Somerdale Educate Together

Medium Term Overview 2026-2027 Term 2 Year 3

Through an enquiry approach, our curriculum is responsive. We nurture, develop and build on children's interests and passions; make links to their local environment so that learning is relevant, lifelong and builds the broad skills and knowledge for the world ahead. With an ethical focus in which children learn about rights, through rights and for rights, our children have the confidence to question the world around them, allowing them to be active participants to shape their community. Our children are stewards of the environment, developing strong core moral values which celebrates openness, diversity, and equity.

This document provides an overview of the planned sequence of learning for a term. Actual teaching and timings may differ as teachers adapt teaching and learning opportunities as they teach to ensure teaching is responsive to children's needs.

Subject/Area/Focus	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Key Events/ Assessments	Road Safety Week	Anti-bullying week Children in Need	World Children's Day		International Day of Persons who have a Disability	Christmas Performances Xmas Dinner	Data	
School Values	November: Friendship December: Peace							
Unicef Rights Respecting Schools – Main Focus Click here for more information	Article 29 – Aims of Education Article 2 – No discrimination Article 12 – Respect for Children's Views							
Main Enquiry Questions	When do you think it would have been better to live: Stone age, Bronze age or Iron Age? Why? How well do different colours and materials reflect light in a dark cave?							
Learn Together, including RE	Our environment – The problem with single use plastic		Plastic pollution – how it affects us and out oceans		Solutions to plastics: Reduce and Reuse		Understanding the religious beliefs around Christmas	
PSHE	To recognise key features of family life – what is a family? - what key qualities do I value in my own family? (Introduction and initial baseline assessment to demonstrate current understanding of families)	R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability	R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart To recognise that all family types should be valued and celebrated	R6. To understand that a feature of positive family life is caring relationships; about the different ways in which people care for one another	R8. To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty	(Link to R.9)To identify ways to manage changes in a family, some strategies for resolving conflicts, and who can help if feeling worried or unhappy	R9. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice	
Focus Text	Stone Age Boy				Survival Guides			
Phase and key objectives	Phase 1 Exploring the text and idenitifying key language features	Phase 2 Planning my own journey tale	Phase 3 Writing and editing	Phase 1 Exploring non-fiction texts (surivival	Phase 2 Planning my own survival guide on	Phase 3 Wring and editing	Editing and revising/ Christmas related writing	

				guides) and key language features	how to survive the stone age			
Main Grammatical Focus	• Verbs and co-ordinating conjunctions	Verbs and co-ordinating conjunctions	Verbs and co-ordinating conjunctions	Verbs and co-ordinating conjunctions	Verbs and co-ordinating conjunctions	Verbs and co-ordinating conjunctions	Verbs and co-ordinating conjunctions	
Spelling	Step 8	Step 9	Step 10	Step 11	Step 12	Step 13	Step 14	
Home Learning Support	For more information on the focus of the steps, please click here. Spelling Shed Home Use (For weekly spellings including interactive games)							
Main handwriting Focus	Horizontal joins (wi, ru, wa, oc, ro, wn, we, re, oe)				Double letters bb, cc, dd, ee, ff, gg, ll, mm, nn, oo, pp, rr, ss, tt, zz			
Home Support	Access Letter Join at home to practice letter formation and spelling. Available on desktop, laptop and tablet.							
Main reading focus								
Mathematics ***For more information on the focus of the steps, please click here.***	Addition and subtraction	Addition and subtraction	Addition and subtraction	Multiplication and division A	Multiplication and division A	Multiplication and division A	Multiplication and division A	Multiplication and division A
Number Facts Focus	Strategy Selection							
Home Learning Support	Home Support: Use the link below to access videos which explain each step. These can help you to see the methods that are being taught, or can be used as additional practice. Year 3 Free Downloadable Workbooks for Year 1 – 6 TTRS for Key Stage 2 1 Minute Maths App for all year groups Numbersense Home Learning Overviews (Year 1, Year 2 & Year 3 Autumn Term)							
Science	*To discuss what we already know about Light and Shadows.* *To discuss what we want to learn about Light and Shadows*	To recognise that dark is the absence of light	To observe how light is reflected from surfaces	To recognise and explore how shadows are formed	To recognise and explore how shadows are formed	To discover how shadows change	To apply knowledge and skills on light and shadows to create a puppet performance	
History	To explain what archaeologists think they know about the Paleolithic Era and the evidence it is based on.	To describe how humans lived in the Mesolithic Era.	To explain why archaeologists think humans began to farm in Britain during the Neolithic Era.	To explain when the Bronze Age was and how bronze is made.	To explain how the making and use of bronze changed life in Britain.	To explain how and when the Iron Age began in Britain and describe who the Celts were.	To describe the similarities and differences between Bronze Age and Iron Age Britain.	
Art & Design **Link with Stone Age**	Introductionn to how people in the Stone age used art and design – cave paintings (ochre and calcite), dyed textiles and grass weaving	Art : Gestural Drawing with Charcoal Study cave paintings – how and why they were formed. how the cave paintings were used to tell stories	Art : Gestural Drawing with Charcoal Exploring charcoal to create line and shape, Experiment with mark making -thick and thin lines, adding shade and emphasis	Art : Gestural Drawing with Charcoal Step by step guide to drawing a Bison – using mark making skills	Art : Gestural Drawing with Charcoal To replicatie a Stone Age cave paintings, using charcoal	Art : Gestural Drawing with Charcoal To replicatie a Stone Age cave paintings, using charcoal	Art : Gestural Drawing with Charcoal To replicatie a Stone Age cave paintings, using charcoal	

Somerdale Educate Together

Medium Term Overview 2026-2027 Term 2 Year 3

Computing	Introduction to animation. Explore when we see animation, it's purpose and how it is used.	To explain that animation is a sequence of drawings or photographs	To relate animated movement with a sequence of images I can create an effective stop-frame animation	To plan an animation I can break down a story into settings, characters and events I can create a storyboard	To identify the need to work consistently and carefully I can evaluate the quality of my animation	To review and improve an animation I can improve my animation based on feedback	To evaluate the impact of adding other media to an animation I can evaluate my final film	
Music	Sing a widening range of unison songs Listening & Responding: Hallelujah from Messiah Handel, Baroque. Hound Dog Elvis Presley							
Physical Education	Basketball & Yoga For a breakdown of objectives, see our website							
Languages (KS2)	I am Learning & Animals Click here for the mapping of objectives for each unit.							