	Elton Primary and Nursery School **Medium Term Overview**		Year Group: Year 3 Term: AUT 2 2026 Week Beg: 02.11.26			Topic Title: Water, water everywhere	
	Week 1 (03.11.25)	Week 2 (10.11.25)	Week 3 (17.11.25)	Week 4 (24.11.25)	Week 5 (01.12.25)	Week 6 (08.12.25)	Week 7 (15.12.25)
Learning Behaviour	Friendship						
Enrichment						Christmas- school Nativity	
S+L opps	Reading poems Role play in English	Role play for speech		Conscience alley	Retell the story		
Text	**Winters' Child by Angela McAllister** Ice Palace by Robert Swindells Outcome: Write a fantasy story based on a fable						
English Pathways to Write Autumn 2	**Winters' Child** M- INSET T- Finish poetry or comprehension W-S1- First part up to using commas between adjectives Th-s1- add prepositional phrases and then record as a class list poem and rehearse/ perform F- S2- first part	**Winters' Child** M- S2 second part- write sentences T- PART A W- PART B Th- S4- I DO WE DO modelled writing F- write their diary entry	**Winters' Child** M-S5 PART A T-S5 PART B W- Comprehension Th- S6 PART A F- S6 Part B (CONTINUE MONDAY)	**Winters' Child** M- Finish S6- writing their letter T-S7 W- S8 including conscience alley Thu- S7 from gradual release model writing, writing their letter Fr- S9 read to the end of the book and discuss and sort cards	**Winters' Child** M- S9- create their own character and write a description T- Reading test TH-S10- complete sense grid F- S10 modelled write/ pupils write theirs Th- S11 F- S12	**Winters' Child** M- SPAG test T- S11 investigate W- S12 plan Th/F- S13/14 Writing	**Winters' Child** M- edit writing T- comprehension W- green pen Th/F- work for journals
	Mastery Keys: • Use conjunctions and adverbs to express time, place and cause • Use 'a' or 'an' according to whether the next word begins with a vowel or consonant • In narratives, create characters, settings and plot • Use inverted commas to punctuate direct speech					**Poetry Keys:** • Use language with increasing effect: choices of nouns, adjectives and verbs, alliteration, repetition, rhyme	

	Writing outcome: To write a fantasy story based on a fable **Greater depth writing outcome:** To write a fantasy story from a different point of view				• Create own repeating patterns and use simple forms		
Reading Pathways to Read Autumn 2	**Ice Palace** by Robert Swindells						
	Monay- Inset Tuesday- Finish Benchmarking any children Wed- read for pleasure Thursday- start week 1 Friday- week 1	**Week 1** Ask questions to improve understanding Draw inferences (inferring characters' feelings, thoughts and motives from their actions) and justify with evidence	**Week 2** Ask questions to improve understanding Draw inferences (inferring characters' feelings, thoughts and motives from their actions) and justify with evidence	**Week 3** Discuss words and phrases that capture the reader's interest and imagination Draw inferences (inferring characters' feelings, thoughts and motives from their actions) and justify with evidence	**Week 4** Discuss words and phrases that capture the reader's interest and imagination Draw inferences (inferring characters' feelings, thoughts and motives from their actions) and justify with evidence	**Week 5** Discuss words and phrases that capture the reader's interest and imagination Draw inferences (inferring characters' feelings, thoughts and motives from their actions) and justify with evidence	**Week 6** Discuss words and phrases that capture the reader's interest and imagination Draw inferences (inferring characters' feelings, thoughts and motives from their actions) and justify with evidence
	Mastery Keys: • Ask questions to improve understanding • Draw inferences (inferring characters' feelings, thoughts and motives from their actions) and justify with evidence • Discuss words and phrases that capture the reader's interest and imagination						
Spelling Pathways to Spell Autumn 2	Word list – years 3 and 4	Adding –es to nouns and verbs ending in -y	Words with the /eɪ/ sound spelt ei, eigh or ey	Words with the /eɪ/ sound spelt ei, eigh or ey	assessments	Homophones and near-homophones	Personal spelling log
Maths White Rose: Addition and Subtraction Multiplication and Division	**<u>Addition and Subtraction</u>** M- inset T- 13- I do/ we do- whole class and paired- make a new worksheet: add two	**<u>Addition and Subtraction</u>** M- 15-I do/ we do- whole class and paired- make a new worksheet: subtract two	**<u>Addition and Subtraction</u>** M- 19 Complements to 100 T- 20 ESTIMATE W- 21 Inverse	**<u>Addition and Subtraction</u>** M- worksheet on an area they struggled with in test	**<u>Multiplication and Division</u>** M- 5- Sharing and grouping T-6- Multiply by 3 W- MATHS TEST 1/2	**<u>Multiplication and Division</u>** **<u>M8-</u>**The 3 times table T-9-Multiply by 4 W-10-Divide by 4 TH-11-The 4 times table	**<u>Multiplication and Division</u>** M- 13-Divide by 8 T-14- The 8 times table W-15- The 2, 4 and 8 times table

