

**Beaufront First School Class 2 (Year 3) Medium Term Planning**  
**August Term 2 2025: 7 Weeks**

English	Guided Reading	Mathematics
<p><b>Focus Text:</b> 'Mr. Penguin and the Lost Treasure', by Alex T. Smith</p> <p><b>Hooks:</b> Separate Penguin story beginning, random keys, museum virtual walk rounds, penguins</p> <p><b>Writing Focus:</b> Information Guides; Narrative Dialogue;</p> <p>Writing Overview</p> <ul style="list-style-type: none"> <li>• Cold Write (Week 1): Write a resolution to a short story without prior input.</li> <li>• Imitation Phase (Weeks 1–2): Immerse in <i>Mr Penguin and The Lost Treasure</i> story and language using oral retellings and drama. Also consider features such as dialogue and speech marks</li> <li>• Innovation Phase (Weeks 3–4): Explore information guides whilst building a writing toolkit and comparing other endings / resolutions to narratives.</li> <li>• Invention Phase (Week 5): Independent <i>Hot Write</i> – write a new 'Mr Penguin' narrative with an introduction, resolution and dialogue.</li> </ul>	<p>'The Worst Witch' by Jill Murphy</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Identify and explain the meaning of unfamiliar words in context (e.g., cauldron, cloak, potion).</li> <li>• Discuss how Jill Murphy's word choices create mood and setting (e.g., "gloomy corridors", "echoing halls").</li> <li>• Explore synonyms and antonyms for descriptive words found in the text.</li> <li>• Use context clues to infer meaning from new vocabulary.</li> </ul> <p><b>Inference</b></p> <ul style="list-style-type: none"> <li>• Infer how Mildred and other characters are feeling from their actions and dialogue.</li> <li>• Use evidence from the text to explain why Mildred gets into trouble so often.</li> <li>• Discuss how Miss Hardbroom and Miss Cackle treat Mildred differently and why.</li> </ul> <p><b>Prediction</b></p> <ul style="list-style-type: none"> <li>• Predict what might happen next based on what has been read so far, using clues from illustrations and chapter titles to make predictions.</li> <li>• Justify predictions with evidence from the story (e.g., "I think Mildred will...").</li> </ul> <p><b>Explanation</b></p> <ul style="list-style-type: none"> <li>• Explain how Jill Murphy uses humour and description to engage readers.</li> <li>• Discuss why Mildred is a likeable character despite her mistakes.</li> <li>• Explain how the setting contributes to the magical atmosphere.</li> <li>• Compare The Worst Witch to other school-based stories (e.g., Harry Potter, Matilda).</li> </ul>	<p><b>Year 3 White Rose Maths</b></p> <p><b>Addition and Subtraction:</b></p> <ul style="list-style-type: none"> <li>• Adding and subtracting two numbers, including across a 10 and a 100.</li> <li>• Exploring complements to 100, estimating answers, inverse operations and making decisions.</li> </ul> <p><b>Multiplication and Division:</b></p> <ul style="list-style-type: none"> <li>• Use arrays whilst understanding the importance of equal groups</li> <li>• Revisit multiples of 2, 5 and 10.</li> <li>• Think about sharing and grouping methods of division.</li> <li>• Explore multiplying and dividing within the 3, 4 and 8 times tables.</li> </ul>

	<b>Retrieval</b> <ul style="list-style-type: none"> <li>• Locate key facts about characters, settings, and events.</li> <li>• Answer questions about who, what, where, when, and why.</li> <li>• Sequence key events in Mildred's adventures.</li> </ul>	
<b>Science</b>	<b>PSHE/ RSE</b>	<b>PE</b>
<b>Forces and Space: Forces and Magnets</b> Through investigations, children will develop the knowledge... <ul style="list-style-type: none"> <li>• To be able to describe the effects of contact forces.</li> <li>• To recognise the effects and use of forces.</li> <li>• To interpret how and why things move differently on different surfaces.</li> <li>• To describe the effects of magnets.</li> <li>• To compare the different properties of magnets.</li> <li>• To explain the uses of magnets.</li> </ul> Children will work scientifically to develop the skills needed to... <ul style="list-style-type: none"> <li>• Label a diagram using arrows and scientific vocabulary.</li> <li>• Write a scientific conclusion identifying cause and effect.</li> <li>• Plan an investigation using variables.</li> <li>• Write a method.</li> <li>• Display data using a bar chart.</li> <li>• Research the uses of magnets.</li> </ul> Children will also link their developing knowledge and skills with their work on railways as part of their learning about the Industrial Revolution (History link).	<b>Health and Well-being</b> Children will learn through discussions and practical activities... <ul style="list-style-type: none"> <li>• The importance of a healthy lifestyle, which includes physical activity, a balanced diet, and rest.</li> <li>• The importance of relaxation activities and how to perform a range of relaxation stretches.</li> <li>• To understand the different aspects of our own identities.</li> <li>• To identify our own strengths and how they affect others.</li> <li>• To develop resilience by breaking down barriers into smaller achievable goals (Skills Builder link to 'Adapting' and 'Planning').</li> <li>• To know how to communicate our own feelings and understand the concept of consent.</li> </ul>	<b>Dance - Indian Delight topic</b> <b>The children will be learning through</b> <ul style="list-style-type: none"> <li>• Introduction &amp; exploration; observing and responding</li> <li>• designing and performing their own warm-ups</li> <li>• researching and improvising Indian dance movements</li> <li>• composing, developing and adapting dance phrases</li> <li>• using linking movements to ensure fluency</li> <li>• varying the order, timing, speed and direction of movements</li> <li>• performing skills and movement patterns accurately</li> <li>• working cooperatively with others</li> <li>• describing and suggesting ways to improve their own and others' dance</li> </ul>
<b>History</b>	<b>RE</b>	<b>Art</b>
<b>The Industrial Revolution: Railways</b> <b>Year 3 Objectives:</b> <ul style="list-style-type: none"> <li>• Place events, people, and changes into correct periods of time.</li> <li>• Use terms such as <i>past, present, century, decade, long ago</i>.</li> </ul>	<b>What do Hindus believe God is like?</b> Children will use their developing knowledge and understanding of worldviews to: <ul style="list-style-type: none"> <li>• Identify some Hindu deities and say how they help Hindus describe God.</li> </ul>	<b>Sculpture and 3D: Abstract Shape and Space</b> Through practical activities and using famous pieces of work/ famous artists for inspiration, children will:

<ul style="list-style-type: none"> <li>• Begin to understand how people's lives have changed over time.</li> <li>• Use firsthand experiences and observation to learn about the past.</li> <li>• Ask simple questions and find answers using artefacts, visits, and photos.</li> <li>• Recognise differences between life then and now.</li> <li>• Identify similarities and differences between ways of life in different periods.</li> <li>• Begin to understand why people might have moved to towns or cities.</li> <li>• Use drama or writing to imagine life as a child in the past.</li> <li>• Learn about significant individuals and their impact.</li> <li>• Use research to find out about a historical figure's life and achievements.</li> <li>• Begin to connect inventors to the changes they caused.</li> <li>• Use maps to locate where historical events happened.</li> <li>• Understand that transport developments can change people's lives. Begin to link geography and history (routes, trade, migration).</li> <li>• Identify how people's lives have changed due to inventions and work.</li> <li>• Begin to think about how change can bring both benefits and problems.</li> <li>• Express opinions about what they would or wouldn't like about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God.</li> <li>• Offer informed suggestions about what Hindu murtis express about God.</li> <li>• Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali).</li> <li>• Identify some different ways in which Hindus worship.</li> <li>• Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today.</li> <li>• Make links between the Hindu idea of everyone having a 'spark' of God in them, and ideas about the value of people.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to join 2D shapes to make 3D structures.</li> <li>• Learn how to join materials in different ways to make 3D structures.</li> <li>• Develop ideas for 3D artwork.</li> <li>• Apply knowledge of sculpture when working in 3D.</li> <li>• Evaluate and improve an artwork.</li> </ul>
Music	Computing	French
<p><b>Haiku, Music and Performance: Hanami/ Christmas Production Music</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Explore and describe the Japanese Festival of Hanami using suitable words and sounds → Compare this to the Winter Celebration of Christmas in the UK.</li> <li>• Represent a blossom tree using sounds → Represent falling snow using sounds.</li> <li>• Identify different musical features using descriptive vocabulary.</li> <li>• Work as part of a group to compose and perform a piece of music celebrating the Hanami Festival → Work as part of a group to compose and perform a piece of music about snow/ Winter (using 'The Four Seasons: Winter' by Vivaldi as inspiration).</li> </ul>	<p><b>Year 3 - Computing Systems and Networks: Journey inside a computer</b></p> <ul style="list-style-type: none"> <li>• Recognise basic inputs and outputs.</li> <li>• Identify the components inside a laptop.</li> <li>• Understand the purpose of computer parts.</li> <li>• Decompose a tablet computer.</li> </ul>	<p><b>School Days</b></p> <ul style="list-style-type: none"> <li>• Develop accurate pronunciation and intonation.</li> <li>• Link the spelling, sound and meaning of a number of words.</li> <li>• Identify the correct definite article and identify cognates and near cognates.</li> <li>• Say and write descriptive phrases.</li> <li>• Adapt phrases to build new sentences.</li> </ul>

- Work as part of a group to perform songs for the Christmas production.

### Forest School

#### **Fire safety - Bonfire; Alder ink and willow pencils; Pinecone exploration, Christmas Villages and Decorations**

- Can I find out about events in British history?
- Can I develop an understanding of risk and how to keep myself safe?
- Can I select and use a range of tools and equipment to perform practical tasks? -knot tying/ shelter building
- Can I observe that some materials change state when heated?
- Can I Select and use a wide range of tools and materials to perform practical tasks, based on aesthetic qualities?
- Can I describe, explain and analyse beliefs and practices whilst recognising that diversity that exists?
- Can I select from and use a wider range of materials, textiles and ingredients, according to their characteristics?