

West Bridgford Junior School
 Year 3 Term Summer 1 2025-2026
 Medium Term Plan



Topic
Roman Rulers and Rebels

Week 1 13.04.26 Roman Day	Week 2 20.04.26 Class 2 Assembly	Week 3 27.04.26 Pupil Interview Class Swap	Week 4 04.05.26 Bank Holiday Monday Magna Trip Thursday	Week 5 11.05.26 Year 6 SATs	Week 6 18.05.26 Celebration Assembly – Thursday Class 3 Assembly
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English: Writing	Topic: Roman Rulers and Rebels					
	Week 1 13.04.26 Roman Day	Week 2 20.04.26 Class 2 Assembly	Week 3 27.04.26 Pupil Interview Class Swap	Week 4 04.05.26 Bank Holiday Monday Magna Trip Thursday	Week 5 11.05.26 Year 6 SATs	Week 6 18.05.26 Celebration Assembly – Thursday Class 3 Assembly
	<p>Writing to Inform Guided Role Play Hook WALT: use verbs to describe</p> <p>Spellings Circles: Words where 'a' makes an /or/ sound Triangles: Words ending in '-ly' where the base word ends in '-ic'</p>	<p>Writing to Inform WALT: visualise adjectives and verbs WALT: gather ideas for a description based on senses WALT: write a setting description WALT: use the simple and past progressive tense</p> <p>Spellings Circles: Words where 'o' makes an /u/ sound Triangles: Words ending in '-ly'; exceptions</p>	<p>Writing to Inform WALT: to make inferences about a character WALT: to use the conjunction 'because' WALT: use possessive apostrophes</p> <p>PPA: The Day the Crayons Quit (Letter Wriitng) WALT: write an informal letter</p> <p>Spellings Circles: Challenge Words Triangles: Challenge Words</p>	<p>Writing to Inform WALT: to use a range of verbs in our writing WALT: to use inference to show a character's feelings (Show not Tell) WALT: use expanded noun phrases to create vivid descriptions</p> <p>Spellings Circles: Words where the digraph 'ey' makes an /ee/ sound Triangles: Words with the suffix '-er'</p>	<p>Writing to Inform WALT: use powerful verbs in our writing for dramatic effect WALT: write a recount decription</p> <p>PPA: The Day the Crayons Quit (Letter Wriitng) WALT: write a letter in role</p> <p>Spellings Circles: Words where 'a' makes an /o/ sound Triangles: Words where the digraph 'ch' makes a /k/ sound</p>	<p>Writing to Inform WALT: read news reports WALT: identify the features of a newspaper WALT: identify and write the 5Ws in the introduction of a news report WALT: to write notes</p> <p>Spellings Circles: Words where 'or' and 'ar' make an /er/ or /or/ sound Triangles: Words ending in '-gue' and '-que'</p>

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English: Grammar and Punctuation	<p>Identify correctly punctuated sentences (grammar starter) Punctuate proper nouns correctly (grammar starter)</p>	<p>WALT: use the simple and past progressive tense</p> <p>Use the correct punctuation for a question (grammar starter) Identify the correct use of a contraction apostrophe (grammar starter) Simple past tense (grammar starter)</p>	<p>WALT: to use the conjunction 'because' WALT: use possessive apostrophes</p>	<p>Identify nouns, adjectives, and verbs (grammar starter) Use adjectives in a sentence (grammar starter)</p>	<p>WALT: identify verbs in sentences</p>	<p>WALT: include the correct punctuation in sentences (run on sentences) Grammar starter</p>
English: Reading	<p>Reading: Escape from Pompeii WALT: predict what a book will be about.</p> <p>WALT: visualise what I've read.</p> <p>PPA: The Day the Crayons Quit Letter Writng WALT: make predictions about a story Make inferences about characters' feelings.</p>	<p>Reading Escape from Pompeii WALT: identify and explain verb choices.</p> <p>WALT: predict what happens next.</p>	<p>Reading Sir Isaac Newton Magnets WALT: learn about a character from their behaviour (inference)</p>	<p>Reading Ancient Rome WALT: find evidence or examples from the text</p>	<p>Reading Eascape From Pompeii WALT: find evidence or examples from the text</p>	<p>Reading Bill's New Frock WALT: learn about a character from their behaviour (inference) WALT: use punctuation cues to develop expression</p>

