

 **Medium Term Planning: Year 3 - Autumn 1 and 2 - Stone Age**

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| **English** | **Maths** | **Science**  | **History** |
| **Fiction (Leon and the Place Between) *Fantasy narrative*****1 –** To write for effect (I can describe settings, to engage the reader)**2 -** To use word classes accurately (I can identify and use verbs)**3 -** To use word classes accurately (I can modify word classes)**4, 5 –** To write for effect (I can use noun phrases and adverbial phrases)**6, 7-** To comprehend (I can draw inferences from reading, such as inferring characters feelings, thoughts and motives from their actions)**8 –** To comprehend (I can recall and summarise main ideas)**9 -** To punctuate accurately(I can begin to use commas after fronted adverbials)**10 –** To write for effect(I can use conjunctions to express cause and effect)**11 -** To use word classes accurately (I can use prepositions to mark place or time)**12 -** To discuss, question and justify (I can predict)**13 -** To write for effect(I can use conjunctions to express cause and effect and conjunctions that signal time, shift attention, inject suspense and shift the setting)**14 -** To write for a purpose (I can plan, write, edit and improve)**15 -** To write for a purpose (I can write purposefully)**Fiction (The Heart and the Bottle) *Dilemma narrative*****1-** To discuss, question and justify (I can justify inferences with evidence)**2 -** To read fluently and accurately (I can read further exception words noting the spellings)**3 -** To use word classes accurately (I can form nouns using prefixes)**4 -** To write for effect (I can experiment with synonyms and antonyms)**5 -** To write for effect(I can identify and use adjectives to create impact)**6 -** To write for effect (I can describe characters, to engage the reader)**7 -** To comprehend (I can recall and summarise main ideas)**8, 9 -** To use word classes accurately (I can modify word classes)**10 -** To write for effect(I can use conjunctions to express cause and effect)**11 -** To write for a purpose (I can plan, write, edit and improve)**12 -** To organise my writing (I can use present and past tense correctly and consistently including progressive and perfect forms)**13 -** To use word classes accurately (I can identify and use adverbs to add detail)**14 -** To use word classes accurately (I can identify and use verbs including imperatives and modals)**15 -** To organise my writing(I can use paragraphs and begin to organise them around a theme)**16 -** To write for effect (I can make relevant word choices)**17 -** To write for a purpose (I can plan, write, edit and improve)**Autumn 2****Fiction (The BFG) *Fantasy narrative*****1 –** To write for effect (I can describe characters, to engage the reader and I can use noun phrases)**2 –** To use word classes accurately (I can identify and use nouns, verbs, adjectives and adverbs)**3 –** To use word classes accurately (I can modify word classes)**4 –** To write for effect (I can begin to identify and use figurative language e.g. similes)**5 –** To write for effect (I can use commands effectively)**6 –** To read fluently and accurately(I can apply a growing knowledge of root words, prefixes and suffixes)**7 –** To write for effect (I can experiment with synonyms and antonyms)**8 –** To discuss, question and justify (I can justify inferences with evidence)**9 –** To punctuate accurately (I can begin to use commas after fronted adverbials)**10 –** To comprehend (I can recall and summarise main ideas)**11 -** To write for effect (I can use adverbial phrases)**12 –** To write for effect (I can use conjunctions that signal time, shift attention, inject suspense and shift the setting and I can use adverbial phrases)**13 –** To vary sentence structure (I can begin to use relative clauses to add detail)**14 –** To write for effect (I can use conjunctions that signal time, shift attention, inject suspense and shift the setting)**15 -** To write for a purpose (I can plan, write, edit and improve)**Fiction (The Tear Thief) *Letter*****1 –** To communicate (I can listen to and respond appropriately to adults and peers)**2 –** To use word classes accurately (I can identify and use verbs including imperatives and modals)**3 –** To write for effect (I can begin to identify and use figurative language e.g. alliteration, similes, metaphors, personification)**4 –** To use word classes accurately(I can use the perfect form of verbs to mark relationships of time and cause) To read fluently and accurately (I can prepare poems and plays to read aloud with expression, volume, tone and intonation)**5 –** To discuss, question and justify(I can discuss words and phrases that capture the imagination)**6 –** To communicate (I can consider and evaluate different viewpoints, attending to and building on the contributions of others) To punctuate accurately (I can use apostrophes for possession) To write for effect (I can use conjunctions to express cause)**7 –** To write for effect (I can use statements, questions, exclamations and commands effectively)**8 –** To use word classes accurately(I can use the perfect form of verbs to mark relationships of time and cause)**9, 10 –** To punctuate accurately (I can use apostrophes for possession) To write for effect (I can use conjunctions to express cause)**Fiction (The Tin Forest) *Information Poster*****1 –** To write for effect (I can use noun phrases)**2 –** To comprehend (I can draw inferences from reading)**3 –** To use word classes accurately (I can identify and use verbs including imperatives and modals)**4 –** To write for effect(I can use conjunctions that signal time, shift attention, inject suspense