



North Cerney C of E Primary Academy

Medium Term Planning Overview Kingfisher Class - Term 2 Autumn 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Grammar Year 3 Taught by Mrs Russell	3.3b using conjunctions, adverbs and prepositions to express time and cause (adverbs of time and cause)	3.3c using conjunctions, adverbs and prepositions to express time and cause (causal conjunctions)	3.4 using and punctuating direct speech (inverted commas)	3.5 W - formation of nouns using a range of prefixes [for example super-, anti-, auto-]	3.6 W - use of the forms a or an according to whether the next word begins with a consonant or vowel	3.7 W - Word families based on common words, showing how words are related in form and meaning	Rising Stars Assessment	
Grammar Year 4 Taught by Mrs Russell								
Writing	Instructional writing – My Strong Mind	Instructional writing – My Strong Mind	Instructional writing – My Strong Mind	Independent write based on class book – The Wild Robot	Persuasive letter on topic	Persuasive letter on topic	Persuasive letter on topic	

Spellings Year 3 Spelling shed weekly planning	9. Words with the prefix 'mis'	10. Words where '-ing', '-er' and '-ed' are added to multisyllabic words	11. Words where '-ing', '-en' and '-ed' are added to multisyllabic words	12. Challenge words	13. Words with the digraph 'ai' and tetraph 'aigh'	14. Words with the digraph 'ei' and tetraph 'eigh'	15. Words where the digraph 'ey' makes an /ai/ sound	
Spellings Year 4 Spelling shed weekly planning	9. Words ending '-ly'	10. Words ending '-lly'	11. Words where the 'ch' sound makes a /sh/ sound	12. Challenge words	13. Words ending in '-sion'	14. Words ending in '-ous'	15. Words ending in '-ous' incl. those where 'ge' from the base word remains	
Reading Taught on a Friday by Mrs Price and Miss Griffiths	Cracking Comprehension	Cracking Comprehension	Cracking Comprehension	Cracking Comprehension	Cracking Comprehension	Cracking Comprehension	Cracking Comprehension	
Maths Year 3 Maths yr 3- Friday taught by Mrs Price and Miss Griffiths	Addition and subtraction -Add ones to three-digit numbers using number facts where the tens don't change -Add ones to three-digit numbers using bridging -Add ones to three-digit numbers by rounding to ten then compensating	-Add tens to three-digit numbers using number facts, where the hundreds don't change -Add tens to three-digit numbers using bridging -Add hundreds to three-digit numbers using number facts	-Add 99 to three-digit numbers using rounding to the nearest hundred and then compensating -Add two 3-digit numbers using rounding to the nearest hundred and then compensating -Add two 3-digit numbers by partitioning and recombining (no regrouping)	Mental methods subtraction -Subtract ones from three-digit numbers using number facts where the tens don't change -Subtract ones from three-digit numbers using bridging -Subtract ones from three-digit numbers by rounding to ten then compensating	-Subtract tens from three-digit numbers using bridging -Subtract hundreds from three-digit numbers using number facts -Subtract from three-digit numbers using rounding and compensating -Subtract two 3-digit numbers using partitioning, no exchanging	-Subtract by finding the difference between two 3-digit numbers with the same hundreds -Subtract by finding the difference between two numbers with difference hundreds. -End of unit quiz.	Consolidation Week Addition and subtraction using rounding.	

			-Add two 2-digit numbers where the sum exceeds 100, choosing an efficient mental strategy	-Subtract tens from three-digit numbers using number facts where the hundreds don't change				
Maths Year 4 Maths year 4 – Friday taught by Mrs Price and Miss Griffiths	Addition and Subtraction -Add ones to 4-digit numbers (where the thousands change) -Add tens to 4-digit numbers (where the hundreds change) -Add tens to 4-digit numbers (where the thousands change)	- Add hundreds to 4-digit numbers (where the thousands change) -Add 3-digit numbers to a 4-digit number using rounding to the nearest hundred and then compensating -Add two 4-digit numbers using rounding to the nearest thousand and then compensating.	- Add two 3-digit numbers where the sun exceeds 1000, choosing an efficient mental strategy Mental methods subtraction -Subtract ones from 4-digit numbers (where the hundreds change) -Subtract ones from 4-digit numbers (where the thousands change) -Subtract tens from 4-digit numbers	-Subtract tens from 4-digit numbers (where the thousands change) -Subtract 3-digit numbers from 4-digit numbers using rounding to the nearest hundred and then compensating -Subtract 4-digit numbers from a 4-digit number using rounding to the nearest thousand and then compensating -Subtract by finding the	Multiplication Tables -Build the 6x table and count in steps of 6 from zero -Recall and use multiplication facts for the 6 times table -Recall and use division facts for the 6 times table -Build the 9x table and count in steps of 9 and multiples of 9 from zero	- Recall and use multiplication facts for the 9 times table -Recall and use division facts for the 9 times table -Build the 7x table and count in steps of 7 and multiples of 7 from zero -Recall and use multiplication facts for the 7 times table	- Recall and use division facts for the 7 times table -Know and use the effect of multiplying by 0 -Know and use the effect of multiplying by 1 -Know and use the effect of dividing by 1	

