

Becontree Primary School
Year 3 Medium Term Overview of Learning (Autumn A)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Language and Communication	Listening Skills Targets: To sit still and keep hands on your lap or table. To know when to be quiet.						
	Vocabulary Anxious Sinister Grim	Vocabulary Creature Stern Reluctantly	Vocabulary Approach Tremendous Magnificent	Vocabulary Gracefully Adore Extraordinary	Vocabulary Victory Nifty Sneakily	Vocabulary Dribble Deliberately Mansion	Vocabulary Grimy Cautiously Trespass
Grammar	ToolKit Milestone 2 PACE (Sentence Ninja)	Revision Compound Sentence (and, but, so) Unit 9	Revision Complex Sentence Subordination (when, if, because) (Sentence Ninja)	Revision Complex Sentence Subordination (when, if, because) (Sentence Ninja)	Unit 1 Sentence punctuation	Unit 4 Nouns, verbs and adjectives	Unit 6 Expanded noun phrases
Writing (First 3 days) Cold task	All about me task. What do you want your new teacher to know about you. Aspirations for the year. Homework task for A World for Me and You by Uju Asika: Research family history and culture for autobiography.	A World for Me and You To introduce an autobiography and explore features. To plan an autobiography through games.	A World for Me and You To begin writing an autobiography of someone from the 1980s. To complete and edit writing an autobiography.	A World for Me and You To look at ebb and flow poems and discuss features of these To plan, write and edit ebb and flow poem about themselves (use ideas from autobiography)	Emmanuel's Dream by Laurie Ann Thompson To read and discuss story Explore themes of disability and injustice To create a timeline of Emmanuel's life To write a retell of Emmanuel's life including major events in his life	Emmanuel's Dream by Laurie Ann Thompson To plan, write and edit a character description of Emmanuel	Emmanuel's Dream by Laurie Ann Thompson To plan, write and edit a letter to Emmanuel explaining how he has inspired the children
Spelling Spelling Shed Stage 3	Words where 'ou' makes an /ow/ sound	Words where 'ou' makes a /u/ sound	Words where 'y' makes an /i/ sound	Words ending in '-sure'	Words ending in '-ture'	Words with the prefix 're-	Spelling challenge (Autumn A) AFL – Revision of unit that the children found difficult
Reading (First 3 days) 5 finger test assessment	Comprehension focus: retrieval using Hansel and Gretel (year 2 unit 11) Book Study: x 3 sessions using The Legend of Kevin	Comprehension focus: inference using Hansel and Gretel (Year 2 unit 12) Book Study: x 3 sessions using The Legend of Kevin	Comprehension focus: retrieval using George's Marvellous Medicine (Year 2 unit 13) Book Study: x 3 sessions using The Legend of Kevin	Comprehension focus: The Life of Roald Dahl by Emma Fischel (Y2 Progress check 2) Book Study: x 3 sessions using The Legend of Kevin	Comprehension focus: Horrid Henry and the Football Fiend by Francesca Simon (Prediction) Book Study: x 3 sessions using The Legend of Kevin	Comprehension focus: The Hundred-Mile-an-Hour Dog by Jeremy Strong (Word meaning) Book Study: x 3 sessions using The Legend of Kevin	Comprehension focus: retrieval using Dogs in Space (year 2 unit 17) Book Study: x 3 sessions using The Legend of Kevin
Handwriting Year 3 book 1	Flashback Revision from Yr 2	Nelson Handwriting Unit 1 Practising writing descenders		Nelson Handwriting Unit 2 Practising joining from the letter o		Nelson Handwriting Unit 3 Practising joining to the letter e	
Maths	ARK (Wk 1)		ARK (Wk2)	ARK (Wk3)	ARK (Wk 4)	ARK (Wk 5)	ARK (Wk 6)

