

**Becontree Primary School**  
**Year 3 Medium Term Overview of Learning (Spring 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>Language and Communication</b>	<b>Listening Skills Targets:</b> 1. Eyes on the speaker. 2. Inside voices.					
	<b>Vocabulary</b> Humorously Launch irresistible	<b>Vocabulary</b> Haven Forbidden ponder	<b>Vocabulary</b> Unreasonable Hasty ultimate	<b>Vocabulary</b> Devour Inexpensive adoration	<b>Vocabulary</b> Joyous Playfully reveal	<b>Vocabulary</b> Responsibility Applause awesome
<b>Grammar</b>	Compound Sentence (not, yet, or, for) (Sentence Ninja)	Compound Sentence (not, yet, or, for) (Sentence Ninja)  Unit 23 Headings and sub-headings	Unit 22 Apostrophes for contraction Spelling and Vocabulary	Unit 12 Progressive form of verbs	Unit 23 Headings and sub-headings	Unit 20 Adverbs
<b>Writing</b>	To explore a range of poems and their features – riddles and poems with alliteration and onomatopoeia and kenning poem  To plan a riddle and poem with alliteration and onomatopoeia and a kenning poem  To create own riddle about a pebble	To write their own poem using alliteration  To write their own poem using onomatopoeia  To write a kenning poem	To use drama and story mapping to plot the journey of a pebble  To use personification to write a short story	To complete and edit personification story.  To know the features of a non-chronological report	To write a non-chronological report on a prehistoric creature  To plan a diary in role as someone from the Stone Age	To write a diary in role as someone from the Stone Age  To act out a scene of being in the Stone Age
<b>Spelling</b> Spelling Shed Stage 3	Words with the 'ei' digraph	Words where 'ey' makes an /ai/ sound	Adding the suffix '-ly'	Words that are homophones	Words ending in 'al'	Words ending in 'le'

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<p><b>Reading</b></p>	<p>Read Aloud: Allan Ahlberg – ‘Please Mrs Butler’</p> <p>Reading Comprehension: Complete comprehension A House of Snow and Ice by Stephen Witt (Retrieval)</p> <p>Book Study – Stitch Head</p>	<p>Read Aloud: Allan Ahlberg – ‘Please Mrs Butler’</p> <p>Reading Comprehension: Complete comprehension The Heavenly River (Chinese Myths and Legends) by Shelley Fu (Inference)</p> <p>Book Study – Stitch Head</p>	<p>Read Aloud: Allan Ahlberg – ‘Please Mrs Butler’</p> <p>Reading Comprehension: Complete comprehension New Year Celebrations by Jane Sowerby (Comparison)</p> <p>Book Study – Stitch Head</p>	<p>Read Aloud: Allan Ahlberg – ‘Please Mrs Butler’</p> <p>Reading Comprehension: Complete comprehension Tom’s Midnight Garden by Philippa Pearce (Inference)</p> <p>Book Study – Stitch Head</p>	<p>Read Aloud: Allan Ahlberg – ‘Please Mrs Butler’</p> <p>Reading Comprehension: Complete comprehension The Story of Tutankhamun by Patricia Cleveland-Peck (Word Meaning)</p> <p>Book Study – Stitch Head</p>	<p>Read Aloud: Allan Ahlberg – ‘Please Mrs Butler’</p> <p>Reading Comprehension: Complete comprehension The Secrets of the Sun King by Emma Carroll (Y3 Progress Check 2)</p> <p>Book Study – Stitch Head</p>
<p><b>Handwriting</b> Year 3 book (Book1)</p>	<p><b>Nelsons (Book 1 Unit 7)</b> Practise diagonal joins to the letter <i>y</i></p>		<p><b>Nelsons (Book 1 Unit 8)</b> Practise joining from the letter <i>a</i></p>		<p><b>Nelsons (Book 1 Unit 9)</b> Practise joining to the letter <i>k</i></p>	
<p><b>Maths</b></p>	<p>Length and Perimeter</p>	<p>Multiplication &amp; Division</p> <p>Understanding multiplicative relationships: commutativity and inverse Exploring multiplication and division facts for 2, 3, 4, 5, 6, 8 and 10</p>		<p>Calculating with Multiplication &amp; Division</p> <p>Multiply and divide by 10</p> <p>Multiply a 2-digit number by a 1-digit number</p> <p>Divide 2-digit by a 1-digit</p> <p>Correspondence problems</p>		
<p><b>Computing</b></p>	<p><b>Programming A - Sequencing sounds</b></p> <p>Introduction to Scratch- To explore a new programming environment</p>	<p><b>Programming A - Sequencing sounds</b></p> <p>Programming sprites- To identify that commands have an outcome</p>	<p><b>Programming A - Sequencing sounds</b></p> <p>Sequences- To explain that a program has a start</p>	<p><b>Programming A - Sequencing sounds</b></p> <p>Ordering commands- To recognise that a sequence of commands can have an order</p>	<p><b>Programming A - Sequencing sounds</b></p> <p>Looking good- To change the appearance of my project</p>	<p><b>Programming A - Sequencing sounds</b></p> <p>Making an instrument- To create a project from a task description</p>