and shift the setting)**5 –** To use word classes accurately(I can use the perfect form of verbs to mark relationships of time and cause)**6 –** To read fluently and accurately(I can apply a growing knowledge of root words, prefixes and suffixes)**7 –** To write for effect (I can use conjunctions to express cause)**8 –** To use word classes accurately (I can identify nouns and I can use prepositions to mark time or place)**9 –** To write for effect (I can make relevant word choices)**10 -** To write for a purpose (I can write purposefully)**11 –** To write for a purpose (I can plan, write, edit and improve) | **Place Value**To know and use numbersCounting – I can count in multiples of 10, 50 and 100.I can find 1000 more or less than a given number.Representing – I can identify, represent and estimate numbers using different representations.Comparing – I can order and compare numbers beyond 1000. Place Value – I can recognise the place value of each digit in a four-digit number. (thousands, hundreds, tens, and ones)Solving Problems – I can solve number and practical problems with increasingly large positive numbers. **Addition and Subtraction**To know and use numbersRepresenting – I can identify, represent and estimate numbers using different representations.Place Value – I can round any number to the nearest 10, 100 or 1000.Solving Problems – I can solve number and practical problems with increasingly large positive numbers. To add and subtractComplexity – I can solve two-step addition and subtraction problems in contexts, deciding which operations and methods to use and why. Methods – I can add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.I can add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds.Checking – I can estimate and use inverse operations to check answers to a calculationUsing number facts – I can solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction. **Multiplication and Division**To know and use numbersCounting – I can count in multiples of 2 to 9. To multiply and divideComplexity – I can solve problems involving multiplying and dividing, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems (such as n objects are connected to m objects). Methods – I can multiply two-digit and three-digit numbers by a one-digit number using formal written layout.I can use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.I can recognise and use factor pairs and commutativity in mental calculations.Checking – I can recognise and use the inverse relationship between multiplication and division and use this to check calculations and solve missing number problems. Using multiplication and division facts – I can recall multiplication and division facts for multiplication tables up to 12 x 12.  | **What is different about the food chains from Stone Age times, compared to food chains you would typically find now?****What microhabitats and food chains can be found in our local area?****What happens if an animal is removed from a food chain?**To understand animals and humans (Biology)I can identify that animals, including humans need the right types and amounts of nutrition and that they cannot make their own food – getting nutrition from what they eat.I can construct and interpret a variety of food chains, identifying producers, predators and prey.To work scientifically I can ask relevant questions**Which rocks had the best qualities and features for different Stone Age activities?****What were the best Stone Age tools made out of?** **How were these rocks formed?**To investigate materials (Chemistry)I can compare and group different kinds of rocks based on simple physical properties.I can relate the properties of rocks to their formation – igneous or sedimentary.To work scientifically I can ask relevant questionsI can set up simple practical enquiries and fair testsI can make accurate measurements**What affects sound and how sound is made?****How do we hear?** **How did people in the Stone Age make music?**To investigate sound and hearing (Physics)I can identify how sounds are made, associating them with something vibrating.I can recognise that vibrations from sounds travel through a medium to the ear.To work scientifically I can ask relevant questionsI can set up simple practical enquiries and fair testsI can make accurate measurementsI can record my findings using simple language, drawings, labelled diagrams, bar charts and tables | **When was the Stone Age? How does it get its name?****What came before and after the Stone Age? How did the Bronze Age/Iron Age replace the Stone Age?** **What evidence is there of the Stone Age?**To communicate historically I can use appropriate historical vocabulary including dates, time periods, era, change and chronologyTo build an overview of world history I can describe changes that have happened in Britain from ancient timesTo investigate and interpret the past I can use evidence to ask questions and find answers to those questions about the pastI can suggest suitable sources of evidence for historical enquiries**How did early man survive in the Stone Age?** **What did they eat?** **What did they wear?****Where did they live?** **What religion or rituals did they follow?**To investigate and interpret the past I can use evidence to ask questions and find answers to those questions about the pastI can suggest suitable sources of evidence for historical enquiriesTo build an overview of world history I can describe changes that have happened in Britain from ancient times**What was Lincolnshire like in the Stone Age?**To build an overview of world history I can describe changes that have happened near the school throughout historyTo communicate historically I can use appropriate historical vocabulary including dates, time periods, era, change and chronologyI can use English, Maths and ICT skills to communicate information about the past |