			(where the hundreds change)	difference between two 4- digit numbers by counting on				
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Science States of matter	Lesson 1 To compare and group materials together depending on whether they are a solid, a liquid or a gas. • I can compare and organise different materials into different groups. • I can describe a solid, a liquid and a gas. I can give examples of solids, liquids and gases.	Lesson 2 To understand how states of matter can change and explain how they change. • I can use a diagram to show how states of matter change. • I can explain whether heat or cold is needed to change a state of matter. I can give examples of each state of matter.	Lesson 3 To observe that some materials change state when they are heated or cooled. • I can predict what might happen in my experiment. • I can conduct an experiment. I can write a conclusion about my experiment.	Lesson 4 To observe that some materials change state when they are heated or cooled. • I can complete a simple experiment. • I can use my experiment to explain why things freeze and melt. I can explain a reversible change.	Lesson 5 To identify the part played by evaporation and condensation in the water cycle. • I can draw simple conclusions from an experiment. I can make comparisons between my experiment and a real life situation (forming clouds).	Lesson 6 To identify the part played by evaporation and condensation in the water cycle. • I can explain the water cycle. I can draw my own water cycle.	Lesson 7 To gauge an understanding of children's knowledge at the end of the unit.	
Geography: Our world in the future. Economic activity and land use Human and physical geography	Lesson 1 – understanding maps What: to explore and recognise different Ordnance Survey symbols to build knowledge of the world. How: identify all the symbols on an	Lesson 2 - explore maps of our local topography What: observe human and physical features in the local area using a map How: use a map to understand physical features (contour lines,	Lesson 3 – to understand different types of settlement and land use. How: compare urban and rural areas and spot land use differences – watch the BBC clips and compare maps of Cirencester and Withington.	Lesson 4 - What, in our region, should we preserve for the future? What: To plan and carry out fieldwork to answer a given enquiry question. Why: To use fieldwork to observe, measure, record and	Lesson 5 : What is the housing like in our area? To understand how and why housing needs change over time by carrying out fieldwork. Why: To use fieldwork to observe, measure, record and	Lesson 6 – design our own sustainable housing What: To explain how a housing development can be sustainable. Why: To describe and understand key aspects of human geography like types of settlement and energy sources. How: I know the range of housing available in the	Lesson 7 – What is the community spirit like in our area?	

Taught by Mrs Livermore	To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. To understand that major chords create a bright, happy sound. To know that poly-rhythms means many rhythms played at once.	To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. To understand that major chords create a bright, happy sound. To know that poly-rhythms means many rhythms played at once.	To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. To understand that major chords create a bright, happy sound. To know that poly-rhythms means many rhythms played at once.	To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. To understand that major chords create a bright, happy sound. To know that poly-rhythms means many rhythms played at once.	To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. To understand that major chords create a bright, happy sound. To know that poly-rhythms means many rhythms played at once.	To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. To understand that major chords create a bright, happy sound. To know that poly-rhythms means many rhythms played at once.	To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. To understand that major chords create a bright, happy sound. To know that poly-rhythms means many rhythms played at once.	
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DT Construction – Structure Packaging	Lesson 1 Looking at 3D nets	Lesson 2 Looking at product packaging	Lesson 3 Investigate and evaluate different types of packaging	Lesson 4 Looking at the impact of graphics on the packaging	Lesson 5 Looking at how to ‘cut and mark’ card to make a simple box	Lesson 6 Make our packaging	Lesson 7 Make our packaging	
RSHE Keeping safe Year 3	Harold’s picnic	How safe would you feel?	What should Harold say?	I don’t like that!	Fun or not?	Should I tell?	Assessment	
Computing Unit 5.3 Spreadsheets Touch typing unit 3.4 Taught by Miss Deighton	Lesson 1 Formula wizard and formatting cells	Lesson 2 Using the timer and spin buttons	Lesson 3 Line graphs	Lesson 4 Using a spreadsheet for budgeting	Lesson 5 Exploring place value with a spreadsheet	Lesson 6 Home, top and bottom row keys	Lesson 7 Home, top and bottom row keys	
PE	Tuesday – Handball Friday – Netball	Tuesday – Handball Friday – Netball	Tuesday – Handball Friday – Netball	Tuesday – Handball Friday – Netball	Tuesday – Handball Friday – Netball	Tuesday – Handball Friday – Netball	Tuesday – Handball Friday – Netball	