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<p><b>Foundation Subjects</b> (Science, Geography, History, Art, DT)</p>	<p><b>Science – Rocks and Soils</b></p> <p>What do we Know about rocks? Describe different rocks. Investigate properties of rocks (hardness)</p> <p>How are rocks formed? (igneous, sedimentary and metamorphic rocks)</p> <p>How are fossils formed? Children make a fossil</p>	<p><b>Science – Rocks and Soils</b></p> <p>Children describe their initial ideas about what soil is and how it is formed. Describe soil in our local environment.</p> <p>Consider the impact of worms in making soil</p>	<p>DT Pneumatics</p> <p>Explore how pneumatic systems work</p> <p>Design (develop sketching skills)</p> <p>Make pneumatic model</p>	<p>DT Pneumatics</p> <p>Add decoration to model</p> <p>Test and evaluate</p> <p>Consolidate work on pneumatics</p>	<p>Science – Movement and feeding</p> <ul style="list-style-type: none"> <li>Learn about different food types and what makes a healthy diet.</li> <li>Research an animals diet and share facts with class. Learn how we can tell if an animal is over or under fed.</li> <li>Learn how eating too much or too little can be bad for our health.</li> </ul>	<p>Science – movement and feeding.</p> <ul style="list-style-type: none"> <li>Learn about the human skeleton. Research and describe a bone.</li> <li>Learn about the affect age and dimension of a body part, has on ability to perform a task. Carry out ‘sweet grab’ experiment.</li> <li>Create a table for results. Create a scatter graph. Analyse results.</li> </ul>
<p><b>Music</b> <b>Glockenspiel</b> <b>Stage 1</b></p>	<ul style="list-style-type: none"> <li>To play songs on the glockenspiel</li> <li>To learn how to play the notes C, D, E and F</li> <li>To play one, two, three and four note songs</li> <li>To read musical notation</li> <li>To compose a piece of music and perform it on the glockenspiel</li> </ul>					
<p><b>PSHE</b> <b>Diversity</b></p>	<p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p>	<p>To know what democracy is and the basic institutions that support it.</p>	<p>To know why and how rules and laws that protect themselves and others are made and enforced.</p> <p>To understand why different rules are needed in different situations and how to take part in making and changing rules.</p>	<p>To understand that there are basic human rights shared by all peoples and all societies.</p> <p>To know that these universal rights are there to protect everyone</p>	<p>To understand that differences and similarities between people arise from a number of factors.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p>	<p>To research, discuss and debate topical issues, problems and events.</p> <p>To consider the lives of people living in other places, and people with different values and customs.</p>

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<b>RE</b>	<b>Judaism</b>	<b>Judaism</b>	<b>Judaism</b>	<b>Judaism</b>	<b>Judaism</b>	<b>Judaism</b>
What is the significance of light in religions?	How and why do Jews celebrate Rosh Hashanah?	Why and how do Jews celebrate Sukkot?	What do many Jews do each day to express their beliefs?  What special objects would you at a Jewish home?	Why do Jews celebrate Shabbat and how?	What does the Torah mean for Jewish people?	How do Jews express beliefs in a Synagogue?
<b>PE</b>						
<b>Hockey</b>	To develop sending and receiving the ball.	To develop the attacking skill of dribbling.	To develop dribbling to beat a defender	To use defending skills to delay an opponent and gain possession	To apply attacking skills to move towards goal and find space	To apply skills and knowledge to compete in a tournament
<b>Gymnastics</b>	To be able to create interesting point and patch balances.	To develop point and patch balances on apparatus.	To develop stepping into shape jumps with control.	To develop stepping into shape jumps using apparatus.	To develop the straight, barrel and forward roll.	To include rolls in sequence work using apparatus.
<b>French</b>	<b>Classroom Instructions</b>	<b>Classroom Instructions</b>	<b>My Body</b>	<b>My Body</b>	<b>Actions</b>	<b>Actions</b>
All About Me	To listen and respond to instructions	To listen and respond to instructions	To read, listen and respond to vocabulary. To demonstrate my understanding with actions.	To read, listen and respond to vocabulary. To demonstrate my understanding with actions.	To understand and respond to action words.	To understand and respond to action words.