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| Geography | Art | Design | Computing | MFL | RE | PSHE | Music |
| **What evidence is there of the Stone Age?**To investigate places I can use maps, atlases, globes and digital computer mapping to locate countries and describe featuresTo communicate geographically I can use the eight points of a compass to communicate knowledge of the UK**What are the human and physical features of Stone Age sites?**To investigate places I can ask and answer geographical questions about the physical and human characteristics of a location**Why were some Stone Age sites near rivers and hills?**To investigate places I can name and locate countries and cities of the UK and their identifying human and physical characteristics e.g. cities, hills, mountains, rivers, key topographical features and land use patterns; and understand how some of these things have changed over timeTo communicate geographically I can describe key physical featuresRivers, mountains, volcanoes, earthquakes and water cycleI can describe key human featuresSettlements and land use**What are the main features of a river? How has the river Slea changed over time?**To communicate geographically I can describe key physical featuresRivers, mountains, volcanoes, earthquakes and water cycleTo investigate places I can use fieldwork to observe and record the human and physical features in the local area using a range of methodsTo investigate patterns I can describe how the locality of the school has changed over time**Are there any Stone Age sites locally?**To investigate places I can use fieldwork to observe and record the human and physical features in the local area using a range of methodsTo investigate patterns I can describe how the locality of the school has changed over timeTo communicate geographically I can use the eight points of a compass to communicate knowledge of the UK | **How did people in the Stone Age create art? How can you replicate this?**To print I can use layers of two or more coloursI can make printing blocksI can make precise repeating patterns**How can you use real life images to create a piece of art?**To print I can replicate patterns observed in natural or built environmentsTo use digital media I can create images, video and sound recordings and explain why they were created**How can you replicate patterns observed in nature into a piece of art?**To print I can replicate patterns observed in natural or built environmentsTo collage I can select and arrange materials for a striking effectI can use coiling, overlapping, tessellation, mosaic and montage. | **What were the best Stone Age tools made out of? Can you create a replica of what Stone Age people may have used?**To master practical skills with construction I can choose suitable techniques to construct products or to repair themI can strengthen materials using suitable techniquesTo master practical skills with materials I can cut materials accurately and safely by selecting the appropriate toolsI can measure and mark to the nearest mmI can apply appropriate cutting and shaping techniquesI can select appropriate joining techniques**What were Stone Age homes made of? Can you make a replica of what they may have lived in?**To master practical skills with construction I can choose suitable techniques to construct products or to repair themI can strengthen materials using suitable techniquesTo master practical skills with materials I can cut materials accurately and safely by selecting the appropriate toolsI can measure and mark to the nearest mmI can apply appropriate cutting and shaping techniquesI can select appropriate joining techniques | **Can you create a Stone Age character game, bringing cave art to life?**To code I can specify conditions to trigger eventsI can use IF and THEN conditions**How can we use technology to help us to identify different rock types?**To collect I can devise and construct databases**How can we communicate our learning and findings? What information can be shared and what shouldn’t be shared?**To connect I can use features of applications to communicate messages professionally | **French**To listen attentively to spoken language and show understanding by joining in and responding I can repeat modelled wordsI can listen and show understanding of single words through physical responseI can repeat modelled short phrasesI can listen and show understanding of short phrases through physical responseTo explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of wordsI can listen and identify specific words in songs and rhymes and demonstrate understandingI can listen and identify specific phrases in songs and rhymes and demonstrate understandingTo engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help I can recognise a familiar question and respond with a simple rehearsed responseI can ask and answer a simple and familiar question with a responseI can express simple opinions such as likes, dislikes and preferencesI can ask and answer at least two simple and familiar questions with a responseTo speak in sentences using familiar vocabulary, phrases and basic language structuresI can name objects and actions and link words with a simple connectiveI can use familiar vocabulary to say a short sentence using a language scaffoldI can speak about everyday activities and interestsI can refer to recent experiences or future plansTo develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrasesI can identify individual sounds in words and pronounce accurately when modelledI can start to recognise