

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

	<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>Listening Skills Targets:</b> To sit still and keep hands on your lap or table. To know when to be quiet.						
	<b>Vocabulary</b> Anxious Sinister Grim	<b>Vocabulary</b> Creature Stern Reluctantly	<b>Vocabulary</b> Approach Tremendous Magnificent	<b>Vocabulary</b> Gracefully Adore Extraordinary	<b>Vocabulary</b> Victory Nifty Sneakily	<b>Vocabulary</b> Dribble Deliberately Mansion	<b>Vocabulary</b> Grimy Cautiously Trespass
<b>Grammar</b>	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
<b>Writing</b>  (First 3 days)  Cold task	<b>A World for Me and You</b> To create a leaflet based on school/class rules and how we behave and treat each other. To write an ebb and flow poem about themselves.	<b>A World for Me and You linked to the school centenary</b> To introduce an autobiography and explore features. To plan an autobiography through games.	<b>A World for Me and You linked to the school centenary</b> To begin writing an autobiography of someone from the 1980s. To complete and edit writing an autobiography.	<b>Emmanuel's Dream by Laurie Ann Thompson</b>  To read and discuss story Explore themes of disability and injustice To create a timeline of Emmanuel's life	<b>Emmanuel's Dream by Laurie Ann Thompson</b>  To write a retell of Emmanuel's life including major events in his life	<b>Emmanuel's Dream by Laurie Ann Thompson</b>  To plan, write and edit a character description of Emmanuel	<b>Emmanuel's Dream by Laurie Ann Thompson</b>  To plan, write and edit a letter to Emmanuel explaining how he has inspired the children
<b>Spelling</b> Spelling Shed Stage 3	Diagnostic Test	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'	<b>Spelling challenge (Autumn A)</b>
<b>Reading</b>  (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
<b>Handwriting</b> Year 3 book 1	<b>Flashback</b> Revision from Yr 2	<b>Nelson Handwriting Unit 1</b> Practising writing descenders		<b>Nelson Handwriting Unit 2</b> Practising joining from the letter o		<b>Nelson Handwriting Unit 3</b> Practising joining to the letter e	
<b>Maths</b> First 3 days	pre-teach towards Wk1	Centenary Weeks Shorter lessons to embed key skills needed for ARK lessons to follow		ARK (Wk2)	ARK (Wk 3)	ARK (Wk 4) Place value	ARK (Wk 5) Place value

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Pre-diagnostic Quiz Booster sessions (U2 L3 & U2 L8)	ARK (Wk 1) Number sense and exploring calculation strategies			Number sense and exploring calculation strategies	Number sense and exploring calculation strategies		
<b>Computing</b>	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?
<b>Foundation Subjects (Science)</b>	<b>Science – Parts of a plant</b>  Children will have drawn their initial ideas about parts of plants.  Children will have investigated the functions of roots.	<b>Science – Parts of a plant</b>  Children will have investigated the functions of leaves.  Children will have investigated the life cycle of flowering plants.	<b>Science – Parts of a plant</b>  Children will have investigated seed dispersal.  Children will have named and described the functions of some parts of a flowering plant.	<b>Science - What plants need</b>  Children will have shared what they know about what plants need to grow.  Children will have recognised that plants need water to stay healthy.	<b>Science - What plants need</b>  Children will have recognised plants that have outgrown their growing space.  Children will recognise that soil provides nutrients that help plants to grow better.	<b>Science - What plants need</b>  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.	Consolidation and catch up on experiments
<b>Music</b> Developing Notation Skills	<ul style="list-style-type: none"> <li>• To learn to sing a song</li> <li>• To read crotchets, quavers and minims on a musical score</li> <li>• To listen and appraise a choral piece of music</li> <li>• To improvise with rhythms and melody using glockenspiels</li> <li>• To practise singing using musical notation</li> <li>• To assess my learning using a quiz</li> </ul>						
<b>PSHE Team</b> First 3 days: Zones of regulation	<b>A New Start</b> I can talk about changes and how they might make me feel.	<b>Together Everyone Achieves More</b> I can explain how and why we should work well as a team.	<b>Working Together</b> I can describe how my actions and behaviour affect my team.	<b>Being Considerate</b> I can pay attention to and respond considerately to others.	<b>When Things Go Wrong</b> I can describe why disputes might happen and strategies to resolve them.	<b>Responsibilities</b> I can talk about my responsibilities towards my team.	
<b>RE</b> <b>How did Jesus &amp; Buddha make people stop and think?</b>	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	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

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		Pharisee and the tax collector?					
<b>PE Fundamentals</b>	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
<b>Ball skills</b>	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	
<b>FRENCH Getting to know you</b>	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.
<b>Enrichment and cultural capital</b>	Learn about different beliefs and cultures Walk to School Week Earn Above and Beyond Tickets Learn a new language Times Table Rock Stars Battle Visit new school library Becontree Primary School Centenary Black History Month						