

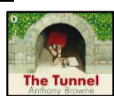













Year 3 Medium Term Planning Overview 2025-26 Onwards

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Text	Iron Man – Ted Hughes Iron Woman – Ted Hughes		Beowulf – Rob Lloyd Jones	Shackleton's Journey - William Grill	The Lion, The Witch and the Wardrobe – C.S Lewis	
Immersive Environment	Iron Man, metal junk.		Anglo-Saxon Hut		Magical Snowy Forest	Melting forest – battle ground.
Academic Study: basic skills						
English	<p>Written Outcomes: Persuasion – ‘Wanted’ leaflet based on Iron Man (N.B. published outcome an oral performance/reading). <i>Exemplar - KS1 Standardisation Exercise 2 2018-19, Pupil A, Piece D</i></p> <p>Narrative – character description for a chosen character (Spacebat...)- independent write. (IC) <i>Exemplar – KS1 GDS Exemplification Materials – Piece E</i></p> <p>Recount – newspaper report linked to Iron Man <i>Exemplar - KS2 Standardisation Materials Exercise 1 2020 – EXS, Pupil C, Piece A</i></p>	<p>Written Outcomes: Narrative – description of an alternative setting for the opening of ‘The Iron Woman’- published piece. (IC) <i>Exemplar – KS2 Exemplification materials WTS, Pieces D & H</i></p> <p>Narrative – re-write the opening of ‘The Iron Woman’, using the setting description to support. <i>Exemplar – KS2 Exemplification materials WTS, Piece F</i></p> <p>Non-Chronological Report – Focussed on the Romans, linked to History- independent write. <i>Exemplar – KS2 Exemplification Materials (EXS – Leigh) Piece D</i></p>	<p>Written Outcomes: Narrative – character description for their own hero- published piece. (IC) <i>Exemplar – 2019 KS2 Standardisation Exercise 3, Pupil C, Piece A</i></p> <p>Narrative – a legend <i>Exemplar – 2019 KS2 Standardisation Exercise 3, Pupil C, Piece E</i></p> <p>Recipe/Instructions – for a Viking Feast- independent write. <i>Exemplar – 2019 Standardisation Exercise 3, Pupil A, Piece A</i></p>	<p>Written Outcomes: Information Text - Survival guide for a long journey- independent write. (IC) <i>Exemplar - 2020 KS2 Standardisation Exercise 2, Pupil B, Piece C</i></p> <p>Narrative – short mystery story set in Antarctica <i>Exemplar - 2020 KS2 Standardisation Exercise 2, Pupil B, Piece B</i></p> <p>Recount – Diary in role as Ernest Shackleton (N.B. published outcome an oral performance/reading). <i>Exemplar - 2020 KS2 Standardisation Exercise 2, Pupil B, Piece A</i></p>	<p>Written Outcomes: Narrative Letters – between Lucy and Mr Tumnus- independent write. (IC) <i>Exemplar - KS2 Standardisation Exercise 1 2020, Pupil A, Piece C</i></p> <p>Information Text – Leaflet on Tourism and tourist attractions in Europe. <i>Exemplar – 2018 KS2 Standardisation Exercise 2, Pupil A, Piece C</i></p> <p>Report – on the discovery of a new world – Narnia! - published piece. (IC) <i>Exemplar - STA 2017 KS2 Moderation Training Pack 1. Activity 3: GDS piece G</i></p>	<p>Written Outcomes: Recount – Lucy’s Diary- independent write. (IC) <i>Exemplar – 2020 KS2 Standardisation Exercise 3, Pupil C, Piece D</i></p> <p>Informative Article – The Battle of Hastings <i>Exemplar – 2018 KS2 Standardisation Exercise 2, Pupil B, Piece C</i></p> <p>Report – Film Review of ‘The Lion, The Witch and The Wardrobe’ (N.B. published outcome an oral performance/reading). - published piece. <i>Exemplar – 2018 KS2 Standardisation Exercise 2, Pupil C, Piece D</i></p>
Maths	<p>Week 1-3: Number and place value</p> <p>Week 4-8: Addition and Subtraction</p> <p>Week 9-12: Multiplication and Division A</p>		<p>Week 1-3: Multiplication and Division B</p> <p>Week 4-6: Measurement – Length and Perimeter</p> <p>Week 7-9: Fractions A</p> <p>Week 10-12: Measurement – Mass and Capacity</p>		<p>Week 1-2: Fractions B</p> <p>Week 3-4: Measurement – Money</p> <p>Week 5-7: Measurement – Time</p> <p>Week 8-9: Geometry – Shape</p> <p>Week 10-11: Statistics</p> <p>Week 12: Assessment and Consolidation</p>	
Wider Academic Study: taught concepts and learning opportunities						
RE	<p>UC2a.4 Gospel: What kind of world did Jesus want? (WHOLE UNIT) Texts: Matthew 4:18-22 Christianity Vocabulary: disciples, discipleship, calling, compassion, following</p>	<p>UC2a.3 Incarnation/God: What is the Trinity? (CORE) Texts: Matthew 3:11-17 and 2 Corinthians 13:14 Christianity Vocabulary: Father, Son, Holy Spirit, united, 1 God, 3 persons, Trinity</p>	<p>UC2a.2 People of God: What is it like to follow God? (WHOLE UNIT) Texts: Genesis 6:4-9:17 Christianity Vocabulary: New start, promise, covenant, Noah, symbol, sign, faithfulness</p>	<p>UC2a.5 Salvation: Why do Christians call the day Jesus died ‘Good Friday?’ (CORE) Texts: Matthew 21:7–11 Luke 23:13–25, 32–48 Luke 24:1–12 Christianity Vocabulary: Repentance, forgiveness, saviour, sin, separation, Holy Major festival: Islam – Ramadan/Eid al Fitr</p>	<p>NAS3.2: Religion, Family & Community – Prayer How do religious families and communities practice their faith? The example of prayer Christianity, Islam Vocabulary: Religion, Muslim, Qur’an, Prophet, ritual, liturgy, prayer, mosque, church</p>	<p>NAS3.3: Worship and Sacred Places Where, how and why do people worship? Islam, Hinduism, Christianity Vocabulary: Islam, Christian, Hindu, Trinity, mandir, mosque, sacred, ritual, Allah, God, gods and goddesses, values, commitment</p>