the sound of some letter strings in familiar words and pronounce when modelledI can adapt intonation to ask questions or give instructionsI can show awareness of accents, elisions and silent lettersTo present ideas and information orally to a range of audiencesI can name nouns and present a simple rehearsed statement to a partnerI can present simple rehearsed statements about myself, objects or people to a partnerI can present ideas and information in simple sentences using familiar and rehearsed language to a partner or small group of peopleTo appreciate stories, songs, poems and rhymes in the languageI can join in with actions to accompany familiar songs, stories and rhymesI can join in with words of a song or storytellingTo broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionaryI can use strategies for memorisation of vocabularyI can make links with English or known language to work out the meaning of new wordsI can use context to predict the meaning of new wordsI can begin to use a bilingual dictionary to find the meaning of individual words in French and EnglishTo write phrases from memory and adapt these to create new sentences to express ideas clearlyI can write single familiar words from memory with understandable accuracyI can write familiar short phrases from memory with understandable accuracyI can replace familiar vocabulary in short phrases written from memory to create new short phrasesTo read carefully and show understanding of words, phrases and simple writingI can read and show understanding of familiar single wordsI can read and show understanding of simple phrases and sentences containing familiar wordsTo describe people, places, things and actions orally and in writingI can say or write simple familiar words to describe people, places, things and actions using a modelI can say or write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffoldI can say or write one or two short sentences that may contain an adjective to describe people, places, things and actions To understand basic grammar appropriate to the language being studied including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instances, to build sentences; and how these differ from or are similar to English. | **What do Christians believe about God?**To explore what Christians believe about GodI can discuss how symbols in the bible help Christians relate to GodI can discuss what symbols in the story of Jesus’ baptism reveal about the nature of GodI can explore what visual symbols and symbolic acts can be seen in a Christian churchI can explore how language within worship expresses Christian beliefs | **1. Being me in my world**Being me in my worldI recognise my worth and can identify positive things about myself and my achievementsI can set personal goalsI can face new challenges positively, make responsible choices and ask for help when I need itI understand why rules are needed and how they relate to rights and responsibilitiesI understand that my actions affect myself and others and I care about other people’s feelingsI can make responsible choices and take actionI understand my actions affect others and try and see things from their point of view**2. Celebrating difference**Celebrating differenceI understand that everybody’s family is different and important to themI understand that differences and conflicts sometimes happen among family membersI know what it means to be a witness to bullying and how witnesses can make a situation better or worse by what they doI recognise that some words are used in hurtful waysI can tell you about a time when my words affected someone’s feelings and what the consequences were | **Was there music in the Stone Age?** **How did Stone Age people make music?** **What were there instruments made out of?****1. Let your spirit fly****2. Glockenspiel (1)**To listen and AppraiseI know 5 songs from memory and who sang/wrote them.I know the style of 5 songs.I can choose one song and am able to talk about: Lyrics and what the song is about; the musical dimensions and where they are used- texture, dynamics, tempo, rhythm and pitch; identify the main sections of the song and name some of the instruments used.To play musical gamesI know how to find and demonstrate the pulse.I can explain the difference between pulse and rhythm.I understand how pulse, rhythm and pitch work together to create a song.I know that every piece of music has a pulse and a steady beatI know the difference between a musical question and an answerTo singI know and am able to talk about: I know that singing in a group can be called a choir; I know that the leader or conductor is a person that the choir group follow; I know that songs can make you feel different things I know why you must warm up your voice.To play.I know and am able to talk about the instruments used in class.To improvise.I know and can talk about improvisation: I can make up my own tunes on the spot; I can create tunes that have never been heard before; I understand that using one or two notes confidently is better than using five I understand that if I improvise using the notes I am given, I cannot make a mistake.To composeI know and am able to talk about: I know that a composition is music that is created by me and kept in some way. I know that it’s like writing a story. I know that a composition can be played or performed again to my friends.To performI understand that performing is sharing music with other people- an audienceI understand a performance doesn’t have to be a drama. It can be to one person or to each other. I can sing and rap words clearly and play with confidence.I know that a performance involves communicating feelings, thoughts and ideas about the song/music. |