

Beaufront First School Class 2 (Year 3) Medium Term Planning
August Term 1 2025: 8 Weeks

English	Mathematics
<p style="text-align: center;">Focus Text 1 : The Truth about Trolls By Dean Thompson. Hooks: Slime, mysterious footprints and a breaking news report Writing Focus: organise information, factual and imaginative details.</p> <p>Imitate –</p> <ul style="list-style-type: none">● To read and understand the structure and features of a non-chronological report.● To identify key facts, vocabulary, and sentence structures used in ‘The Truth About Trolls’.● To orally retell the model text using a text map and actions to support memory. <p>Innovate –</p> <ul style="list-style-type: none">● Become ‘Troll Experts’ by talking like an expert.● Write a glossary and understand how to use one.● To focus on the use of adjectives (including using alliteration) in a list to describe and adverbs to add information <p>Invent –</p> <ul style="list-style-type: none">● To independently plan and write a non-chronological report about an invented mythical creature.● To apply the structure and stylistic features learned from the text.● To use rich, subject-specific vocabulary to inform and engage the reader.● To revise and improve the text through self editing. <p style="text-align: center;">Focus Text 2 : Ten-Word Tiny Tales by Joseph Coelho and Friends Hooks: Tiny box with example texts, Can you write a story in 10 words?, match titles to tales Writing Focus: Narrative, give and justify opinions.</p> <p>Imitate -</p> <ul style="list-style-type: none">● To read and explore a variety of ten-word tiny tales, identifying structure, tone, and word choices.● To understand how writers use vivid verbs, alliteration, and imagery in very short texts.● To perform and retell selected tales with expression, rhythm, and drama.● To explore the impact of sentence length and punctuation in storytelling. <p>Innovate –</p> <ul style="list-style-type: none">● To experiment with rewriting existing ten-word tales by changing the characters, setting, or action.● To practise editing and improving tales by replacing words for greater effect.● To co-construct new tales as a class, using shared writing and modelling.● To generate new ideas while keeping within the ten-word structure.● To understand how to build tension, humour, or mystery in minimal words. <p>Invent –</p> <ul style="list-style-type: none">● To independently plan and write original ten-word tiny tales.● To apply learned techniques: powerful verbs, surprising imagery, and precise punctuation.● To present or perform final pieces, using voice and expression to bring them to life. <p>Guided Reading: ‘The Diary of a Killer Cat’ by Anne Fine.</p> <ul style="list-style-type: none">● notice new/interesting words● apply problem solving strategies to complex words● notice variety in layout/text features● understand when the author has used compare/contrast, cause/effect, etc.● hot seat characters● discuss different characters● develop critical thinking skills● analyze and evaluate text● make predictions,● ask questions,● make connections between what they read and their own experience.	<p>Year 3 White Rose Maths Weeks 1-3: Place Value</p> <ul style="list-style-type: none">● Representing and partitioning numbers to 100 and then to 1000 using specific strategies and a range of resources.● Using number lines to 100 and then to 1000.● Working with numbers in the hundreds and then thousands.● Understanding hundreds, tens and ones.● Estimating within 100 and then 1000 using a number line.● Comparing and ordering numbers to 1000.● Counting in 50s. <p>Weeks 4-8: Addition and Subtraction</p> <ul style="list-style-type: none">● Applying number bonds within 10.● Adding and subtracting 1s, 10s and 100s and then doing so across a 10 and a 100.● Spotting patterns and connecting ideas.● Adding and subtracting two numbers, including across a 10 and a 100.● Exploring complements to 100, estimating answers, inverse operations and making decisions.

