




## Medium Term Plan

### Juniper Year 3




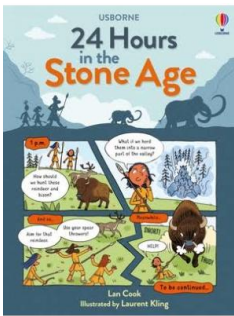
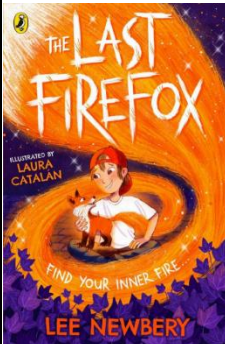
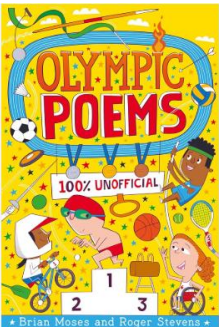
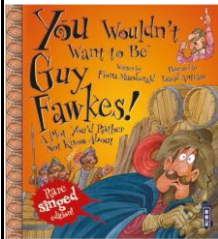
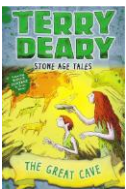

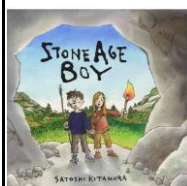
### Autumn 1 2025

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Writing</b>  The Spider and the Fly by Mary Howitt  The First Drawing by Mordicai Gerstein  Skara Brae by Dawn Finch	<b>Spider and the Fly</b> 1) To listen to, read and re-read the poem 2) Use evidence in the text to work out the meaning of unknown words 3) Include expanded noun phrases as labels or within an advert 4) To write single clause sentence structures.	<b>Spider and the Fly</b> 5, 6) To develop an understanding of accurate sentence structure 7) To write persuasive sentences 8) To plan a persuasive speech	<b>Spider and the Fly</b> 9) To draft a persuasive speech collaboratively 10) To write a persuasive speech independently.  <b>The First Drawing</b> 1) To infer meaning using illustrations 2) To identify the key language and layout features of a diary entry	<b>The First Drawing</b> 3) To explore a range of diaries and identify features of a diary entry 4) To empathise with and infer feelings of a character within a story (model write section of diary) 5) To make connections and comparisons with the text 6) To plan a diary entry	<b>The First Drawing</b> 7) To draft/write a diary entry 8) To revise diary entry (based on feedback) 9) To edit and improve diary entry 10) To publish/present diary entry	<b>Skara Brae</b> 1) To explore a range of non-chronological reports and identify the features. 2) To use sub-headings in a non-chronological report 3) To use bullet points effectively for factual writing 4) To plan a non-chronological report	<b>Skara Brae</b> 5) To research information for a non-chronological report 6) To draft components of a non-chronological report 7) To revise, edit and improve a non-chronological report 8) To publish a non-chronological report

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<b>Spelling</b>	Words where the digraph 'ou'  makes an /ow/ sound	Words where the digraph 'ou'  makes a /u/ sound	Words where 'y' makes an /i/ sound	Words ending in '-sure'	Words ending in '-ture'	Challenge words	Challenge words
<b>Grammar</b>	Writing expectations and Grammar baseline	Fronted adverbials to express time and place	Prepositional phrases	Regular and irregular verbs	Modal verbs	Difference between possession and omission	
<b>Reading</b>	 cc	 Snug by Michael Morpurgo	 The Shark-Headed Bear-Thing by Barry Hutchison	 24 Hours in the Stone Age by Lee Cook	 The Last Firefox Lee Newbery	 Olympic Poems by Brian Moses	 You Wouldn't Want to Be Guy Fawkes! By Fiona Macdonald
<b>Class reader</b>	 Terry Deary The Great Cave			 Saviour Pirotta The Stolen Spear			 Satoshi Kitamura Stone Age Boy

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<b>Handwriting</b>	<p>To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>To increase the legibility, consistency and quality of handwriting.</p>						

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<b>Art</b> <b>Cave Painting</b>		<b>Explore Prehistoric Art</b>  To apply an understanding of prehistoric man-made art.	<b>Charcoal animals</b>  To understand and use scale to enlarge drawings in a different medium.	<b>Prehistoric palette</b> To explore how natural products produce pigments to make different colours	<b>Painting on the cave wall</b> To select and apply a range of painting techniques.	<b>Painting on the cave wall</b> To select and apply a range of painting techniques.	<b>Hands on a cave wall</b> To apply painting skills when creating a collaborative artwork.

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<b>RE</b>  Christianity - What kind of world did Jesus want?	To identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus.	To suggest ideas and then find out about what Jesus' inclusive actions towards outcasts mean for a Christian.	To give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.	To give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.	To give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.	To make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.	To make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.
<b>Music</b>  <b>Ballads</b>		<b>What is a Ballad</b>  To use musical vocabulary to explain the stylistic features of a ballad	<b>Performing a Ballad</b>  To explore how actions can impact performance	The Story Behind the Song To plan a musical structure inspired by a story.	Writing lyrics To create lyrics that match a melody.	Writing lyrics To create lyrics that match a melody.	<b>Singing Our Ballad</b>  To show awareness of style, structure and features to perform a ballad
<b>French</b>		<b>Hello!</b>  To greet people in different ways.	<b>What's your name?</b>  To exchange names in French.	<b>How are you?</b> To discuss how I am feeling.	<b>Goodbye</b> To say goodbye in a variety of ways.	<b>Numbers 0 -10</b>  To recognize and repeat sounds and words accurately.  To use songs to help me learn.	<b>How old are you?</b>  To use number words in my sentences.
<b>Computing</b>  <b>Kapow</b>  Computing systems and network		<b>E-Safety –</b>  To understand how the internet can be used to share beliefs, opinions and facts.	<b>What's a network?</b>  To recognize what a network is.	<b>A file's journey</b>  To demonstrate how information moves around a network.	How a website works To demonstrate how a website works.	Routers To explore the role of a router.	<b>What is packet data?</b>  To identify the role of packet data.

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PE Mrs Garlick Netball		To perform quick, accurate chest passes.	To use dodging to get free from our opponent.	To catch a netball	To use a bounce pass to feed the goal shooter.	To throw for distance using a shoulder pass	To collect a loose ball
PE Premier Sports Tag Rugby		To use speed and run past defenders	To use a short pass in a game	To use agility to evade being tagged	To understand and apply the tag protocol in game situations	To close down an attacker's space as a defender	To perform a backwards pass to continue an attack
PSHE Well-being	Wonderful me: Who am I?  To understand the different aspects of my identity	People around me:  Communication  To listen and communicate effectively.	Meaning and purpose: my superpowers  To identify my own strengths and begin to see how they can affect other people around me:	Resilience: breaking down barriers To break down barriers into smaller, achievable goals	Hello Yellow  Mental Health Day  Activities	Healthy body, healthy mind: my healthy diary  To understand and plan for a healthy lifestyle including physical activity, rest and diet.	Relaxation stretches  To perform a range of relaxation stretches
Enrichment			Stone Age Day 25.9.25 TTRS Rockstar Launch Day 26.9.25		Mental health Harvest Festival		Don Rae Dance