

Medium Term Plan – Year 3 – Term 1 – 2025-26

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Mighty Metals Science</p>	<p style="text-align: center;"><u>Science</u></p> <p>Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Set up simple practical enquiries, comparative and fair tests. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units and a range of equipment. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing. Identify differences, similarities or changes related to simple scientific ideas and processes. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p>						
<p>Light and Shadows Science</p>				<p style="text-align: center;"><u>Science</u></p> <p>Use straightforward scientific evidence to answer questions or to support their findings. Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change.</p>			
<p>Making it Move DT</p>						<p style="text-align: center;"><u>DT</u></p> <p>Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages). Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages). Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	

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English	<u>Talk 4 Writing - Big Write</u> Character Description – Iron Man			<u>R.E</u> What do different people believe about God?	<u>Assessment</u>	<u>Talk 4 Writing - Big Write</u> Instructions – Iron Man	<u>Talk 4 Writing - Big Write</u> Instructions – Iron Man
WCR	Little Wandle Guided Reading/Fluency						
SPAG	Noun Phrases	Sentences	Expanding Sentences	Commas	Apostrophes	Past and Present Tense	Vowels and Consonants
Spanish	<p>Where is Spanish spoken? / All about Spain. Numbers How are you? What is your name? <u>Level 1</u></p> <ul style="list-style-type: none"> • I can find Spain on a map of the world if an adult directs me to some of the surrounding countries. • I can repeat all my personal details in Spanish and ask for the same information back when a teacher or adult gives me a model answer and allows me to practise. • I can recognise some numbers from 1-10 in Spanish. • I can recognise some of the key 10 colours in Spanish. <p><u>Level 2</u></p> <ul style="list-style-type: none"> • I can find Spain on a map of the world if I am shown Europe first. • I can repeat all my personal details in Spanish, and ask for the same information back, with the help of an adult or the PowerPoint used in class. • I can remember some numbers from 1-10 clearly in Spanish without any help and can attempt to spell some of these correctly. • I can say some of the 10 colours in Spanish without any help and can attempt to spell some of these correctly. <p><u>Level 3</u></p> <ul style="list-style-type: none"> • I can find Spain on a map of the world. • I can repeat all my personal details in Spanish, and ask for the same information back, without help in any shape or form. • I can say numbers 1-10 clearly in Spanish and I can now spell some of these numbers. • I can say ten key colours in Spanish, and I can now spell some of these colours. 						
PE	<p>Netball NC Links- Play in competitive games developing simple tactics Master basic tactics of running, throwing and catching To work collaboratively to use basic tactics for attacking play Literacy Links-Use appropriate language for netballs and games; passing, catching and use descriptive language to help improve the performance of skills and tactics Numeracy Links- To estimate the speed and distance of run and pass. Able to explain and use the 3 second rule Progression Yr4- Working collaboratively to attack a goal. Using and developing netball /basketball skills Play within correct positions and areas Use skills in isolation and games Play in games applying new rules Be physically active for a sustained period in a competitive situation</p>						
RE	<p>What do different people believe about God? Describe some of the ways in which Christians, Hindus and/or Muslims describe God (A1). Ask questions and suggest some of their own responses to ideas about God (C1). Suggest why having a faith or belief in something can be hard (B2). Identify how and say why it makes a difference in people’s lives to believe in God (B1).</p>						

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Music	Let Your Spirit Fly
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