

Becontree Primary School
Year 3 Medium Term Overview of Learning Spring B 2026

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |
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| Language and Communication | Listening Skills Targets 1. Sit still and keep your hands on your lap or table. 2. Appropriate comments and questions. | | | | |
| | Vocabulary noticeably teeter hysterically | Vocabulary course tangy seldom | Vocabulary favour lingering colossus | Vocabulary burly hourly protect | Vocabulary frightfully attire musty |
| Grammar | Compound Sentence (not, yet, or, for) (Sentence Ninja) | Unit 13 Present form of verbs | Unit 14 Vowels and consonants | Unit 15 Word families | Unit 26 Dialogue |
| Writing | Narrative- Ottoline and the Yellow Cat To create a character profile and make predictions about the text. To explore features of a mystery text. To ask questions (and make predictions) about the crimes To write a postcard to Ottoline's parents in role. | Narrative- Ottoline and the Yellow Cat To write a news broadcast To make inferences about Mr Munroe To explore characters' thoughts and feelings. To write a letter as Mr Munroe | Narrative- Ottoline and the Yellow Cat To explore how setting creates pictures and evokes mood. To express personal responses. To summarise a text. To explore story structure. | Narrative- Ottoline and the Yellow Cat To explore features of a mystery text. To express preferences. To explore language and sentence structures used to build up suspense. Assessment | Narrative- Ottoline and the Yellow Cat To develop ideas for a mystery story involving Ottoline and Mr. Munroe. To draft and write, creating settings, characters and plot. To plan the sequence of events for a mystery story. To assess own and others' writing. |
| Spelling | Adding '-ly' when the root word ends in '-le' | Adding '-ally' when the root word ends in '-ic' | Adding '-ly' when the words do not follow the spelling patterns | Week 4- Spelling challenge (Spring B) | Words ending in '-er' when the root word ends in 'ch' |

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| Reading | Daily 10 min Read Aloud Comprehension focus: summarising using Pebble in my Pocket (year 3 Unit 1) Book Study: x 3 30 minute sessions using Stitch Head | Daily 10 min Read Aloud Comprehension focus: inference using The Magic Finger (year 3 Unit 4) (x2) Book Study: x 3 30 minute sessions using Stitch Head | Daily 10 min Read Aloud Comprehension focus: Retrieval using Stone Circles (year 3 Unit 2) Book Study: x 3 30 minute sessions using Stitch Head | Daily 10 min Read Aloud Reading Assessment Book Study: x 3 30 minute sessions using Stitch Head | Daily 10 min Read Aloud Comprehension focus: Word Meaning using Alice in Wonderland Adventures (year 3 Unit 17) Book Study: x 3 30 minute sessions using Stitch Head |
| Handwriting Year 3 book (Book1) | Nelson Handwriting Unit 10 Practise joining to letter e | | Nelson Handwriting Unit 11 Practise joining from the letter f | | Nelson Handwriting Unit 12 Practise writing silent letters |

