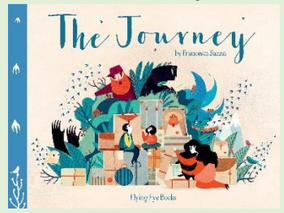
Medium Term Planning: Term 3 (2025- 2026)

Class: Bannister

	Week 1 5th January 2026	**Week 2** 12th January Bannister Class Assembly	**Week 3** 19th January	**Week 4** 26th January	**Week 5** 2nd February NSPCC TIMES TABLES ROCKSTARS 7th February	**Week 6** 9th February
Topic Theme	**Why do people migrate?** **Geography:** Why do populations change? **Learning Outcome:** Produce an information leaflet. **Enrichment:** Present a presentation to the whole school.					
Linked Class Reader	**The Journey**  By Francesca Simone					
Reading focus	Predict what will happen next giving reasons why. Discuss words and phrases that capture readers' interest and imagination and consider how this impacts on the reader.	Engage in echo reading taking account of pace, prosody, and accuracy. Discussing new vocabulary linking to synonyms with thesaurus work.	To explore dilemmas, empathising with characters. Summarising paragraphs, books and texts. Increase familiarity with a range of books.	To consider different viewpoints. Ask questions to improve their understanding identifying how language, structure and presentation contribute to meaning.	To explore themes of bravery and loyalty through a fictional text. Draw inferences about characters' feelings, thoughts, motives and actions, justifying inferences with evidence from the text.	To develop an insight and appreciation of the challenges of the refugee experience. To support the development of empathy. To explore the concept of the entitlement of fundamental human rights and freedoms for all.
Spelling	**Supersonic Spelling stars** *Common Exception Words (Remembering the doubles):* Accompany, according, committee, communicate, embarrass, immediate, immediately, necessary	**Supersonic Spelling stars** *Silent Letter Words /k/ /gn/* Align, campaign, gnaw, gnome, resign, sign, knife, knight, knock, knuckle, knee, knapsack	**Supersonic Spelling stars** */S/ sound spelt as /SC/ spellings:* muscle, scent, descend, scissors, fascinate, discipline, scene, ascend, crescent, science, scientist, adolescent, muscle	**Supersonic Spelling stars** *Hyphen words* Co-author, co-operate, co-ordinate, co-own, co-pilot, re-educate, re-elect, re-energise, re-enter, re-evaluate, re-examine, re-explain	**Supersonic Spelling stars** */fer/ words* Conference, conferring, difference, different, inferred, preference, preferred, referee, reference, referred, suffering, transference	**Supersonic Spelling stars** */e/ spelling at the end of the Common Exception Words:* Available, average, existence, immediate, interfere, language, muscle, prejudice, programme, signature
Writing Composition Linked to reading and topic.	**Incidental Outcome:** Captions Note Taking	**Main Outcome:** Annotations and Text Marking	**Incidental Outcome:** Newspaper Article	**Incidental Outcome:** Collection of short stories.	**Main Outcome:** Produce an information leaflet.	**Free Write Term 3 Assessment and Writing Analysis**
	Create own carefully constructed paragraphs to describe a scene and build tension	Analyse a text and identify key features. Highlight what works well, what doesn't. Annotate ideas to improve a piece of writing	Colon to introduce a list Formal vs informal language Linked to contractions Formatting work into specific layout for the purpose of the text	Descriptive Writing Create atmosphere Use dialogue to move forward	Use further organisational and presentational devices to structure text and to guide the reader	Independent use of techniques learnt previously

