

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

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
<b>Language and Communication</b>	<b>Vocabulary</b> Carelessly Notify Unsatisfactory	<b>Vocabulary</b> Environment Changeable Purely	<b>Vocabulary</b> Bloom Increasingly Adorable	<b>Vocabulary</b> Wearily Drift Unaccompanied	<b>Vocabulary</b> Benefits Hefty Sincerely	<b>Vocabulary</b> Adjust Nutritious Maintain	<b>Vocabulary Consolidation</b>
<b>Grammar</b>	Complex Sentences <b>Subordination</b> (Although, while, unless, however) (Sentence Ninja)	Unit 25 Paragraphs	Unit 21 Adverbs to express time, place and cause	Unit 22 Prepositions	Unit 27 Inverted commas	Unit 23 Apostrophes for possession Spelling and Vocabulary	Spelling and Vocabulary Unit 29 Non-Fiction: Instructions
<b>Writing</b>  (Hook- Trip to Chalkwell Beach and DT focussing on pizza making)	<b>Narrative- Sand Wizards (Unit 1 RWI)</b>  To plan and write a description of a setting To look at features of diaries and explore these	<b>Narrative- Sand Wizards (Unit 1 RWI)</b>  To plan and write a diary entry with a happy mood To plan and write a diary entry with a sad mood To plan a story set at a beach	<b>Narrative- Sand Wizards (Unit 1 RWI)</b>  To write and edit a story set at a beach  Assessment week	<b>Instruction writing (Unit 2 RWI)</b>  To know the features used in instruction texts	<b>Instruction writing (Unit 2 RWI)</b>  To understand that clear commands are useful in instructions  To evaluate a set of instructions  To give and follow clear instructions	<b>Instruction writing (Unit 2 RWI)</b>  To plan ideas for a set of instructions  To write a clear set of instructions  To use the features of instructions to edit and improve work	<b>Instruction writing (Unit 2 RWI)</b>  Non-fiction instructions
<b>Spelling</b>	Revision – spelling rules we have learned in Stage 3.	Revision – spelling rules we have learned in Stage 3.	Revision – spelling rules we have learned in Stage 3.	Spelling Assessment (challenge)	Revision – spelling rules we have learned in Stage 3.	Revision – spelling rules we have learned in Stage 3.	Challenge Words (10 words)

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

<p><b>Reading</b></p>	<p>Daily 10 min Read Aloud</p> <p>Comprehension focus: Stig of the Dump by Clive King (Inference)</p> <p>Book Study: x 3 30 minute sessions using Professor Astro Cat's Human Body Odyssey by Dr Dominic Walliman (Non-fiction)</p>	<p>Daily 10 min Read Aloud</p> <p>Comprehension focus: Stig of the Dump by Clive King (Prediction)</p> <p>Book Study: x 3 30 minute sessions using Professor Astro Cat's Human Body Odyssey by Dr Dominic Walliman (Non-fiction)</p>	<p>Daily 10 min Read Aloud</p> <p>Comprehension focus: 'Wild Animals to be Banned from Circuses in England by 2020, says Government' by The Independent (Retrieval)</p> <p>Book Study: x 3 30 minute sessions using Professor Astro Cat's Human Body Odyssey by Dr Dominic Walliman (Non-fiction)</p>	<p>Daily 10 min Read Aloud</p> <p><b>Assessment week</b></p> <p>Book Study: x 3 30 minute sessions using Professor Astro Cat's Human Body Odyssey by Dr Dominic Walliman (Non-fiction)</p>	<p>Daily 10 min Read Aloud</p> <p>Comprehension focus: The Bare Necessities by Bruce Reitherman and Phil Harris (Inference)</p> <p>Book Study: x 3 30 minute sessions using Professor Astro Cat's Human Body Odyssey by Dr Dominic Walliman (Non-fiction)</p>	<p>Daily 10 min Read Aloud</p> <p>Comprehension focus: Digiduck's Big Decision by Lindsay Buck, Childnet International (Word choice)</p> <p>Book Study: x 3 30 minute sessions using Professor Astro Cat's Human Body Odyssey by Dr Dominic Walliman (Non-fiction)</p>	<p>Daily 10 min Read Aloud</p> <p>Comprehension Focus: Recap of skills</p> <p>Book Study: x 3 30 minute sessions using Professor Astro Cat's Human Body Odyssey by Dr Dominic Walliman (Non-fiction)</p>
<p><b>Handwriting</b> Year 3 book (Book1)</p>	<p><b>Nelson Handwriting Unit 15</b> Practise spacing letters consistently proportion</p>	<p><b>Nelson Handwriting Unit 16</b> Practise writing letters with ascenders in</p>	<p><b>Nelson Handwriting Unit 17</b> Practise joining from the letter a</p>		<p><b>Nelson Handwriting Unit 18</b> Practise forming capital letters</p>		

