and repeat sounds and words with increasing accuracy. To use songs or rhymes to help me remember new language.	What's his name? To make links between known and new structures. To use a range of vocabulary to create different sentences.	How do you spell...? To use French pronunciation of the alphabet to spell words.	My home To make new sentences about homes by substituting different vocabulary
Enrichment activities		Ash Wednesday 5.3.25 World Book Day 6.3.25	Science week		Big walk and wheel	Parents evening 2.4.25 3.4.25 Easter services