

## Badger Class Medium Term Planning: Term 3 2025-26

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Visit/Visitor</b>	<b>Roman Baths</b>					
<b>Class Read</b>	<b>The Last Bear</b> By Hannah Gold (4 hours 50 mins) (5.6)			<b>Reading Comprehension: Leon and the Space Between and Blossom (Vipers)</b>		
<b>Maths</b>	<b>Multiplication and Division B</b> Multiples of 10  Related calculations  Reasoning about multiplication  Multiply a 2-digit number by a 1-digit number - no exchange	<b>Multiplication and Division B</b> Multiply a 2-digit number by a 1-digit number - with exchange  Link multiplication and division  Divide a 2-digit number by a 1-digit number - no exchange  Divide a 2-digit number by a 1-digit number - flexible partitioning  Divide a 2-digit number by a	<b>Multiplication and Division B</b> Scaling  How many ways?  End of Block assessment	<b>Length and Perimeter</b> Measure in metres and centimetres  Measure in millimetres  Measure in centimetres and millimetres  Metres, centimetres and millimetres  Equivalent lengths (metres and centimetres)	<b>Length and Perimeter</b> Equivalent lengths (centimetres and millimetres)  Compare lengths  Add lengths  Subtract lengths  What is perimeter?	<b>Length and Perimeter</b> Measure perimeter  Calculate perimeter  End of block assessment

		1-digit number - with remainders				
<b>The Write Stuff</b>  <b>The True Story of the 3 Little Pigs by Jon Scieszka</b>	<b>The True Story of the 3 Little Pigs</b>  <b>Sentence Stacking</b>	<b>The True Story of the 3 Little Pigs</b>  <b>Sentence Stacking</b>	<b>The True Story of the 3 Little Pigs</b>  <b>Sentence Stacking</b>	<b>The True Story of the 3 Little Pigs</b>  <b>Sentence Stacking</b>	<b>The True Story of the 3 Little Pigs</b>  <b>Independent Write</b>	
<b>PAG</b>		Fronted Adverbials		Plurals and Singular		Possessive Apostrophes
<b>Spelling</b>	Words with short /i/ sound spelt with 'y'	Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant)	Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant)	Creating negative meanings using prefix mis-	Creating negative meanings using prefix dis-	using prefix dis- Words with a /k/ sound spelt with 'ch'
<b>Science Rocks and Soil</b>	<b>Appearance</b> To group rocks using their appearance.	<b>Physical Properties</b> To group rocks using their physical properties.	<b>Fossil Formation</b> To describe the process of fossil formation.	<b>Fossils and Palaeontology</b> To identify fossils and group rocks accordingly.	<b>Soil Formation</b> To compare soils and how they were formed.	<b>Soil Layers and Earthworms</b> To describe a soil sample using sedimentation.

<p><b>Romans</b></p> <p><b>Why Did Romans Invade and Settle in Britain?</b></p>	<p><b>What was it like to live in Ancient Rome?</b> To investigate life in Ancient Rome by looking at its buildings.</p>	<p><b>Why did the Romans invade and settle in Britain?</b> To explore the causes of the Roman invasion of Britain</p>	<p><b>How did Britons respond to the Roman invasion?</b> To investigate the different responses to the Roman invasion using a range of sources</p>	<p><b>Why was the Roman army so successful?</b> To explore how the Roman army was so successful using a range of sources.</p>	<p><b>What do artefacts suggest about the life of Roman soldiers in Britain?</b> To investigate the lives of Roman soldiers by examining artefacts found at Vindolanda.</p>	<p><b>What was the legacy of the Roman Empire in Britain?</b> To explore the impact of invasion and settlement by examining the legacy of the Roman Empire in Britain.</p>
<p><b>DT</b></p> <p><b>Digital world: wearable technology</b></p>	<p><b>Evaluating wearable technology</b> To research and evaluate existing products.</p>	<p><b>Light-up wearables</b> To develop design criteria.</p>	<p><b>Programming wearable technology</b> To use code to program and control a product.</p>	<p><b>Product concept</b> To develop and communicate ideas.</p>	<p><b>Point of sale displays</b> To develop ideas through computer-aided design.</p>	<p><b>Focus groups</b> To improve a design based on feedback.</p>
<p><b>RE</b></p> <p><b>Judaism</b></p>		<p>God's first covenant agreement with Abraham. Who and Where?</p>	<p><b>EXODUS:</b> The story of Moses -plagues</p>	<p><b>EXODUS:</b> The story of Moses- crossing the red sea</p>	<p>Moses and the Ten Commandments</p>	<p>The Passover -Pesah</p>
<p><b>Computing</b></p> <p><b>Creating media – Desktop publishing</b></p>		<p>Words and pictures</p>	<p>Can you edit it?</p>	<p>Great Template</p>	<p>Add content</p>	<p>Lay it out</p>

<b>PE: Fundamentals</b>		Balancing Running at different speeds	Agility: change of speed and direction	Jumping, hopping and landing	Skipping with a rope	Challenges
<b>Handball</b>	Throwing and catching when moving	Moving to a goal or away from a defender	Creating shooting opportunities	Defending skills	Change of direction and speed: losing a defender	Game
<b>French Food Glorious Food</b>	To follow a familiar story in French.	To use determiners for identifying quantities in making polite requests.	To use the definite article when generalising. To give a preference for or against things.	To describe the colour(s) of an object by modifying adjectives.	To begin to place adjectives appropriately before or after the noun they modify. To begin to understand that adjective spelling depends on number and gender.	To use a range of grammar structures to practise a set of vocabulary groups.
<b>PSHE Dreams and Goals</b>		Dreams and Goals	My dreams and Ambitions	A New Challenge	Overcoming Obstacles	Celebrating My Learning