

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

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Language and Communication	Listening skills target: 1. Eyes on the speaker 2. Inside voices					
	Vocabulary feeble frantically assist	Vocabulary inquisitively quirky tastefully	Vocabulary portrait forgotten rarely	Vocabulary restore resplendent panorama	Vocabulary dewy eagerly peer	Vocabulary Consolidation
Grammar	Complex Sentences Subordination (although, while, unless, however) (Sentence Ninja)	Complex Sentences Subordination (although, while, unless, however) (Sentence Ninja)	Unit 17 Determiners	Unit 18 Conjunctions to express time and cause	Unit 19 Subordinate clauses	Unit 24 Organising writing
Writing	Narrative – Folk tales ‘The Enchantress of the Sands’ To identify the features of folktales To use language to link events in a story	Narrative – Folk tales ‘The Enchantress of the Sands’ To plan an alternative setting for a new story To write a new story using folktale features To explore ideas for an exciting climax for a folktale using dialogue and describing actions	Narrative – Folk tales ‘The Enchantress of the Sands’ To write an exciting ending for a folktale To use expression to become a story teller	Non-fiction-Discussion and Persuasive texts To be aware of differences in point of view and balance in arguments To explore 2 sides of an argument To look at the features of a discussion text	Non-fiction-Discussion and Persuasive texts To plan a discussion text To write a discussion text	Non-fiction-Discussion and Persuasive texts To write and edit a discussion text
Spelling	Words where ‘que’ makes a /k/ sound	Words where ‘sc’ makes a /s/ sound	Words that are homophones	Words that end in ‘sion’	Revision of spelling patterns learned in Stage 3	Revision of spelling patterns learned in Stage 3

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Reading	Daily 10 min Read Aloud Comprehension focus: word meaning using Night Comes Too Soon (year 3 Unit 12) Book Study: x 3 30 minute sessions using Professor Astro Cat's Human Body Odyssey by Dr Dominic Walliman (Non-fiction)	Daily 10 min Read Aloud Comprehension focus: Prawn Pizza by Jane Sowerby (Retrieval) Book Study: x 3 30 minute sessions using Professor Astro Cat's Human Body Odyssey by Dr Dominic Walliman (Non-fiction)	Daily 10 min Read Aloud Comprehension focus: relationship using My Brother is a Superhero (year 3 Unit 3) Book Study: x 3 30 minute sessions using Professor Astro Cat's Human Body Odyssey by Dr Dominic Walliman (Non-fiction)	Daily 10 min Read Aloud Comprehension focus: retrieval using Norse Mythology (year 3 Unit 21) Book Study: x 3 30 minute sessions using Professor Astro Cat's Human Body Odyssey by Dr Dominic Walliman (Non-fiction)	Daily 10 min Read Aloud Comprehension focus: retrieval using Discover the Vikings: Warriors, Exploration and Trade(year 3 progress check 3) Book Study: x 3 30 minute sessions using Professor Astro Cat's Human Body Odyssey by Dr Dominic Walliman (Non-fiction)	Daily 10 min Read Aloud Comprehension focus: Butterfly Lion by Michael Morpurgo (Word Choice) Book Study: x 3 30 minute sessions using Professor Astro Cat's Human Body Odyssey by Dr Dominic Walliman (Non-fiction)
Handwriting Year 3 book (Book1)	Nelson Handwriting Unit 12 Practicing forming from the letter f	Nelson Handwriting Unit 13 Practising writing silent letters		Nelson Handwriting Unit 14 Practising forming double letters correctly		Nelson Handwriting Unit 15 Practising spacing letters consistently
Maths	Unit 8 – Time Explore units of measured time Measure intervals of time in seconds and in minutes and seconds Calculate and compare intervals given start and finish times Solve problems using knowledge and understanding of time	Unit 10- Angles and Shapes Use angles to describe turns and explore properties of shapes Identify angles inside a 2-D shape Recognise right angles and their relationship to quarter turns Understand the terms 'acute' and 'obtuse'	Unit 10- Angles and Shapes Use a right-angle checker to identify perpendicular lines Draw perpendicular lines Identify and explain parallel lines Identify rectangles including squares	Unit 10- Angles and Shapes Create 2-D shapes and describe the properties of 2-D shapes Draw a 2-D shapes and calculate the perimeter Describe the properties of 3-D shapes Identify and describe lines of symmetry in 2D shapes	Unit 11- Measures Reading weighing scales with different intervals Weighing and comparing masses in mixed units Estimating mass Measuring volume Measuring and comparing capacities in mixed units	Unit 11- Measures Estimating capacity Addition and subtraction word problems

