

West Bridgford Junior School  
 Year 3 Term Summer 2 2025-2026  
 Medium Term Plan



**Topic**  
**Roman Rulers and Rebels**

	Week 1 01.06.26 Well-Being Day Class 3 Assembly PPA	Week 2 08.06.26	Week 3 15.06.26 Health and Sports Week Sports Day – Wednesday 17 <sup>th</sup> PPA	Week 4 22.06.26 Assessment Week 1 Music Showcase Summer Fair	Week 5 29.06.26 Assessment Week 2 DT Competition PPA	Week 6 06.07.26	Week 7 13.07.26 PPA	Week 8 20.07.26
English: Writing	<p><b>Writing to Inform: Newspapers</b>            WALT : how to take notes to gather information            WALT: write the first paragraph in the style of a news report (write and recap events in chronological order)            WALT: identify and use powerful adjectives and verbs for effect</p>	<p><b>Writing to Inform: Newspapers</b>            WALT: use time conjunctions in sentences            WALT: write the main paragraph in the style of a news report (write and recap events in chronological order)            WALT: use speech marks correctly (G)  <b>Spellings</b>            Circles: Words where 'si' and 's' make a 'zh' sound.            Triangles: the digraph 'sc' makes a /s/ sound</p>	<p><b>Writing to Inform: Newspapers</b>            WALT: write direct speech in a news report using speech marks correctly            WALT: use alliteration to create headlines  <b>Spellings</b>            Circles: the suffixes -ment, -ness            Triangles: homophones</p>	<p><b>Writing to Inform: Newspapers</b>            WALT: edit and improve writing            WALT: present our work neatly for an audience  <b>Spellings</b>            Circles: the suffixes -ful, -less and -ly            Triangles: challenge words</p>	<p><b>Writing to entertain: Varjak Paw</b>            WALT: create a character including how it behaves            WALT: use senses to create and write a description of a setting            WALT: organise writing into paragraphs  <b>Spellings</b>            Circles: homophones            Triangles: words ending in '-sion'</p>	<p><b>Writing to entertain: Varjak Paw</b>            WALT: write a description of a setting continued            WALT: organise writing into paragraphs            WALT: write a description of a character            WALT: use dramatic vocabulary to create tension in a scene  <b>Spellings</b>            Circles: words ending in -tion            Triangles: challenge words</p>	<p><b>Writing to entertain: Varjak Paw</b>            WALT: write a description of the setting using dramatic vocabulary (the weather)            WALT: to edit and improve our work  <b>Spellings</b>            Circles: contractions            Triangles: revisit of spelling patterns</p>	

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<b>English: Grammar and Punctuation</b>	<p>WALT: identify and nouns and verbs (starter activity)</p> <p>WALT: identify and verbs and adverbs (starter activity)</p> <p>WALT: missing full stops and capital letter (starter activity)</p>	<p>WALT: identify adverbs in a sentence (starter activity)</p> <p>WALT: use time conjunctions in sentences</p> <p>WALT: use speech marks correctly</p>	<p>WALT: identify missing inverted commas (starter activity)</p> <p>WALT: write direct speech in a news report using speech marks correctly</p>	<p>WALT: missing full stops and capital letter (starter activity)</p> <p>WALT: identify, correct missing punctuation and incorrect verbs in our own writing</p>				
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English: Reading	<p><b>Reading: Roman Armies Fab Fossils Plant Facts</b> WALT: develop reading fluency</p> <p>WALT: retrieve information</p> <p>WALT: sequence the key points of the text in the correct order</p> <p>WALT: understand the meaning of key vocabulary in a text WALT: retrieve key vocabulary from a text</p>	<p><b>Reading: Volcanoes</b> WALT: develop reading fluency</p> <p>WALT: retrieve information</p> <p>WALT: sequence the key points of the text in the correct order</p> <p>WALT: understand the meaning of key vocabulary in a text WALT: retrieve key vocabulary from a text</p>	<p><b>Reading: Volcanoes Chocolate</b> WALT: develop reading fluency</p> <p>WALT: sequence the key points of the text in the correct order</p> <p>WALT: understand the meaning of key vocabulary in a text WALT: retrieve key vocabulary from a text</p>	<p><b>Reading: Chocolate</b> WALT: develop reading fluency</p> <p>WALT: sequence the key points of the text in the correct order</p>	<p><b>Reading: Light</b> WALT: develop reading fluency</p> <p>WALT: retrieve information</p> <p>WALT: sequence the key points of the text in the correct order</p> <p>WALT: understand the meaning of key vocabulary in a text WALT: retrieve key vocabulary from a text</p>	<p><b>Reading: Varjak Paw</b> WALT: make Predictions</p> <p>WALT: retrieve information from a text.</p>	<p><b>Reading: Varjak Paw</b> WALT: use evidence from the text to draw a setting description.</p> <p>WALT:use clues from the text to infer.</p>	<p><b>Reading: Varjak Paw</b> WALT summarise a story. WALT retrieve information from a text.</p>
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Maths	<p><b>Money</b>          Convert pounds and pence          Add money          Subtract money</p> <p>PPA</p>	<p><b>Money</b>          Find change</p> <p><b>Time</b>          Tell the time to 5 minutes          Tell the time to the minute          Read time on a digital clock</p> <p>Roman numerals to 12 (Starter Activities)</p> <p>PPM</p>	<p><b>Time</b>          Use a.m. and p.m.          Years, months and days          Days and hours</p> <p>PPA</p> <p>PPM</p>	<p><b>Time</b>          Hours and minutes - use start and end times          Hours and minutes - use durations          Minutes and seconds</p> <p><b>Statistics</b>          Interpret pictograms</p> <p>PMP</p>	<p><b>Statistics</b>          Draw pictograms          Interpret bar charts</p> <p>Assessment Paper - Arithmetic</p> <p>Assessment Paper – Reasoning</p> <p>PPA</p>	<p><b>Statistics</b>          Draw bar charts          Collect and represent data          Two-way tables</p> <p>PMP</p>	<p><b>Revision and Consolidation</b></p> <p>PPA</p>	<p><b>Revision and Consolidation</b></p>
	Science	<p><b>Light</b>          WALT recognise that we need light to see things, and that dark is the absence of light.</p>	<p><b>Light</b>          WALT make careful observations          WALT observe and investigate which surfaces reflect light</p>		<p><b>Light</b>          WALT recognise that shadows are formed when a light source is blocked by a solid object</p> <p>WALT find patterns in the way the size of shadows change</p>	<p><b>Light</b>          WALT recognise that light from the sun can be dangerous and that there are ways to protect our eyes.</p>	<p><b>SRE / PSHE</b>          To explore the differences between males and females and to name body parts</p> <p>To consider touch and know that a person has the right to say what they like and dislike</p>	<p><b>SRE / PSHE</b>          To explore different types of families and who to go to for help and support</p>