History <u>Time Period</u> <u>Focus:</u> chronological understanding from Christ’s birth (1AD) to 1066	<p>The Romans in Britain (43AD – 410AD) Chronology – Create timelines which show the order in which people, events and/or civilisations lived/happened. Evidence – Define a range of primary and secondary sources Significance- Describe the impact that the Romans had on the future, specifically the Roman Catholic branch of Christianity.</p>		<p>The Anglo-Saxons (450AD – 1066) Chronology – Create timelines which show the order in which people, events and/or civilisations lived/happened. Evidence – Define a range of primary and secondary sources Significance- Describe the impact that the Anglo-Saxons had on the future.</p>		<p>The Battle of Hastings (1066) Chronology – Create timelines which show the order in which people, events and/or civilisations lived/happened. Evidence – Define a range of primary and secondary sources Significance- Describe the impact that the Battle of Hastings had on the immediate future. Human Achievement: Event – The Battle of Hastings</p>	
Geography	<p>Cartography and Navigation – Outdoor Learning Know the 8 points of the compass. Locate and compare the position of school and Lammas Leisure Centre using 4 figure coordinates & 8 points of the compass. Plan and navigate a journey to Lammas Leisure Centre and create their own maps using OS Map conventions</p> <p>Australia (linked to Iron Man Text) Place: List and locate major countries of Australia: compare the position of these on the Earth’s surface.</p>	<p>Mount Vesuvius and Volcanoes Physical: Establish the location patterns of volcanoes and give examples of the effects they can have. Place: List and locate major countries of Europe: compare the position of these on the Earth’s surface Space: Explain how the features of an environment affect settlement and land use. Human Achievement: Event – Mount Vesuvius eruption</p>		<p>Climate Change in Antarctica – Outdoor Learning Place: List and locate major countries of Antarctica: compare the position of these on the Earth’s surface. Physical: Identify and describe different climate zones and biomes Explain what climate change is and analyse patterns over time. Examine natural landscapes including rivers, vegetation belts and biomes Human: Explain the human contributors to climate change, including melting of the ice caps Human Achievement: Person - Ernest Shackleton https://discoveringthearctic.org.uk/</p>	<p>Tourism Place: List and locate major countries of Europe: compare the position of these on the Earth’s surface. Space: Explain how the features of an environment affect settlement and land use. Cartography: Know the 8 points of the compass, and a greater range of OS Map symbols Human: Identify types of tourism & summarise the impacts of tourism</p>	
Science (See progression map for numbered objectives)	<p>Forces and Magnets Energy – 1-4 Being Scientific – 2,3,5,6</p>	<p>Rocks Matter – 1-3 Being Scientific – 1 Human Achievement: Person - Mary Anning</p>	<p>Animals incl. Humans Life – 1,3 Being Scientific - 1,7</p>	<p>Light/shadows Energy – 5,6 Being Scientific – 2-7</p>	<p>Plants – Outdoor Learning Life – 2-4 Being scientific – 1,7</p>	
Music	<p>Focus Music: Trinidad and Tobago Baltimore Steel Orchestra Cultural Heritage Piece Pitch: recognise and represent high and low pitch in musical notation on a staff Duration: Know the duration of crotchets, minims and semibreves: identify these in musical notation on a staff Timbre: Describe the timbre of the</p>	<p>Focus Music: Trinidad and Tobago Baltimore Steel Orchestra Cultural Heritage Piece Composition: Create and compose music on steel pan drums with deliberate choices about note duration (crotchets, minims and semibreves) Composition: Record their compositions using informal graphic scores</p>	<p>Focus Music: Beowulf Slays the Beast Dynamics: Know the meaning of crescendo and recognise this within Beowulf. Dynamics: Know the meaning of diminuendo and recognise this within Beowulf Dynamics: Know that the composer used changes in dynamics to create moments of change, tension or reflect emotions in Beowulf. Meaning: Say how different sections of Beowulf makes them feel using more technical language</p>	<p>Focus Music: Beowulf Slays the Beast Composition: Create and compose music in the style of Beowulf with deliberate choices about dynamics. Performance: Perform their own compositions, executing deliberate choices in dynamics.</p>	<p>Focus Music: Vivaldi – Four Seasons Texture: Know that a chord (or harmony) is made up of a combination of two or more unique notes at different pitches: these are recorded at different points on a staff. Texture: Listen for, and recognise, a chord (or harmony) in Vivaldi’s Four Seasons.</p>	<p>Focus Music: Vivaldi – Four Seasons – Outdoor Learning Composition: Create and compose music on a keyboard with deliberate chord choices. Performance: Perform their own compositions, executing deliberate choices in musical shape accurately.</p>