Writing Technical	Precise verbs Show, Not Tell Mention, Linger, Mention What is an adjective? What is an expanded noun phrase?	Use green pen to edit and proof-read – spelling and punctuation including capital letters. Subordinating and coordinating conjunctions Move sentence chunks around for different effect What is an adverb?	Layout and formatting into paragraphs – looking at what a paragraph is. Formal vs informal language Passive vs active voice Looking at time conjunctions and uses.	Powerful adjectives / adverbs and synonyms – creating word banks for synonyms. - how to use a green pen to change synonyms. Using all senses for description Concise use of words to create impact within a limit	Organizing information into sub-headings and headings Secure use of simple/ embellished simple sentences Secure use of compound sentences and complex sentences.	Coherent use of previously learnt techniques and skills utilised in an independent piece of writing
Maths Objectives	**Fractions**	**Fractions**	**Decimal**	**Decimal**	**Fractions, Decimals and Percentages**	**Statistics and Problem-Solving**
	Equivalent fractions and simplifying Comparing and ordering fractions in a variety of sequences Adding and subtracting fractions including mixed fractions	Multiply fractions by integers and fractions with working out, showing method. Divide fractions by integers and fractions calculations with working out, showing method. Fraction of an amount calculations, as well as	Identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places. Solve problems which require answers to be rounded to specified degrees of accuracy.	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Multiply 1-digit numbers with up to 2 decimal places by whole numbers Use written division methods in cases where the answer has up to 2 decimal places	Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts Compare and order fractions, including fractions >1 Solve problems involving the calculation of percentages and the use of percentages for comparison Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 d.p. where appropriate;	Analysing data in line graphs, bar graphs, dual bar charts. Reading and interpreting pie charts. Drawing pie charts including percentages of pie charts. Mean, mode, median and average data analysis.
Math fluency/arithmetic	Fraction fluency Division fluency	Mental addition and subtraction methods	Fractions Decimals Percentages	Algebra Fractions	All x tables TO x TO HTO x TO	Mental addition and subtraction methods
Maths extension and problem solving	Provide frequent opportunities for all children to extend and deepen their learning and problem-solving skills. This will include open-ended questioning, games and exercises with more than one solution and challenges which can be solved in different ways, such as trial and error, logical processing etc. We will use our own challenges as well as proven resources from Transum, Testbase and Nrich.					
Science (Animals including humans)	**Researching using Secondary Resources** To identify and name the main parts of the human circulatory system.	**Researching using Secondary Resources** Describe the functions of the heart, blood vessels and blood.	**Pattern Seeking** To recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function.	**Researching using Secondary Resources** To describe ways in which nutrients and water are transported within animals, including humans.	**Comparative and Fair Testing (Controlled Investigations)** Investigate effect of exercise on heart rate (bpm)	Assessment of understanding of concepts in Animals including Humans topic.
Geography Why does population change? **(Links to Year 3 – Are all settlements the same?)**	To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	To use maps, atlases, globes, and digital / computer mapping to locate countries and describe features studied.	To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how	To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	To understand geographical similarities and difference through the study of human and physical geography of region of the United Kingdom, a region in a European country, and a region within North and South America.	To describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