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Computing	Unit 5- Creating media – Desktop publishing To recognise how text and images communicate information	Unit 5- Creating media – Desktop publishing To recognise that text and layout can be edited	Unit 5- Creating media – Desktop publishing To choose appropriate page settings	Unit 5- Creating media – Desktop publishing To add content to a desktop publishing document	Unit 5- Creating media – Desktop publishing To consider how different layouts can suit different purposes	Unit 5- Creating media – Desktop publishing To consider the benefits of desktop publishing
Foundation Subjects (Geography, History, and Art)	History- The Romans What was it like to live in Ancient Rome? Why did the Romans invade and settle in Britain? How did Britons respond to the Roman invasion?	History- The Romans Why was the Roman army so successful? What do artefacts suggest about the lives of Roman soldiers in Britain? What was the legacy of the Roman Empire in Britain? Fun Roman Day	ART – Mosaics To design, make and evaluate a mosaic To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms in relation to mosaic artists. To compare modern and Roman mosaics. To assess use of colour, patterns and materials in the creation of ready-made mosaics. .	Geography- Locational knowledge To explore the continents of the world To explore climates around the world. To gather information about Russia	Geography- Locational knowledge To learn the capital cities of European countries To research countries in Europe To identify the countries and capital cities in South America	Geography- Locational knowledge To identify the physical features of South America. To find out about the human features in South America Exit task
Music	Learning More about Musical Styles • To sing songs of different styles • To use breath control to sing a slow song • To follow a conductor's direction to control breathing • To use voices in different ways to suit the style of the song • To assess my learning using a quiz					

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PSHE Zone of Regulation	Creating wall posters of the zones Becoming familiar with the concept of the zones	Zones Bingo Increasing ability to identify our emotions	The Zones in Me Learning to identify the zones in ourselves	Me in the Zones Increasing awareness of how we feel	How do I feel? Understanding that different events change the way we feel	Caution! Triggers Ahead Managing trigger zones
RE How did Jesus and Buddha make people stop and think	What stories, sayings and events have really made us stop and think?	What is the challenge in the story of the Pharisee and the tax collector?	Why do some of Jesus' sayings still make people stop and think today?	How does Jesus' story of the widow's might make us think?	Who is the Buddha? What stories did the Buddha tell?	What stories, sayings and events can we use to make other people think?

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PE Athletics	To develop the sprinting technique and improve on your personal best.	To develop changeover technique in relay events.	To develop jumping technique in a range of approaches and take off positions.	To develop throwing for distance and accuracy.	To develop throwing for distance in a pull throw.	To develop officiating and performing skills.
Dance	To use straight pathways and clear changes in direction in a line dance.	To use canon and unison to make our line dance look interesting.	To use formations, canon and unison to make our line dance look interesting.	To remember, repeat and create actions around a theme.	To understand and use formations.	To structure a dance to represent a theme.
French Food, Glorious Food	The Very Greedy Dog 1 Appreciate stories, songs, poems and rhymes in the language in the context of food.	The Very Greedy Dog 2 Appreciate stories, songs, poems and rhymes in the language in the context of food.	Please May I Have? 1 Understand key features and patterns of basic grammar in the context of requesting something to eat.	Please May I Have? 2 Understand key features and patterns of basic grammar in the context of requesting something to eat.	Preferences 1 Understand key features and patterns of basic grammar in the context of stating preferences about food.	Preferences 2 Understand key features and patterns of basic grammar in the context of stating preferences about food.