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	percussion instrument family.	Performance: Perform their own compositions, executing deliberate choices in duration and pitch.	linked to dynamics, and prior knowledge of musical shape to justify their response.			
Art and Design		Focus Artist/Piece: Barbara Hepworth – The Family of Man – Outdoor Learning Outcome: Observational sketches and painted clay sculpture Composition (formal elements): Line – use stippling to represent visual features within sketching Texture – use sculpting tools to create texture e.g. smooth, bumpy. Shape and Form – Create organic 3D forms in the form of clay sculptures. Understand what the contours of a shape are. Proportion – Think about proportion regarding space. Create sculptures which have proportional spaces between Y3 Comprehension skills		Focus Artist/Piece: Bharti Kher, The Distance of Separate Things Outcome: Ornamental pattern lino screen print – on a map background. Composition (formal elements): Pattern – Explore ornamental patterns. Carve a geometric, ornamental pattern onto a surface. Y3 Comprehension skills	Focus Artist/Piece: Van Gogh – Starry Night Outcome: Night Sky Landscape Composition (formal elements): Line – use short dashes and ripples to represent visual features Colour/Tone – to combine knowledge of colour mixing, tints and shades to represent visual features Y3 Comprehension skills Human Achievement: Arts: Van Gogh – Starry Night	
DT	Structures: levers – A catapult User needs: defeating an evil book character Implementation techniques & mechanisms: wooden joints, levers Innovation research: types of levers linked to position of the fulcrum and load Evaluation: extended writing frames with accompanying labelled diagrams		Food: A Viking Feast – Outdoor Learning User needs: themselves and friends Implementation techniques & mechanisms: kneading bread, consolidation of peeling, mashing, grating, cutting. Innovation research: stew and bread recipes Evaluation: extended writing frames with accompanying labelled diagrams			Textiles: Bayeux Tapestry Applique User needs: to tell a story Implementation techniques & mechanisms: applique using elements of the Bayeux tapestry Innovation research: Bayeux Tapestry, applique techniques Evaluation: extended writing frames with accompanying labelled diagrams
PE	Handball Resilience Fitness Competition Skill - Shoulder pass, passing when moving, shooting from stationary position – no goalkeeper.	Sportshall Athletics Resilience Fitness Competition Skill - Chest push, standing long jump, speed bounce, jumping over small objects and running technique (opposite arm to leg)	Gymnastics Resilience Fitness Skill - front/back support. Vaulting onto benches. Jumps – Stretch, star and tuck. Rolls – Tuck, pike, teddy bear and dish/arch Dance Resilience Fitness Skill - 16 bar routine, repeated (32 bars), incorporating Rec – Y3 knowledge. Danced independently – whole class	Basketball Resilience Fitness Competition Skill - Chest pass, shoulder pass, dribbling with one hand at a time	Tennis Resilience Fitness Competition Skill - Reaction, forehand stroke, flooring tennis – passing ball through target area Swimming Resilience Fitness Skill - Swim at least 25m. Use a range of strokes effectively. Perform a safe self-rescue	Cricket Resilience Fitness Competition Skill - Bowling under arm aiming for targets. Battling a moving cricket ball. Fielding – using a barrier to stop ball.
