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

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Language and Communication	**Listening Skills Targets:** 1. Eyes on the speaker. 2. Inside voices.						
	Vocabulary disagreeable crisis frantic	**Vocabulary** unusually meander announcement	**Vocabulary** valuables outstanding delicately	**Vocabulary** continue ordinary ogre	**Vocabulary** dank especially trudge	**Vocabulary** unattractive genuine lopsided	**Vocabulary** lovingly create successfully
Grammar	Revision Complex Sentence Subordination (when, if, because) Unit 10	Unit 26 Dialogue	Unit 7 Simple sentences	Unit 8 Sentence Types	Unit 11 Past and present tense	Unit 3 Apostrophes	Unit 5 Singular and plural
Writing	**The Iron Man** To use visualisation to explore the opening lines To make notes about a character and use similes to describe the Iron Man To make notes about what Hogarth can see, hear and feel	**The Iron Man** To explore and look at the features of persuasive writing To debate how the farmer's feel about the Iron Man To plan a persuasive letter To write and edit a persuasive letter as Hogarth's father to the townspeople	**The Iron Man** To plan an alternative ending to the story imagining what happens between the Iron Man and the Space Creature	**The Iron Man** To write and edit a story	**Play Script- A Tune of Lies** To know the features of a playscript To discuss the themes and characters in a playscript Act out the playscript in role	**Play Script- A Tune of Lies** To discuss how a character 's feelings change throughout a play To understand the reasons behind a character's actions (conscience alley) To plan and act out a new scene for the play	**Play Script- A Tune of Lies** To write and edit a new scene for a playscript
Spelling Spelling Shed Stage 3 Stage 2	Words with the prefix 'dis-' Wr makes 'r'	Words with the prefix 'mis-' Words ending in 'le'	Words where '-ing' and '-ed' are added to multisyllabic words Words ending in 'el'	Words where '-ing', '-en' and '-ed' are added to multisyllabic words Words ending in 'al'	Words with the 'ai' digraph Words ending in 'il'	Week 4- Spelling challenge (Autumn B) Spelling challenge autumn B	AFL – Revision of unit that the children found difficult. Revision of unit children found difficult.

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

Reading .	Daily 10 min Read Aloud Comprehension focus: retrieval using Dogs in Space (year 2 unit 17) Book Study: x 2 sessions using The legend of Kevin	Daily 10 min Read Aloud Comprehension focus: Word Choice using The Iron Man (year 3 unit 7) Book Study: x2 sessions using The legend of Kevin	Daily 10 min Read Aloud Comprehension focus: A Bottle of Happiness by Pippa Goodhart (Inference) Book Study: x2 The legend of Kevin ions using	Daily 10 min Read Aloud Book Study: x2 sessions using The legend of Kevin	Daily 10 min Read Aloud Comprehension focus: Ossiri and the Bala Mengro by Richard O'Neill and Katharine Quarmby (Y2 Progress check 3) Book Study: x2 sessions using The legend of Kevin	Daily 10 min Read Aloud Comprehension focus: The Darkest Hour by Chris Hadfield (Word Meaning) Book Study: x2 sessions using The legend of Kevin	Daily 10 min Read Aloud The Ice Palace by Robert Swindells (Inference) Book Study: x 2 sessions using The legend of Kevin
Handwriting Year 3 book (Book1)	**Nelsons** (Book 1 Unit 4) Practise joining to the letter l		**Nelsons** (Book 1 Unit 5) Practise joining from the letter w			**Nelsons** (Book 1 Unit 6) Practise joining from the letter i	
Maths	**Addition and Subtraction** • Develop and use a range of mental calculation strategies •Illustrate and explain formal written methods – column method			Assessment week	**Length and Perimeter** Measure, draw and compare lengths •Add and subtract lengths •Calculate perimeter		**Gap Analysis**
Computing	**Online Safety** To explain why information on the internet is not always accurate	**Can a picture move?** To explain that animation is a sequence of drawings or photographs	**Frame by frame** To relate animated movement with a sequence of images	**What's the story?** To plan an animation	**Picture perfect** To identify the need to work consistently and carefully	**Evaluate and make it great!** To review and improve an animation	**Lights, camera, action!** To evaluate the impact of adding other media to an animation

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

Foundation Subjects (Science, Geography, History, Art, DT)	**Geography: 2 weeks** **Why do people live near volcanoes?** KAPOW 6 Lessons • How is the earth constructed? • Where are mountains found? • Where and why do we find volcanoes? • What are the effects of a volcanic eruption? • What are earthquakes and where do we get them? • Where have the rocks around school come from?		**Xmas activities: 1 week**	**History: 2 weeks** **Stone Age to Iron Age (Kapow)** • **How long ago did prehistoric man live?** • **What does Skara Brae tell us about life in the stone age? – using archaeological evidence.** • **Use archaeological evidence to tell us about the Bronze age.** • **What was the impact of Bronze in prehistoric Britain?** • **How did trade change lives in iron age Britain?** • **What changed between the stone age and the iron age? – look at different settlements.**	**Art: 2 Weeks** **Prehistoric painting** Kapow 6 lessons TBC	
Music Glockenspiel Stage 1						
PSHE Aiming High	**1.Achievements** LO: I can identify achievements and suggest how my actions can help me achieve	**2. Goals** LO: I can identify personal goals and suggests actions I can take to achieve them.	**3. Always Learning** LO: I can explain how a positive learning attitude can help me learn new things.	**4. Jobs and Skills** LO: I can identify the skills and attributes needed to do certain jobs.	**5. No Limit** LO: I understand that gender does not limit us in becoming what we want to in the future.	**6. When I Grow Up** LO: I can discuss what job I might like to do when I grow up and what skills I need to achieve this.
RE **What is the significance of light in religions?**	**To know why light is a special symbol**	**To analyse Diwali**	**To understand the symbol of Light for Christians**	**To analyse light as a symbol** Hanukkah Explain different ways people use to show their beliefs in God	**To explain the symbolic meaning of light**	**Consolidation**

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

PE Football **Dance**.	To develop the attacking skill of dribbling. THEME: Machines To create actions in response to a stimulus and move in unison with a partner.	To develop changing direction and speed when dribbling. THEME: Machines To create actions to move in contact with a partner or interact with a partner.	To develop passing and begin to recognise when to use different skills. THEME: Machines To select and link appropriate actions and dynamics to show our dance idea.	To apply attacking skills to move towards a goal. To remember, repeat and create actions to represent an idea.	To use defending skills to delay an opponent and gain possession. To share ideas of actions and dynamics to create a dance that shows a location.	To apply skills and knowledge to compete in a tournament. To use choreographing ideas to develop our dance.	
French **Getting to know you**	**Classroom Instructions** Listen attentively to spoken language and show understanding by joining in and responding in the context of giving and following classroom instructions.	**My Body** Read carefully and show understanding of words, phrases and simple writing; appreciate stories, songs, poems and rhymes in the language in the context of naming body parts.	**Actions** Listen attentively to spoken language and show understanding by joining in and responding in the context of everyday actions.	**Colours** Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases in the context of naming colours.	**Clothes 1: What's in Your Wardrobe?** Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; understand basic grammar of feminine and masculine noun in the context of clothing.	**Clothes 2: What Are You Wearing?** Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; understand basic grammar of feminine and masculine noun in the context of clothing.	**Consolidation**
Enrichment	Please refer to the Curriculum section on the Becontree School Website to see Cultural Capital and Magic Moments for every year group. Also see the Long-Term Planning Overviews for further information related to enrichment activities in every year group.						