
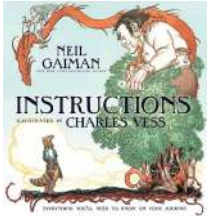




<b>Juniper Class YEAR 3</b>
<b>Medium Term Plan</b>
<b>Summer 1 2026</b>

Subject	Week 1 w/b 13.4.26	Week 2 w/b 20.4.26	Week 3 w/b 27.4.26	Week 4 w/b 5.5.26	Week 5 w/b 11.5.26	Week 6 w/b 18.5.26
	<b>Persuasive Letters</b>	<b>Persuasive Letters</b>	<b>Persuasive Letters</b>	<b>Instructions</b>	<b>Instructions</b>	<b>Instructions</b>
<p><b>Writing core texts</b> Speak up! Clean up! Look up!</p>  <p>Instructions</p> 	<p>1.To explore persuasive writing by using second person and facts to create effective rhetorical questions</p> <p>2.To identify facts and opinions and use them to write an informative paragraph.</p> <p>3.To use different sentence types (statements, questions, commands and</p>	<p>5. To create persuasive sentences using emotive language.</p> <p>6. To organise persuasive writing into paragraphs and perform it clearly to an audience.</p> <p>7.To identify the audience and purpose of a persuasive letter to support planning.</p> <p>8.To plan a persuasive letter using paragraph themes and</p>	<p>10.To draft my second persuasive paragraph using a range of persuasive devices.</p> <p>11.To use prepositions of time and place to persuade the reader to take action in the third paragraph.</p> <p>12. To write a concluding paragraph for a persuasive letter, choosing language to suit the audience.</p>	<p>14.To proofread writing for spelling, punctuation and capital letter errors.</p> <p>15.To use the correct layout and organisational features of a formal letter.</p> <p style="text-align: center;"><b>Instructions</b></p> <p>1. To write clear command sentences in the present tense for instructions.</p> <p>2. To use prepositions of</p>	<p>3. To use and punctuate direct speech correctly in instructions.</p> <p>4. To plan instructions by identifying purpose, audience and using imperative verbs.</p> <p>5. To draft instructions using oral rehearsal and conjunctions to add detail.</p> <p>6. To use headings and subheadings to organise instructions clearly.</p>	<p>8.To edit instructions by adding prepositions and useful details for the reader.</p> <p>9. To proofread instructions for spelling and punctuation and prepare a final version.</p> <p>10. To read instructions aloud clearly and give feedback based on success criteria.</p>



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	<p>exclamations) to create a persuasive poster. 4. To identify persuasive features in radio adverts.</p>	<p>appropriate language choices 9. To use the present perfect tense to create persuasive sentences.</p>	<p>13. To edit and improve persuasive writing for greater impact on the reader.</p>	<p>place to make instructions clear and specific.</p>	<p>7. To edit instructions by improving verb and adverb choices.</p>	
<p><b>Reading</b></p>	<p><b>Reading VIPERS</b>          To make inferences from the text/explain and justify inferences with evidence from the text          Predict what might happen from details stated and implied          Identify/explain how meaning is enhanced through words and phrases.          Give/explain the meaning of words in context.          Retrieve and record information/ identify key details from fiction/non-fiction.          Summarise details from more than one paragraph.          Make comparisons within the text.          Identify/explain how information/narrative content is related and contributes to meaning as a whole</p>					
<p><b>Weekly Texts</b></p>						



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<b>Handwriting</b>	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. To increase the legibility, consistency and quality of handwriting.					
<b>Spelling Focus</b>	Step 24 Challenge words	Step 25 Words with the suffix '-er'	Step 26 Words where the digraph 'ch' makes a /k/ sound	Step 27 Words ending in '-gue' and '-que'	Step 28 Words where the digraph 'sc' makes a /s/ sound	Step 29: Words that are homophones
<b>Maths</b>	<b>Fractions</b> Step 1 Add fractions Step 2 Subtract fractions Step 3 Partition the whole Step 4 Unit fractions of a set of objects	<b>Fractions</b> Step 5 Non-unit fractions of a set of objects Step 6 Reasoning with fractions of an amount Consolidation and Assessment <b>Money</b> Step 1 Pounds and pence	<b>Money</b> Step 2 Convert pounds and pence Step 3 Add money Step 4 Subtract money Step 5 Find change Consolidation	<b>Money</b> Assessment <b>Time</b> Step 1 Roman numerals to 12 Step 2 Tell the time to 5 minutes Step 3 Tell the time to the minute	<b>Time</b> Step 4 Read time on a digital clock Step 5 Use a.m. and p.m. Step 6 Years, months and days Step 7 Days and hours Step 8 Hours and minutes - use start and end times	<b>Time</b> Step 9 Hours and minutes - use durations Step 10 Minutes and seconds Step 11 Units of time Step 12 Solve problems with time Assessment
<b>Science</b> Plants	1. Compare the effect of different factors on plant growth	2. Describe the functions of different parts of a flowering plant	3. Investigate the way in which water is transported within plants	4. Explore the part that flowers play in the life cycle of flowering plants	5. Understand the pollination and the ways in which seeds are dispersed	6. Compare the effect of different factors on plant growth



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<b>Geography</b>	Locate North America and find key features.	To locate some of the countries in North America.	To understand what the Rockies are like	To describe the volcanic eruptions at Mount St Helens and the impact they have had on the surrounding area.	To investigate and evaluate the key features of a US state.	To compare and contrast New York with Bedfordshire
<b>Computing</b>	No lesson	1.To understand the terminology around databases	2.To compare paper and computerised databases	No lesson	3.To sort, filter and interpret data	4.To represent data in different ways. 5. To sort data for a purpose.
<b>RE Christianity - Kingdom of God</b>	To offer informed suggestions about what the events of Pentecost in Acts 2 might mean, referring to beliefs about the Holy Spirit.	To make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God and how Christians live now.	To describe how Christians show their beliefs about the Holy Spirit in worship.	To make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their idea	To make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their idea	To evaluate pupils' learning about how Pentecost impacts a Christian's life



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<b>PE Cricket</b> Wednesday	To hit a stationary ball into space using the straight drive	To bowl underarm to a batter with some consistency	To use the correct footwork to strike a bowled ball	To stop a moving ball using the long barrier technique	To throw longer distances overarm	
<b>PE Athletics</b> Monday		Jumping and hopping in sequence  To run at different speeds	To approach and jump hurdles		To throw a javelin using pull throw technique	To keep score accurately over a range of events
<b>PSHE</b> Citizenship	Rights of the child	Rights and Responsibilities	Recycling	Local Community groups  Charity	Local democracy	To understand why we have rules and consequences of breaking rules at school and at home.
<b>Art</b>	To recognise how artists use shape in drawing.	To develop shading skills and use them to blend tones.	To use careful observation for adding detail to drawings.	To use line, shape and tone in an imaginative drawing.	To explore digital media techniques to develop drawings.	
<b>French</b>  <b>Our School</b>	What's in the Classroom?	What's in Your Pencil Case?	School Subjects	PE Lesson	Around School	What Do You like to Do?



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<b>Music</b> <b>Jazz</b>	To sing and clap a syncopated rhythm for a ragtime-style song	To improvise a call and response	To be able to sing using the call and response format	To create a jazz motif	To adapt a familiar tune using jazz rhythms	
<b>Enrichment</b> <b>activities</b>						