

**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 numbers  Counting –  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 numbers  Representing –  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 subtract  Complexity –  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 calculation  Using 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 numbers  Counting –  I can count in multiples of 2 to 9.  To multiply and divide  Complexity –  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 questions I can set up simple practical enquiries and fair tests I 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 questions I can set up simple practical enquiries and fair tests I can make accurate measurements I 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 chronology  To build an overview of world history  I can describe changes that have happened in Britain from ancient times  To investigate and interpret the past  I can use evidence to ask questions and find answers to those questions about the past  I 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 past  I can suggest suitable sources of evidence for historical enquiries  To 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 history  To communicate historically  I can use appropriate historical vocabulary including dates, time periods, era, change and chronology  I 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 features  To 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 time  To communicate geographically  I can describe key physical features  Rivers, mountains, volcanoes, earthquakes and water cycle  I can describe key human features  Settlements 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 features  Rivers, mountains, volcanoes, earthquakes and water cycle  To investigate places  I can use fieldwork to observe and record the human and physical features in the local area using a range of methods  To 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 methods  To investigate patterns  I can describe how the locality of the school has changed over time  To 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 colours  I can make printing blocks  I 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 environments  To 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 environments  To collage  I can select and arrange materials for a striking effect  I 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 them  I can strengthen materials using suitable techniques  To master practical skills with materials  I can cut materials accurately and safely by selecting the appropriate tools  I can measure and mark to the nearest mm  I can apply appropriate cutting and shaping techniques  I 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 them  I can strengthen materials using suitable techniques  To master practical skills with materials  I can cut materials accurately and safely by selecting the appropriate tools  I can measure and mark to the nearest mm  I can apply appropriate cutting and shaping techniques  I 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 events  I 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 words  I can listen and show understanding of single words through physical response  I can repeat modelled short phrases  I can listen and show understanding of short phrases through physical response  To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words  I can listen and identify specific words in songs and rhymes and demonstrate understanding  I can listen and identify specific phrases in songs and rhymes and demonstrate understanding  To 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 response  I can ask and answer a simple and familiar question with a response  I can express simple opinions such as likes, dislikes and preferences  I can ask and answer at least two simple and familiar questions with a response  To speak in sentences using familiar vocabulary, phrases and basic language structures  I can name objects and actions and link words with a simple connective  I can use familiar vocabulary to say a short sentence using a language scaffold  I can speak about everyday activities and interests  I can refer to recent experiences or future plans  To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases  I can identify individual sounds in words and pronounce accurately when modelled  I can start to recognise the sound of some letter strings in familiar words and pronounce when modelled  I can adapt intonation to ask questions or give instructions  I can show awareness of accents, elisions and silent letters  To present ideas and information orally to a range of audiences  I can name nouns and present a simple rehearsed statement to a partner  I can present simple rehearsed statements about myself, objects or people to a partner  I can present ideas and information in simple sentences using familiar and rehearsed language to a partner or small group of people  To appreciate stories, songs, poems and rhymes in the language  I can join in with actions to accompany familiar songs, stories and rhymes  I can join in with words of a song or storytelling  To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary  I can use strategies for memorisation of vocabulary  I can make links with English or known language to work out the meaning of new words  I can use context to predict the meaning of new words  I can begin to use a bilingual dictionary to find the meaning of individual words in French and English  To write phrases from memory and adapt these to create new sentences to express ideas clearly  I can write single familiar words from memory with understandable accuracy  I can write familiar short phrases from memory with understandable accuracy  I can replace familiar vocabulary in short phrases written from memory to create new short phrases  To read carefully and show understanding of words, phrases and simple writing  I can read and show understanding of familiar single words  I can read and show understanding of simple phrases and sentences containing familiar words  To describe people, places, things and actions orally and in writing  I can say or write simple familiar words to describe people, places, things and actions using a model  I can say or write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold  I 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 God  I can discuss how symbols in the bible help Christians relate to God  I can discuss what symbols in the story of Jesus’ baptism reveal about the nature of God  I can explore what visual symbols and symbolic acts can be seen in a Christian church  I can explore how language within worship expresses Christian beliefs | **1. Being me in my world**  Being me in my world  I recognise my worth and can identify positive things about myself and my achievements  I can set personal goals  I can face new challenges positively, make responsible choices and ask for help when I need it  I understand why rules are needed and how they relate to rights and responsibilities  I understand that my actions affect myself and others and I care about other people’s feelings  I can make responsible choices and take action  I understand my actions affect others and try and see things from their point of view  **2. Celebrating difference**  Celebrating difference  I understand that everybody’s family is different and important to them  I understand that differences and conflicts sometimes happen among family members  I know what it means to be a witness to bullying and how witnesses can make a situation better or worse by what they do  I recognise that some words are used in hurtful ways  I 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 Appraise  I 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 games  I 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 beat  I know the difference between a musical question and an answer  To sing  I 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 compose  I 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 perform  I understand that performing is sharing music with other people- an audience  I 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. |