



**Downview Primary School**  
**Medium Term Planner**

Our school is underpinned by our 5 school values which were decided upon by staff and children. These values are: **Teamwork, Aspiration, Resilience, Independence and Communication.** Together we live by the motto that **“At Downview we grow and learn together everyday.”** At Downview Primary our behaviour mantra is that we are **"kind, respectful and safe."**

**End of Unit Assessment Activity:**

- Star Assessments Reading and Maths
- White Rose Assessments

**Key Texts:**

- Our Tower
- Flotsam

**Wow moments:**

- Geography field work – Local settlement study
- Swimming
- Sports day practise

Year Group: 3  
 Summer Term: 1  
 2026

**Curriculum focus:**  
**Where do we live? Our locality and our world.**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English</b>	Can I create a soundscape? Can I create a soundscape poem? Can I write setting descriptions? Can I write setting descriptions? Can I plan dialogue?	Can I write dialogue? Can I use conjunctions to contrast? Can I use adverbials to express time? Can I write a diary entry? Can I use the present perfect to write a thank you letter?	Can I plan a fantasy narrative? Can I begin to write a fantasy narrative? Can I continue to write a fantasy narrative? Can I finish and edit a fantasy narrative?	Can I make predictions based on a collection of objects? Can I infer meaning using Illustrations? Can I identify features of a genre? Can I use fronted adverbials to show the movement of time? Can I create expanded noun phrases to describe photographs?	Can I use expanded noun phrases to write a letter? Can I make predictions based on inferences? Can I write short a non-chronological report about cameras? Can I sequence and retell key events in a story? Can I innovate a known story to create a sequel?	Can I use a range of descriptive vocabulary to write a story opening? Can I use a range of Descriptive vocabulary to develop a story climax? Can I use a range of descriptive vocabulary to develop a story ending? Can I edit and improve my writing? Can I publish writing for an audience?
<b>Spellings Rules and common exception words</b>	CEWs- arrive different difficult possible disappear	CEWs- arrive different difficult possible disappear	CEWs- February library history probably	CEWs- February library history probably	CEWs- fruit group promise strange strength	CEWs- fruit group promise strange strength
	Prefixes- dislike mistake misplace replay rebuild	Prefixes- dislike mistake misplace replay rebuild	Y makes /i/ sound- myth gym mystery lyric	Y makes /i/ sound- myth gym mystery lyric	Ly suffix- happily rapidly slowly easily finally	Ly suffix- happily rapidly slowly easily finally
<b>Guided Reading</b>	To discuss a range of books and authors chosen by the teacher, sharing their own opinions.	To decode most new words (outside their spoken vocabulary) independently. To begin to understand and explain the meaning of new words in context.	To decode most new words (outside their spoken vocabulary) independently. To begin to use dictionaries to find the meaning of words. To begin to understand and explain the meaning of new words in context.	To infer characters thoughts and feelings from details stated and implied. To begin to recognise familiar themes and relate these to other stories that have been read.	To infer characters thoughts and feelings from details stated and implied. To begin to recognise familiar themes and relate these to other stories that have been read.	To discuss a range of books and authors chosen by the teacher, sharing their own opinions.  STAR assessment
<b>Maths</b>	Can I use scales? Can I measure mass in grams?	Can I add mass? Can I subtract mass?	Can I add capacity? Can I subtract capacity?	Can I recall what a fraction is? Can I add fractions?	Can I partition the whole?	Can I reason with fractions of an amount?

	Can I measure in kilograms and grams? Can I find equivalent masses? Can I compare mass?	Can I measure capacity and volume in litres and millimetres? Can I find equivalent capacities? Can I compare capacity and volume?	Can I add and subtract capacity in word problems? End of term assessments x 2.	Can I subtract fractions? Can I use the 4 operations?	Can I find unit fractions of a set of objects? Can I find non-unit fractions of a set of objects? Can I reason with fractions of an amount? STAR assessment Can I use the 4 operations?	Can I find pounds and pence? Can I convert pounds and pence? Can I use the 4 operations?
<b>Science</b>	Can I describe the requirements for plant life, and predict outcomes from different growing conditions?	Can I identify the parts of flowering plants and trees? Can I describe the functions of each part of the plant?	Can I discuss and demonstrate water transportation in plants?	Can I understand and demonstrate the process of pollination?	Can I discuss the different methods of seed dispersal?	
<b>Geography</b>	Can I describe different types of settlements?	Can I identify the human and physical features in the local area?	Can I discuss why physical and human features are in particular locations?	Can I describe how land use in the local area has changed?	Can I identify land use in New Delhi?  Can I compare land use in two different locations?	
<b>Music (ukulele)</b>	Sing the song The Dragon Song Begin to play instrumental parts	Sing the song The Dragon Song Rehearse instrumental parts	Sing the song The Dragon Song Rehearse instrumental parts Improvise	Sing the song The Dragon Song Play instrumental parts Improvise option Option: Compose	Sing the song The Dragon Song Play instrumental parts Improvise Play your composition(s) within the song	Sing the song The Dragon Song Choose and play any of the options to perform. Play instrumental parts . Improvise Play your composition(s) within the song.
<b>Computing</b>	Can I explain the relationship between an event and an action? Can I choose which keys to use for actions and explain my choices? Can I identify a way to improve a program?	Can I choose a character for my project? Can I choose a suitable size for a character in a maze? Can I program movement?	Can I use a programming extension? Can I consider the real world when making design choices? Can I choose blocks to set up my program?	Can I identify additional features (from a given set of blocks)? Can I choose suitable keys to turn on additional features? Can I build more sequences of commands to make my design work?	Can I test a program against a given design? Can I match a piece of code to an outcome? Can I modify a program using a design?	Can I make design choices and justify them? Can I implement my design? Can I evaluate my project?
<b>RE</b>	To explore beliefs about scripture by looking at the Torah and the Chumash.	To recognise the value of the Bible by exploring how and why some Christians use it.	To explore the significance of water in rituals.	To explore the significance of water at the Hindu Kumbh Mela festival.	To suggest some symbolic meanings of fire by exploring the Olympic flame ceremony.	To explore the significance of fire in the Zoroastrian worldview.
<b>PSHE</b>	Can I identify the advantages and disadvantages of different methods of payment?	Can I explain why budgeting is important?	Can I identify how money can impact feelings and emotions?	Can I explain how people's spending decisions can affect others and the environment?	Can I examine the wide range of available jobs and opportunities?	
<b>PE</b>	<b>Sports Day practise</b> – Children will be learning and practising events linked to Sports Day. <b>Field events include:</b> speed bounce, standing long jump, vertical jump, discus throw, javelin throw, vortex throw <b>Team events include:</b> rob the nest game, obstacle race, water race and football drill <b>Track events include;</b> long distance run, sprint and relay race <b>Swimming</b> - Weekly session building on water safety, swimming and survival skills. Children will be grouped on the first session by a swimming coach and will focus on different skills which progress throughout the weeks.					
<b>Art</b>	To recognise how artists use shape in drawing.	To understand how to create tone in drawing by shading.	To understand how texture can be created and used to make art.(1)	To understand how texture can be created and used to make art. (2)	To apply observational drawing skills to create detailed studies.	To explore composition and scale to create abstract drawings.