Computing	Safety: Project Evolve – Y3 Self Image and identity Coding: 2 Code (3.1)	Safety: Project Evolve – Y3 Health, Wellbeing and Lifestyle	Safety: Project Evolve – Y3 Online Relationships Creation: Presenting with MS Powerpoint (3.9)	Safety: Project Evolve – Y3 Privacy and Security	Safety: Project Evolve – Y3 Managing Online Information Creation: Branching Databases (3.6) Graphing (3.8)	Safety: Project Evolve – Y3 Online Bullying
Languages	Classroom Language & Christmas in Spain Outcomes: Classroom role play & Spanish Christmas card		Pets Outcome: Pets display		Spanish Café Culture Outcome: Role Play Café with supporting display.	
RSE	Consent – LKS2 1,2  Physical Health – LKS2 1,2  Safety – LKS2 1-3 The Tunnel – Anthony Browne 	Consent – LKS2 3,4 Ear piercing: Who should decide when you get your ears pierced? – BBC Bitesize https://www.bbc.co.uk/newsround/47898503 Voices in the Park – Anthony Browne  Equality – LKS2 1-3 Voices in the Park – Anthony Browne Relationships & Friendships – LKS2 1,2,4 Little Beauty – Anthony Browne 	Consent – LKS2 1,2 Anglo-Saxon Slave Trade  Identity – LKS2 2,3 Mr Wolves Pancakes – Jan Fearnley  Safety – LKS2 1-3 Two Frogs – Chris Wormell 	Consent - LKS2 3,4 Speak out and Stay Safe - NSPCC  Physical Health – LKS2 1,2 Healthy Eating can 'cut crime' – BBC news report http://news.bbc.co.uk/1/hi/health/2063117.stm Mental Health – LKS2 1,2 Badger's Gifts – S Parting Varley 	Consent - LKS2 1,2 The Lion, the Witch and the Wardrobe Chapter 2 – C.S Lewis (<i>Lucy having tea with Tumnus and wanting to leave</i>) Relationships & Friendships – LKS2 1,3,5 Red – Jan de Kinder  Equality – LKS2 2-4 The wall in the middle of the book – Jon Agee 	Consent - LKS2 3,4 A Terrible Thing Happened – Margaret M. Holmes  Mental Health – LKS2 1,2 Small Things - Mel Tregonning  Identity – LKS2 1,2,4 The Proudest Blue – Ibtihaj Muhammad 
Cultural Capital and Entitlement Outcomes **Please note that these experiences are an aspiration and not a guarantee; leaders have to carefully consider the context of fieldwork visits and activities before they can go ahead						
Entitlement Activity	Visit Church Pantomime Plan and navigate a short journey	Visit Church Perform in front of an audience – Easter Service	Visit Church Learn to sew Visit a theme park	Visit Church Learn to sew Visit a theme park	Visit Church Learn to sew Visit a theme park	Visit Church Learn to sew Visit a theme park
Knowledge of Human Achievement	Person - Mary Anning Event – Mount Vesuvius eruption	Major festival: Islam – Ramadan/Eid al Fitr Person - Ernest Shackleton	Event – The Battle of Hastings Arts: Van Gogh – Starry Night	Event – The Battle of Hastings Arts: Van Gogh – Starry Night	Event – The Battle of Hastings Arts: Van Gogh – Starry Night	Event – The Battle of Hastings Arts: Van Gogh – Starry Night
Fieldwork – so that pupils develop disciplinary	Lammas Leisure Centre – development of disciplinary knowledge in Geography & PE	Yorkshire Sculpture Park – development of disciplinary knowledge in Art	Jorvik – development of disciplinary knowledge in History	Jorvik – development of disciplinary knowledge in History	Wheelgate Park – development of disciplinary knowledge in Geography (Tourism)	Wheelgate Park – development of disciplinary knowledge in Geography (Tourism)

St Mary Magdalene C of E Primary School

Headteacher: Miss S Robinson

Deputy Headteacher: Mrs S Pearson



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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
subject knowledge						