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First 3 days Pre-diagnostic Quiz Booster sessions (U2 L3 & U2 L8)	Number sense and exploring calculation strategies (extended to two weeks)		Number sense and exploring calculation strategies	Number sense and exploring calculation strategies	Place value	Place value	Graphs
Computing	Online safety	Lesson 1 How does a digital device work?	Lesson 2 What parts make up a digital device?	Lesson 3 How do digital devices help us?	Lesson 4 How am I connected?	Lesson 5 How are computers connected?	Lesson 6 What does our school network look like?
Foundation Subjects (Science)	Science – Parts of a plant Children will have drawn their initial ideas about parts of plants. Children will have investigated the functions of roots. Children will have investigated the functions of leaves.	Science – Parts of a plant Children will have investigated the life cycle of flowering plants. Children will have investigated seed dispersal. Children will have named and described the functions of some parts of a flowering plant.	Science - What plants need Children will have shared what they know about what plants need to grow. Children will have recognised that plants need water to stay healthy. Children will have recognised plants that have outgrown their growing space.	Science - What plants need Children will recognise that soil provides nutrients that help plants to grow better. Children will have planned an investigation to test the effect of fertiliser on plant growth. Children will have drawn conclusions about the effect of fertiliser on plant growth.	Art Developing Drawing Skills Lesson 1 See like an artist - To recognise how artists use shape in drawing. Lesson 2 Shading- To develop shading skills and use them to blend tones. Lesson 3 Blending with paint and oil pastel- To paint in the style of a famous artist – Georgia O'Keefe. To focus on the tones and shades of petals using paint or oil pastels. To use the technique of blending.	Art Developing Drawing Skills Lesson 4 Take a closer look To use careful observation for adding detail to drawings. Lesson 5 Imagination in bloom To use line, shape and tone in an imaginative drawing. Lesson 6 Paper to pixels To explore digital media techniques to develop drawings.	Consolidation and catch up on experiments
Music Developing Notation Skills	• To learn to sing a song • To read crotchets, quavers and minims on a musical score • To listen and appraise a choral piece of music • To improvise with rhythms and melody using glockenspiels • To practise singing using musical notation • To assess my learning using a quiz						
PSHE Team Health and Well-Being: Zones of Regulation	1. The Zones To understand the four different zones. To know that there are a range of emotions.	2. Me in my Zones To be able to guess the meaning of each other's facial expression. To expand our emotions vocabulary.	3. How do I feel? To be able to match an emotion to a scenario.	4. Understanding Different Perspective To know that in situations there are expected and unexpected behaviours.	5. Caution! Triggers Ahead I know what my triggers are and how they make me feel.	6. Exploring Tools for Calming To learn and try out new calming techniques that can be used to calm our bodies and minds.	Consolidation

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				To understand how someone else's behaviour impacts on you.			
RE How did Jesus & Buddha make people stop and think?	What stories, sayings and events have really made us stop and think?	To apply the teaching from a parable to modern day life: What is the challenge in the story of the Pharisee and the tax collector?	To consider why some sayings are important today	To analyse how a story makes people think	To investigate the meaning of Buddhist stories	To create a story that makes others stop and think	Consolidation
PE Fundamentals	To develop balancing and understand the importance of this skill.	To develop technique when running at different speeds.	To develop agility using a change of speed and direction.	To develop technique and control when jumping, hopping and landing.	To develop skipping with a rope.	To apply fundamental skills to a variety of challenges.	Consolidation
Ball skills	To develop tracking and collecting skills	To develop confidence and accuracy when tracking a ball.	To develop dribbling skills with hands and feet.	To develop catching skills using one and two hands	To explore and develop a variety of throwing techniques	To use tracking and sending skills with feet	
FRENCH Getting to know you	To greet people in different ways.	To exchange names in French.	To discuss how I am feeling.	To choose appropriate phrases for the situation.	To recognise and repeat sounds and words accurately.	To use songs to support my learning.	To apply my knowledge to make sentences. To listen and respond to someone's question.