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Computing		<b>Stop Frame Animation</b> What is animation?		<b>Stop Frame Animation</b> How can animated movement be related to a sequence of images?	<b>Stop Frame Animation</b> How do I plan an animation sequence?	<b>Stop Frame Animation</b> Why is it important to work consistently and carefully?	<b>Stop Frame Animation</b> How can we improve our animations?	<b>Stop Frame Animation</b> What is the impact of adding other media to an animation?
History	<b>What Impact Did the Romans Have on Britain?</b> What did the Romans build?		<b>What Impact Did the Romans Have on Britain?</b> Conflict – Romans vs Celts	<b>What Impact Did the Romans Have on Britain?</b> What lasting impact did Romans leave in Britain?				
Geography			<b>Volcanoes and Earthquakes</b> Investigate the types of volcanoes		<b>Volcanoes and Earthquakes</b> Understand how and why volcanoes erupt. Explain the effects of a volcanic eruption	<b>Volcanoes and Earthquakes</b> Explain what an earthquake is. To explain what causes earthquakes and their effects		
DT				<b>Food Technology: Salads and Dressings</b> WALT research, describe and taste ingredient	<b>Food Technology: Salads and Dressings</b> WALT plan and design a salad and dressing	<b>Food Technology: Salads and Dressings</b> WALT prepare, cut and mix ingredients for a salad and dressing	<b>Food Technology: Salads and Dressings</b> WALT evaluate whether our product has or has not been successful	

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Art	<b>Textiles and Collage Mosaics</b> WALT create our own original pieces in the style of Jim Bachor	<b>Textiles and Collage Mosaics</b> WALT create our own original pieces in the style of Jim Bachor						
PE	<b>Tennis:</b> WALT: Use and apply previous knowledge to score points using under arm throwing and catching skills  <b>Rounders:</b> WALT: stop the ball using our legs as a fielding skill	<b>Tennis:</b> WALT: use a tennis racket correctly and accurately  <b>Rounders:</b> WALT: apply stopping the ball using our legs as a fielding skill in a game situation	<b>Sport and Health Week          Y3 and 4 Sports Day</b>  Golf Cricket Pickleball Rugby Dodgeball	<b>Tennis:</b> Mini tournament Apply skills learnt in a game situation.  <b>Rounders:</b> Mini tournament Apply skills learnt in a game situation.	<b>Challenging Collaboration:</b> WALT: Collaborate to win simple games  <b>Athletics:</b> WALT: Sprint and running for Speed	<b>Challenging Collaboration:</b> WALT: collaborate effectively in a team.  <b>Athletics:</b> WALT: run in a relay team	<b>Challenging Collaboration:</b> WALT: Collaborate in competitive games  <b>Athletics:</b> WALT: throw accurately WALT: throw further	<b>Challenging Collaboration:</b> WALT: Collaborate to use tactics in a game  <b>Athletics:</b> WALT: use our bodies to jump for distance (Standing Long Jump)
RE				<b>Inspirational People from the Past</b>  WALT understand the story of Noah	<b>Inspirational People from the Past</b>  WALT understands the story of David and Goliath	<b>Inspirational People from the Past</b>  WALT understand the story of Ruth and Naomi	<b>Inspirational People from the Past</b>  WALT understand the story of Esther	

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French	<p><b>Je Peux</b> WALT use the negative structure 'je ne peux pas'</p>	<p><b>Je Peux</b> WALT use conjunctions 'et' (and) &amp; 'mais' (but) in French</p>	<p><b>Petit Chaperon Rouge</b> WALT learn how to say 8 key words in French from the story of Little Red Riding Hood</p>	<p><b>Petit Chaperon Rouge</b> WALT to say 8 parts of the body in French</p>	<p><b>Petit Chaperon Rouge</b> WA revisiting all the key words from the story of Little Red Riding Hood</p>	<p><b>Petit Chaperon Rouge</b> WALT spell and recognise the key words from the story and will read the story in French for the first time</p>		
PSHE	<p><b>Well-Being Day</b></p>	<p><b>How can we solve this problem?</b> WALT resolve conflict and find solutions.</p>	<p><b>For or against.</b> WALT develop empathy and learn to agree or disagree</p>	<p><b>My special pet</b> WALT cope with loss</p>	<p><b>PANTS</b> WALT keep ourselves safe. NSPCC lesson.</p>			
Music								