Science	PSHE/ RSE	PE
Sound and Vibrations In this topic we will = <ul style="list-style-type: none"> Describe how sounds are made. Describe how sounds are heard through different mediums. Explain the relationship between vibration strength and volume. Describe the relationship between volume and distance. Describe pitch and how to change it. Explain how insulating materials can be used to muffle sound. When working scientifically, pupils who are secure will be able to: To observe closely how different instruments create a sound. Research how whales and dolphins communicate underwater. Present results using a bar chart. Suggest which variables to measure and for how long. Design simple results tables. Identify when results or observations do not match predictions. 	Families and Relationships - In this unit we will learn to - <ul style="list-style-type: none"> Understand that families are all different. Know that families offer each other support but sometimes they can experience problems. Understand that problems occur in friendships and that violence is never right. Understand what bullying is and what to do if it happens. Describe what a good listener is and know how to show that they are listening. Say who they trust and why. Understand that people can have similarities and differences and explain how differences can be a positive thing. Understand how toys can reinforce gender stereotypes. Understand that stereotypes arise from a range of factors, including some of those associated with age. 	Invasion Games (Hockey) We will be learning the basic skills players need to play hockey. <ul style="list-style-type: none"> pass, receive and travel with the ball with some control and accuracy. know how to win the ball back by tackling and intercepting. begin to use and create space to pass and receive the ball. know what they and their team needs to do to keep possession and contribute to this occasionally. identify some areas that could be improved in games. tackle confidently and safely. make changes that improve their team and individual performance. develop flexibility, strength, technique, control and balance. dribble with the ball.
Geography	RE	Design Technology
Are all settlements the same? We will be learning to - <ul style="list-style-type: none"> Locate some cities in the UK. Describe the difference between villages, towns and cities. Identify features on an OS map using the legend. Describe the different types of land use. Follow a route on an OS map. Discuss reasons for the location of human and physical features. Locate some geographical regions in the UK. Identify and begin to offer explanations about changes to features in the local area. Describe the location of New Delhi. Identify some human and physical features in New Delhi. State some similarities and differences between land use and features in New Delhi and the local area. 	Are all religions equal? We will be learning to - <ul style="list-style-type: none"> Use statements and prior knowledge to identify connections between religions, explaining these connections by referring to people, places and beliefs Talk about why making connections can be helpful. Identify some different names and ways of describing God. Explain similarities and differences between the ways people from different worldviews understand God. Use scripture to find out what people might believe. Describe the links between the story of Guru Nanak and some Sikh beliefs and practices. Explain why equality and harmony were important to many Sikhs in the past and why they are still important today. Use a range of sources to find out what might be important to some people from the Bahá'í faith. Compare what people with different worldviews may think about other religions. Express ideas creatively about how and why World Religion Day is important. Make links between their work and learning from previous lessons. 	Structures - Constructing a castle In this unit we will - <ul style="list-style-type: none"> Draw and label a simple castle that includes the most common features. Recognise that a castle is made up of multiple 3D shapes. Design a castle with key features which satisfy a given purpose. Score or cut along lines on the net of a 2D shape. Use glue to securely assemble geometric shapes. Utilise skills to build a complex structure from simple geometric shapes. Evaluate their work by answering simple questions.
Music	Computing	French
Jazz - in this unit we will learn to - We will learn to <ul style="list-style-type: none"> Explain what ragtime music is. Play on the 'off beat' and sing a syncopated rhythm. Play a call and then improvise a response. Improvise or compose a scat singing performance with sounds and words. Compose and play a jazz motif fluently, using swung quavers. Play a swung rhythm using a tuned percussion instrument. 	Networks - In this unit we will - <ul style="list-style-type: none"> Recognise that a network is two or more devices connected Identify key components that make up the school's network. Explain the difference between wired and wireless connections. Recognise that files are saved on a server. Understand the role of the server in a network when requesting a website. Identify parts of a website's journey to reach your computer. Recognise that routers connect to send information. Understand that data is broken into packets. 	In this unit we will - <ul style="list-style-type: none"> Recognise and respond to different greetings. Recognise and sound out phonemes and begin to notice key phonemes in French words. Form phrases to say hello and introduce themselves. Begin to recognise how some sounds are represented in written form. Ask someone how they are feeling and say how they are feeling. Relate written captions to images.

Forest School		
<p>Autumn / Harvest -</p> <p>We will learn to -</p> <ul style="list-style-type: none">• Take part in outdoor and adventurous activity challenges both individually and in a team whilst thinking about the key skills of problem solving and creativity.• Use tools and equipment to perform practical tasks.• Identify and describe the functions of different parts of flowering plants whilst exploring the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.• Prepare and cook a variety of dishes using a range of cooking techniques.• Understand seasonality, and know how a variety of ingredients are grown.• Identify trees, berries , leaves and seeds in our woodland.• Develop knowledge of our locality .		