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| <p>Maths</p> | <p>Fractions</p> <p>To describe part-whole relationships</p> <p>To recognise equal and unequal parts</p> <p>To recognise, identify and describe unit fractions</p> <p>To find a fraction of a given quantity</p> <p>To recognise and describe unit and non-unit fractions</p> | <p>Fractions</p> <p>To identify, describe and write non-unit fractions</p> <p>To find non-unit fractions of a given quantity</p> <p>To compare fractions with the same denominator</p> <p>To compare unit fractions</p> | <p>Fractions</p> <p>To recognise equivalent fractions</p> <p>To add and subtract fractions with the same denominator within a whole</p> | <p>Revision and Assessment week</p> | <p>Time</p> <p>To understand that clocks are measuring devices with more than one scale</p> <p>To read analogue times to the nearest minute</p> <p>To understand and correctly use am and pm to read, record and order times</p> <p>To understand the features of digital clocks and tell the time using 'minutes past' on a digital clock</p> <p>To read and order times in words, analogue or 12-hour digital formats</p> |
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| <p>Computing</p> | <p>Unit 4- Data and information – Branching databases</p> <p>To create questions with yes/no answers</p> | <p>Unit 4- Data and information – Branching databases</p> <p>To identify the attributes needed to collect data about an object</p> | <p>Unit 4- Data and information – Branching databases</p> <p>To create a branching database</p> | <p>Unit 4- Data and information – Branching databases</p> <p>To explain why it is helpful for a database to be well structured</p> | <p>Unit 4- Data and information – Branching databases</p> <p>To plan the structure of a branching database</p> |
| <p>Foundation Subjects</p> <p>History, DT and Art</p> | <p>History – Stone Age to Iron Age</p> <p>Lesson 1: How long ago did prehistoric man live?</p> <p>To recognise the chronology and significance of prehistory.</p> <p>Lesson 2: What does Skara Brae tell us about life in the Stone Age?</p> <p>To use archaeological evidence to learn about the prehistoric dwellings of Skara Brae.</p> <p>Lesson 3: Who was this Bronze Age man?</p> <p>To use archaeological evidence to investigate the Bronze Age.</p> | <p>World Book Day DT Pneumatics Project</p> <p>Lesson 1: Exploring pneumatics</p> <p>To understand how pneumatic systems work.</p> <p>Lesson 2: Designing a pneumatic toy</p> <p>To design a toy that uses a pneumatic system.</p> <p>Lesson 3: Making pneumatic toys</p> <p>To create a pneumatic system.</p> <p>Lesson 4: Decorating and assembling my toy</p> <p>To test and finalise ideas against design criteria.</p> | <p>History – Stone Age to Iron Age</p> <p>Lesson 4: What was the impact of bronze in prehistoric Britain?</p> <p>To use deductions to explain how bronze transformed prehistoric life.</p> <p>Lesson 5: How did trade change lives in Iron Age Britain?</p> <p>To understand the importance of trade during the Iron Age.</p> <p>Lesson 6: What changed between the Stone Age and the Iron Age?</p> <p>To compare settlements in the Neolithic period and Iron Age by exploring continuity and change.</p> | <p>Art- Painting (prehistoric painting)</p> <p>Lesson 1: Exploring prehistoric art</p> <p>To apply an understanding of prehistoric human-made art.</p> <p>Lesson 2: Charcoal animals</p> <p>To understand and use scale to enlarge drawings in a different medium.</p> <p>Lesson 3: Prehistoric palette</p> <p>To explore how natural products produce pigments to make different colours.</p> | <p>Art- Painting (prehistoric painting)</p> <p>Lesson 4: Painting on the cave wall</p> <p>To select and apply a range of painting techniques.</p> <p>Lesson 5: Hands on a cave wall</p> <p>To apply painting skills when creating a collaborative artwork.</p> <p>Lesson 6: Evaluation</p> |
| <p>Music</p> <p>Composing Using Your Imagination</p> | <ul style="list-style-type: none"> • To learn to sing a two-part song • To choose and play an instrumental part on the glockenspiel • To practise playing an instrumental part by breaking it up into sections • To listen and appraise disco music • To compose a song using a chosen backing track. • To assess my learning using a quiz. | | | | |

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| <p>PSHE Be yourself</p> | <p>To understand pride and be able to say the things about myself that I am proud of. (evidence)</p> | <p>To identify the feelings, I have and describe how different emotions feel. (evidence)</p> | <p>To describe different ways to cope with any uncomfortable feelings I may have and understand why this is important.</p> | <p>To know how to be assertive.</p> | <p>To explore messages given by the media and decide if they are helpful or harmful.</p> |
| <p>RE How and why do Hindus celebrate Holi?</p> | <p>1. Who do we think 'goodies' & 'baddies' are?</p> | <p>2. What happens at the Hindu festival at Holi?</p> | <p>3. What other story is told at Holi?</p> | <p>4. How does Holi show what Hindu people believe about God?</p> | <p>5. Can we write a story which teaches the value of not giving up and bring it to life?</p> |
| <p>PE Handball Indoor PE Fitness</p> | <p>To begin to throw and catch while on the move. To develop an awareness of what your body is capable of.</p> | <p>To learn how to move towards goal or away from a defender. To develop speed and strength.</p> | <p>To develop accuracy when shooting. To complete actions to develop co-ordination.</p> | <p>To be able to apply individual and team defending skills. To complete actions to develop agility.</p> | <p>To use a change of direction and speed to lose a defender and move into space. To complete actions to develop balance.</p> |
| <p>FRENCH All About Me</p> | <p>Colours To listen to and copy pronunciation of colour words accurately.</p> | <p>Colours To listen to and copy pronunciation of colour words accurately.</p> | <p>Clothes 1: What's in Your Wardrobe? To ask and answer what is 'there'. To recognise masculine and feminine clothing nouns.</p> | <p>Clothes 1: What's in Your Wardrobe? To ask and answer what is 'there'. To recognise masculine and feminine clothing nouns.</p> | <p>Clothes 2: What Are You Wearing? To use simple conjunctions to link vocabulary for clothes and accessories. To have a simple conversation about clothes.</p> |