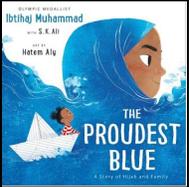


Medium Term Plan

Year 3 Juniper Class

Having courage - Spring 2 2026

Subject	Week 1 23.2.26	Week 2 2.3.26	Week 3 9.3.26	Week 4 16.3.26	Week 5 23.3.26
Writing Core Texts   	Personal Narrative To identify themes and conventions in a wide range of books & how language, structure, and presentation contribute to meaning To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. To discuss writing similar to that which they are planning to write, in order to understand and learn from its structure, vocabulary and grammar. To compose and rehearse sentences,	Personal Narrative To understand and use a range of tenses, including the present perfect form of verbs in contrast to the past tense. To use inverted commas to punctuate speech To compose and rehearse sentences orally (including dialogue). To plan writing by discussing and recording ideas To plan and create plot in narratives. To apply learnt skills independently.	Personal Narrative To evaluate and edit by assessing effectiveness of own and others' writing and suggesting improvements. To organise paragraphs around a theme. To proof-read for spelling and punctuation errors. To proof-read for spelling and punctuation errors To increase legibility, consistency and quality of handwriting. To read aloud own writing, to a group or the whole class, using appropriate intonation and controlling the tone	Poetry Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas. Assess the effectiveness of their own writing making improvements. Discuss writing similar to that which they are	Poetry Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Use expanded noun phrases to describe and specify. Plan writing by discussing and recording ideas. Use commas for lists (Year 2). Compose and rehearse orally, progressive building a varied and rich vocabulary and an increasing range of sentence structures.

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	<p>progressively building a varied and rich vocabulary. To discuss writing similar to that which they are planning to write, in order to understand and learn from its structure, vocabulary and grammar.</p>		<p>and volume so that the meaning is clear.</p>	<p>planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas. Read aloud their own writing to a group using appropriate intonation and controlling the tone and volume so that the meaning is clear. Assess the effectiveness of others' writing suggesting improvements.</p>	<p>Organise writing around a theme. Compose and rehearse sentences orally, progressively build a varied and rich vocabulary in an increasing range of sentence structures Proof-read for spelling and punctuation errors and propose changes to grammar and vocabulary to improve consistency. Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>
<p>Reading Class Novel</p> 	<p>Fluency read: Loki: A Bad God's Guide to Being Good</p> <p>Comprehension: When the grass grew -Adventure stories</p>	<p>Fluency read: Time travelling with a hamster</p> <p>Comprehension: Weird and wonderful Inventions - Biography</p>	<p>Fluency read: Things You Should Know About the Human Body</p> <p>Comprehension: The Wreckage - Titanic - Information text</p>	<p>Fluency read: Stig of the Dump</p> <p>Comprehension: Lonely Hearts - Heroes and Villains - Narrative</p>	<p>Fluency read: How to Help a Hedgehog and Protect a Polar Bear</p> <p>Comprehension: Why We Need Magnetism Information text</p>



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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
Computing Computing Systems & Networks: Journey inside of a computer. E-Safety	1. To recognise basic inputs and outputs	2. To identify the components inside a laptop	3. Following instructions: To understand the purpose of computer parts.	4. Computer memory: To understand the purpose of computer parts	5. To decompose a tablet computer.
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
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 distance



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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.
RE Christianity – Why do Christians call the day Jesus died 'Good Friday'	To recognise the word 'salvation' and to recognise that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live.	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 communities.	To raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions	To offer informed suggestions about what the events of Holy Week mean to Christians
PE – OAA Outdoor Adventurous Activities	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
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.



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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 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.
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.
Worship Reflection	Lent – In what ways is our world broken and how can it be repaired?	Jesus carers and providers – What story is your favourite and what does it mean to you?	Following Jesus' example – Do your words always show an all-inclusive love for one another?	Holy Week 1 - How did Jesus show his love for his disciples?	Holy Week 2; Good Friday, Easter and your own Easter celebrations – How do Christians celebrate Easter?
Enrichment activities	<ul style="list-style-type: none"> Easter Bonnet competition # Bible Exhibition 	<ul style="list-style-type: none"> World Book Day 5.3.26 	<ul style="list-style-type: none"> Science Week 6-13 March 	<ul style="list-style-type: none"> Book Fair 18-25th March KS2 Church 17th March 	<ul style="list-style-type: none"> KS2 Church 26th March