	numbers (across a 10) W-13 independent- Th- 14- add two numbers (across 100) F- mop- up TTRock and work with anyone struggling	numbers across as 10 T- 15 independent – subtract two numbers across as 10 W-16- subtract two numbers across 100 TH- 17 Add 2-digit and 3-digit numbers T- independent FR- 18 subtract 2- and 3 dig	Th- 22 Make decisions F- end of unit	**<u>Multiplication and Division</u>** T- 1-Multiplication – equal groups w-2-Use arrays TH-3-Multiples of 2 FR-4- Multiples of 5 and 10	TH- MATHS TEST 3 F- **<u>7</u>**Divide by 3	F-12-Multiply by 8	Th/F-Consolidation
	National Curriculum **Addition and Subtraction** Pupils should be taught to: • add and subtract numbers mentally, including: • a three-digit number and ones • a three-digit number and tens • a three-digit number and hundreds • add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction **Multiplication and Division** Pupils should be taught to: • recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods • solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects						

Science Animals including humans	**Food/the body** – recap bones and human skeletons	**Food/the body** Protecting our bones	**Food/the body** Muscles and joints – what are muscles	**Food/the body** Muscles and joints – What are joints?	**Food/the body** Muscles and joints – Make a muscle	**Food/the body** Quiz	**Food/the body** Revisit any areas needed- display work
	Animals including humans Pupils should be taught to: • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement.						
ICT Teach Computing – Stop Frame Animation	**Stop frame animation** – can I make a picture move?	**Stop frame animation** – Frame by frame	**Stop frame animation** – What's the story?	**Stop frame animation** – Picture perfect	**Stop frame animation** – Evaluate and make it great	**Stop frame animation** – Lights, camera, action/ quiz	E-safety lesson 2 Device-Free Moments (UK)
	• Select, use and combine a variety of software (including internet services) on a range of digital devices and create a range of programs systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.						
History	N/A						
Geography UK – regions, coasts and characteristics	**Autumn S7** - I can compare the physical and human geography of our region with other regions	**Autumn S8** I can explain the role of geology in making different coast lines	**Autumn S9** I can explain the human and physical geography of a region	**Autumn S10** I can explain the human and physical geography of a region	**Autumn S11** Extended writing plan	**Autumn S12** Extended writing write	**Autumn S12 Cont.** Extended writing present /Quiz
	Pupils should be taught to: • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • use the eight points of a compass • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied						
DT Digital World:					**Wearable Technology** L1-3	**Wearable Technology** L4-6 product concept, point of	

Wearable technology					Evaluate wearable technology, light up wearables, and programming	sales and focus group	
	Pupils should be taught to: • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products						
Art	N/A						
RE What is the Baha'i faith?	**Baha'i** What is the Baha'i faith?	**Baha'i** Who was the Bab?	**Baha'i** Who was Baha'u'llah?	**Baha'i** Why is Unity so important in the Baha'i Faith?	**Baha'i** How do Baha'i's pray and who do they worship?	**Baha'i** Is there a special place of worship for Baha'is?	End of topic quiz
PE	**Dance – Animals** Responding to stimuli, wild animals	**Dance - Animals** Responding to stimuli, wild animals	**Dance - Animals** Developing thematic dance into a motif	**Dance - Animals** Extending dance to create sequences with a partner	**Dance - Animals** Developing sequences with a partner	**Dance - Animals** Finalising our performance	**Dance - Animals** Performing for an audience
	Hockey Introduce dribbling: Keeping control	**Hockey** Introduce passing and receiving	**Hockey** Combine dribbling and passing to create space	**Hockey** Develop passing, receiving and dribbling	**Hockey** Introduce shooting	**Hockey** Level 1 tournament	**Hockey** Level 1 tournament and quiz
Music Reading rhymes – patterns and layers	L1 – keeping a beat	L2 – Crotchets, paired quavers and rests	L3 – playing minims	L4 – Writing rhythms	L4 – Writing rhythms	L5 – performing rhythms	L5 /6– quiz
French Calendar and	L1 – I can say and write some colours linked to fireworks	L2 – I can say and write some days of the week	L3 – I can remember days of the week in French	L4 – I can understand some moths of the year in French	L5 – I can read and write dates in French	L6 – I can remember months and learn about how	End of topic quiz

celebrations (Primary Languages Network-online)						Christmas in celebrated in France	
myHappymind Celebrate **(online)**	**Celebrate L1**	**Celebrate L2**	**Celebrate L3**	**Celebrate L4**	**Celebrate Survey**	Happy breathing/ journaling	Happy breathing/journaling