			some of these aspects have changed over time.			
RSHE Dreams and Goals Purple = RSE Green = PSHE	• Know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of- school goal) • Understand why it is important to stretch the boundaries of my current learning	• I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these • I can set success criteria so that I will know whether I have reached my goal	• Can identify problems in the world that concern me and talk to other people about them • Recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations	• Can work with other people to help make the world a better place • Can empathise with people who are suffering or who are living in difficult situations	• Can describe some ways in which I can work with other people to help make the world a better place • Can identify why I am motivated to do this	• Know what some people in my class like or admire about me and can accept their praise • Can give praise and compliments to other people when I recognise their contributions and achievements
Computing Video Creation – Green Screen Special Effects	Revision of digital footprint and digital literacy in staying safe online, specifically social media.	To know how to choose and create different types of animations to best explain my learning.	To plan a storyboard for a video, explaining which type of shot and angle will be used in each scene/shot.	To create videos using a range of media – green screen, animations, film, and image.	To critically evaluate work and suggest improvements.	To explain the ways in which anyone can develop a positive online reputation.
R.E. Expressing (2.5): Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and non-religious (e.g. Humanists)	Express ideas about how and why religions can help believers when times are hard, giving examples.	Explain some similarities and differences between beliefs about life after death.	Explain some reasons why Christians and Humanists have different ideas about the afterlife.	Show understanding of the value of sacred buildings and art.	Suggest reasons why some believers see generosity and charity as more important than buildings and art.	Describe some Christian and Humanist values simply.
P.E. **Fitness**	To develop an awareness of what your body is able to do.	To develop speed and stamina	To develop strength using my own body weight.	To develop co-ordination.	To develop agility.	To develop balancing with control.
P.E. **Dance**	To copy and repeat a dance phrase showing confidence in movements	To work with others to explore and develop the dance idea.	To use changes in dynamics in response to the stimulus.	To demonstrate a sense of rhythm and energy when performing varied style motifs.	To perform a dance, showing an awareness of timing, formations and direction.	To select, order, structure and perform movements in a chosen style, showing various group formations.
Spanish	Town vocabulary To be able write fluently with grammatically correct Spanish	Design and describe a town To be able write fluently with grammatically correct Spanish	Common irregular verbs To be able write fluently with grammatically correct Spanish	Research South American country To be able write fluently with grammatically correct Spanish	Research South American country To be able write fluently with grammatically correct Spanish	Present South American country
Art Shadow Puppets Artist - Lotte Reiniger	**Introduction and Exploration** • Look at different types of puppets (hand, stick, shadow, marionette). • Explore how puppets move and tell stories.	**Design and planning** • Develop a puppet character (animal/person/ monster • Draw front view and colour in design.	**Design and planning** • Develop a puppet character (animal/person/ monster • Draw front view and colour in design.	**Design and planning** • Develop a puppet character (animal/person/ monster • Draw front view and colour in design.	**Shadow puppets and whiteboards** • Create a narrative to accompany a puppet • Join within a group to tell a story with various characters. • Use iPads to record and narrate.	**Present, share and reflect** • Present to class articulating techniques and inspirations used. • How could process be improved? What would be done differently

	• Simple sketchbook work: design ideas and label parts.	• Decide materials (card, fabric, socks, paper, etc.).	• Decide materials (card, fabric, socks, paper, etc.).	• Decide materials (card, fabric, socks, paper, etc.).		
Music How does music improve the world? Creative Composition	**Song:** Disco Fever • Steady beat • Metre 4/4 • Rhythmic and melodic patterns • Recognising and/or reading simple notation and tonic sol-fa • Tonal centre is D major and the D major scale is used • Minims, dotted crotchets, crotchets, quavers, semiquavers	**Song:** Disco Fever (part 2) • Steady beat • Metre 4/4 • Rhythmic and melodic patterns • Recognising and/or reading simple notation and tonic sol-fa • Tonal centre is D major and the D major scale is used • Minims, dotted crotchets, crotchets, quavers, semiquavers	**Song:** La Bamba • Steady beat • Metre 4/4 • Rhythmic and melodic patterns • Recognising and/or reading simple notation and tonic sol-fa • Tonal centre is D major, and the D major scale is used • Minims, dotted crotchets, crotchets, quavers, semiquavers	**Song:** La Bamba • Steady beat • Metre 4/4 • Rhythmic and melodic patterns • Recognising and/or reading simple notation and tonic sol-fa • Tonal centre is D major, and the D major scale is used • Minims, dotted crotchets, crotchets, quavers, semiquavers	**Song:** Change • Steady beat • Metre 4/4 Rhythmic and melodic patterns • Recognising and/or reading simple notation and tonic sol-fa • Tonal centre is D major, and the D major scale is used • Minims, dotted crotchets, crotchets, quavers, semiquavers	**Assessment Checkpoint:** Children will practise improvising using the notes: C, D, E C, D, E, F, G C, D, E, F, G, A, B, C