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

<p><b>Maths</b></p>	<p><b>Measures</b></p> <p>To use bar modelling to represent multiplication and division word problems</p> <p>To use bar modelling to represent measure problems and solve them using multiplication or division</p> <p>To apply knowledge and understanding of measures to solve real-world problems</p>	<p><b>Applying Multiplicative Thinking</b></p> <p>To interpret a word problem using a bar mode</p> <p>To represent and solve multiplication and division problems</p> <p>To solve problems using all four operations</p> <p>To represent and solve two-step word problems</p>	<p>Revision week (Ark)</p>	<p><b>Maths Assessment Week</b></p>	<p><b>Exploring calculation strategies and place value</b></p> <p>To apply a range of strategies to add mentally</p> <p>To apply a range of strategies to subtract mentally</p> <p>To apply addition and subtraction strategies within a context</p> <p>To use commutativity, associativity and known facts to multiply efficiently</p> <p>To use halving or doubling to calculate efficiently</p>	<p><b>Exploring calculation strategies and place value:</b></p> <p>To identify the value of each digit in a 4-digit number</p> <p>To compare and order 4-digit numbers</p> <p>To add and subtract 1,000</p> <p>To round 4-digit numbers to the nearest multiple of 1,000</p>	<p><b>Consolidation</b></p>
<p><b>Computing</b></p>	<p><b>Unit 6- Programming B - Events and actions in programs:</b></p> <p>To explain how a sprite moves in an existing project</p>	<p><b>Unit 6- Programming B - Events and actions in programs:</b></p> <p>To create a program to move a sprite in four directions</p>	<p><b>Unit 6- Programming B - Events and actions in programs:</b></p> <p>To create a program to move a sprite in four directions</p>	<p><b>Unit 6- Programming B - Events and actions in programs:</b></p> <p>To adapt a program to a new context</p>	<p><b>Unit 6- Programming B - Events and actions in programs:</b></p> <p>To develop my program by adding features</p>	<p><b>Unit 6- Programming B - Events and actions in programs:</b></p> <p>To design and create a maze-based challenge</p>	<p><b>Consolidation</b></p>

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

<b>Foundation Subjects</b> (Science, Geography, History, Art, DT)	<b>Science- Forces and Magnets</b>  Children will have identified the forces needed to make different toys move  Children will have carried out comparative tests to identify how coins slide on different surfaces  Children will have observed how two magnets attract or repel each other	<b>Science- Forces and Magnets</b>  Children will have recognised that some metals are magnetic and some are not  Children will have carried out a simple test to find out which is the strongest magnet  Children will have recognised that tools can be adapted to reach things far away	<b>DT- Wearable Technology</b>  To research and evaluate existing products  To develop design criteria  To use code to program and control a product	<b>DT- Wearable Technology</b>  To develop and communicate ideas  To develop ideas through computer-aided design  To improve a design based on feedback	<b>DT - Pizza</b>  To know that products are designed for different purposes and users  To evaluate products and identify ideas to use in our own work  To design a product using ingredients for a specific purpose and audience	<b>DT - Pizza</b>  To appreciate taste, texture and the aesthetic qualities when designing  To make a plan of how to make the product  To investigate commercial packaging  To design packaging which is suitable for its purpose	<b>DT - Pizza</b>  To select and use the appropriate tools to make a pizza  To understand how to handle foods safely and hygienically  To evaluate your own product identifying any strengths and any areas for development against the original specifications  To identify any changes, you would make if you repeated the task
<b>Music</b> Recognising Different Sounds	<ul style="list-style-type: none"> <li>• To learn to sing a song</li> <li>• To listen and appraise an orchestral piece of music written for ballet</li> <li>• To understand and identify timbre</li> <li>• To use a backing track to compose a piece of music using 3 notes.</li> <li>• To assess my learning using a quiz</li> </ul>						
<b>PSHE</b> It's My Body / Harmful Substances	<b>It's My Body</b>  LO: To identify that people are unique and to respect those differences.	<b>Body Differences</b>  LO: To explore the differences between male and female bodies. (evidence)	<b>It's My Body</b>  <b>Personal space</b> LO: To consider appropriate and inappropriate physical contact and consent.	<b>It's My Body</b>  <b>Help and Support</b> LO: To explore different types of families and who to go to for help and support. (evidence)	<b>Harmful substances</b>  <b>Why People Smoke</b>  LO: To consider smoking and its effects.	<b>Harmful substances</b>  <b>Physical Effects of Smoking</b> LO: To understand the impact of smoking and passive smoking.	<b>No Smoking</b>  LO: To know some strategies to prevent starting smoking.
<b>RE</b> <b>What do Sikh symbols tell us about Sikh beliefs?</b>	What symbols are important in our lives?	Why do Sikh people wear symbols?		What is the most important symbol for Sikh people?	What Sikh sayings are important about what God is like?	What are my most important sayings in life?	<b>Consolidation</b>

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

<p><b>PE</b> <b>Cricket</b></p> <p><b>Yoga</b></p>	<p>Sports Day Practice</p> <p>To explore connecting breath and movement.</p>	<p>Sports Day Practice</p> <p>To explore new yoga poses and begin to connect them.</p>	<p>To develop overarm throwing and catching. To develop underarm bowling.</p> <p>To explore gratitude when remembering and repeating a yoga flow.</p>	<p>To learn how to grip the bat and develop batting technique</p> <p>To develop flexibility and strength in a positive summer flow. To develop flexibility and wellbeing in an individual yoga flow</p>	<p>To be able to field a ball using a two-handed pick up and a short barrier. To develop overarm bowling technique.</p> <p>To develop confidence and strength through arm balances.</p>	<p>To play apply skills learnt to mini cricket.</p> <p>To create a flow using poses that challenge my strength</p>	<p>To develop my understanding of tactics and begin to use them.</p>
<p><b>French</b> <b>Food</b> <b>Glorious Food</b></p>	<p><b>What Colour Is It? 1</b> Describe people, places, things and actions orally and in writing in the context of describing food by colour.</p>	<p><b>What Colour Is It? 2</b> Describe people, places, things and actions orally and in writing in the context of describing food by colour.</p>	<p><b>What Did He Eat? 1</b> Describe people, places, things and actions orally and in writing in the context of describing objects by size.</p>	<p><b>What Did He Eat? 2</b> Describe people, places, things and actions orally and in writing in the context of describing objects by size.</p>	<p><b>I'm Hungry! 1</b> Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help in the context of preparing, eating and talking about food.</p>	<p><b>I'm Hungry! 2</b> Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help in the context of preparing, eating and talking about food.</p>	<p><b>Consolidation</b></p>