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Maths	<p>Fractions WALT Place fractions on a number line Count in fractions on a numberline Find equivalent fractions on a numberline</p> <p>PPA: Shape</p>	<p>Fractions WALT See equivalent fractions as bar models Add fractions Subtract fractions Partition the whole</p> <p>PMP</p>	<p>Fractions WALT Find unit fractions of a set of objects Find non-unit fractions of a set of objects Reason with fractions of an amount</p> <p>PMP</p> <p>PPA Shape</p>	<p>Mass and Capacity WALT Use scales Measure mass in grams Measure mass in kg and g</p>	<p>Mass and Capacity WALT Find equivalent masses (kilograms and grams) Compare mass Add and subtract mass</p> <p>PMP: 8x table introduction</p> <p>PPA: Shape</p>	<p>Maths Day Monday</p> <p>Mass and Capacity WALT Measure capacity and volume in ml Measure capacity and volume in litres and millilitres Use equivalent capacities and volumes (l and ml)</p> <p>PMP</p>
Science			<p>Magnets Carousel of key learning. Non contact force, two poles, attract and repel, which objects are attracted to magnets</p>	<p>Magna Trip Extending learning from previous lesson in a workshop at Magna</p>	<p>Magnets WALT use our knowledge of magnets to conduct an experiment</p>	
Computing		<p>Desktop Publishing WALT recognise how text and images convey information</p>	<p>Desktop Publishing WALT recognise that text and layout can be edited</p>			<p>Desktop Publishing WALT choose appropriate page settings</p>
History	<p>Roman Day Visitor in school: An introduction to the Romans!</p>	<p>What Impact Did the Romans Have on Britain? What do we mean by the Roman Empire?</p>	<p>What Impact Did the Romans Have on Britain? How did the army help to expand the Roman Empire?</p>		<p>What Impact Did the Romans Have on Britain? What was Britain like before the Roman invasion?</p>	

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Geography		<p>Volcanoes and Earthquakes WALT name and describe the properties of the Earth's four layers WALT explain what a tectonic plate is and what happens to them</p>		<p>Volcanoes and Earthquakes WALT understand where earthquakes and volcanoes occur and why they happen WALT identify a significant tectonic plate – The Pacific Plate</p>	<p>Volcanoes and Earthquakes WALT understand how volcanoes are formed WALT name the parts of a volcano</p>	
DT	<p>Stone Age Jewellery Design: What should my Stone Age jewellery look like? Planning: Which materials should I choose to create my jewellery? Making: Which tools will help me create my piece?</p>	<p>Stone Age Jewellery Finishing off by painting and stringing the beads. Evaluate: what has gone well and what should we change if we repeated the task?</p>				
Art			<p>Textiles and Collage Roman Mosaics WAL what a Roman mosaic is and why they were used WALT identify common themes in Roman mosaics WA beginning to think about ideas for our own artwork</p>		<p>Textiles and Collage Roman Mosaics WALT explore a range of collage materials WALT experiment with cutting, layering, and organising small pieces</p>	<p>Textiles and Collage Roman Mosaics WALT compare different Roman themes and select one for a final collage WALT plan a layout using drawing</p>

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PE	<p>Tennis: WALT: use throwing and catching skills to outwit an opponent</p> <p>Rounders: WALT: develop throwing and catching skills</p>	<p>Tennis: WALT: Create space to score points using under arm throwing and catching skills</p> <p>Rounders: WALT: throw overarm developing power and accuracy</p>	<p>Tennis: WALT: Use and apply previous knowledge to score points using under arm throwing and catching skills</p> <p>Rounders: WALT: develop throwing and catching skills</p>			<p>Tennis: WALT: use a tennis racket correctly and accurately</p> <p>Rounders: WALT: apply stopping the ball using our legs as a fielding skill in a game situation</p>
French				<p>Je Peux WALT say 'Je peux' and add one of 10 verbs</p>	<p>Je Peux WALT say and write 'Je peux' and 'je ne peux pas' adding one of 10 new verbs</p>	<p>Je Peux WALT say and write 'Je peux', 'je ne peux pas', 'mais' and 'et' and add one of 10 verbs.</p>
PSHE	<p>Friendships (Unit 5) WALT what are the characteristics of a good friend? WAL how important friends are in making us feel safe and secure</p>	<p>Friendship (Unit 5 L1-4) WAL that most friendships have their ups and downs and that these can be worked through and repaired WALT understand why it is important to be positive in relationships with others</p>	<p>Working Together and Shared Goals) WALT work co-operatively, showing fairness and consideration to others WALT understand why it is important to work collaboratively</p>			<p>Rules WALT understand why rules are needed in different situations WALT recognise that rules might need to be changed</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Music</p>		<p>From a Railway Carriage WALT</p> <p>Describe the relationship between the sounds and images in an audio-visual clip</p> <p>Use appropriate musical language to describe a piece of music</p> <p>Explore dynamics, timbre, tempo, and structure to improvise ideas</p> <p>Use words from a poem to create a piece</p>	<p>From a Railway Carriage WALT</p> <p>Explore and improvise sounds in response to other works of art – a painting and a poem</p> <p>Identify and talk about the relationship between music, painting, and poetry</p>		<p>From a Railway Carriage WALT</p> <p>Use words creatively, through exploring dynamics, tempo, and timbre</p> <p>Combine and organise musical ideas within a creative piece</p>	<p>From a Railway Carriage WALT</p> <p>Identify and create rhythm patterns from spoken phrases</p> <p>Combine spoken rhythm patterns</p> <p>Chant and maintain spoken rhythms to a steady beat</p> <p>Develop, extend, and structure ideas to create a group rhythm rap</p>