Critical Enquiry Question:
How did life in Britain change throughout The Stone Age?
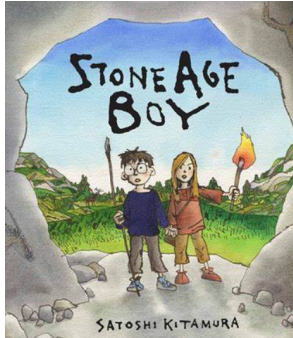
End of Unit Assessment Activity:
Non-fiction writing piece about life in The Stone Age.

Year Group: 3 Term: 1 & 2	Curriculum focus: History – The Stone Age

Wow moments:
Visit from Stone Age production company.
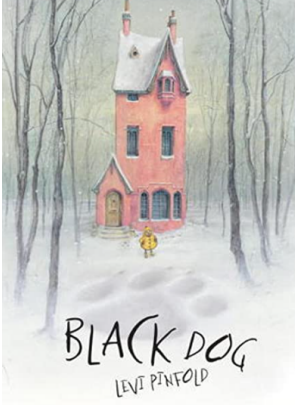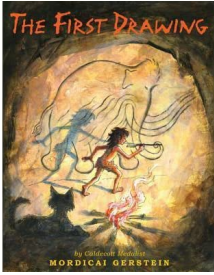
Term 1

	Week 1/ 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	*First 4 days (Week 1):* To build descriptive language. To build descriptive sentences. To write descriptively. To explore descriptive words. *Week 2:* To use evidence to make inferences. To construct prepositional phrases. To use prepositions to show place. To explore characters through role play. To use inverted commas around dialogue.	To create expanded noun phrases. To use expanded noun phrases. PPA To identify adverbials. To use adverbials within a sentence.	To build vocabulary to develop tension. To create tension and suspense. To sequence events in chronolgcial order. To use prepositions to express time. To build rich and varied vocabulary.	To sequence events. To plan for writing. To write a narrative. (Opening – fronted adverbials/ prepositions). To write a narrative. (Build up – expanded noun phrases).	To write a narrative. (Problem – tension and suspense). To write a narrative. (Solution/ ending). To edit and improve. Publish writing. To identify the features of non-fiction writing.	To use sub-headings. To use paragraphs. To use the features of non-fiction writing. To publish writing.
Reading	*First 3 days (Week 1):* Pobble 365 image – observe, wonder, infer. Pobble 365 image and text starter – retrieval questions. *Week 2:* The Survivor – Alison Donald Read and discuss. Retrieval, Vocabulary, Infer	Literacy Shed Clip – The Catch Infer, Retrieval, Vocabulary	L.I. To read and discuss an unfamiliar text. L.I. To summarise key events as a paragraph. L.I. To understand the meaning of words in context. L.I. To retrieve information from a text.	Wild by Emily Hughes L.I. To be able to use a range of reading skills. (observe, wonder and infer) L.I. To make inferences about a character's thoughts and feelings. L.I. To retrieve information from a text.	Poetry: I wake up/ End of the word – Michael Rosen Explain, Vocabulary, Infer, Summarise	Arthur's Sword – Sophie McKenzie Infer, Retrieval, Vocabulary
Maths **Place Value and Number (addition and subtraction)**	*First 4 days (Week 1):* LI: **Place value** and presentation expectations LI: Represent numbers to 100 LI: Partition numbers to 100 LI: Number line to 100 *Week 2:* LI: Hundreds	*L.I. Find 1, 10 or 100 more or less* *L.I. Number line to 1,000* **PPA** *LI: Estimate on a number line to 1,000* *L.I. To compare numbers to 1000.* .	L.I. To order numbers to 1000. LI: To count in 50's (+ Assessment B) **Addition and Subtraction** LI: To add number bonds within 10 LI: To add and subtract 1's LI: To add and subtract 10's	LI: To add and subtract 100's LI: To spot the pattern **PPA** LI: To add 1's across a 10 LI: To ad 10's across a 100	LI: To subtract 1's across a 100 LI: To subtract 10's across a 100 LI: Make Connections LI: Add 2 numbers (no exchange) LI: To subtract 2 numbers (no exchange)	LI: To add 2 numbers (across a 10) LI: To add 2 numbers (across a 100) **PPA** LI: To subtract 2 numbers (across a 10) To subtract 2 numbers (across a 100)

	L.I. Represent numbers to 1000 L.I. Partition numbers to 1000 L.I. Flexible partitioning of numbers to 1000 L.I. Hundreds, tens and ones					
Science Rocks and soil	To explore the formation and properties of igneous rocks. To explore the formation and propertiespf sedimentary and metamorphic rocks.	To explore weathering and the suitability of rocks for different purposes.	To explore how water contributes to the weathering of rocks.	To understand how fossils are formed.	To explore different types of soil.	End of unit test.
History The Stone Age	LI: To place events on a timeline in chronological order. LI: To explore what homes were like in the early Stone Age. Check Point When was The Stone Age? Why are artefacts important?	LI: To understand what a Stone Age settlement was like. Check Point How were Stone Age houses different to those today?	LI: To explore how tools supported life in The Stone Age.	LI: To identify how permanent settlements developed Check Point What do Stone Age artefacts tell us about the lives of early settlers?	LI: To identify what sources can tell us about a period in history. Check point Explain the change from hunter-gatherer to permanent settlers.	LI: To explore theories about Stonehenge.
Art Stone Age	To know primary and secondary colours. To explore tone. To explore the use of chalk, charcoal and earthy tones.	To use natural pigmentations (handprints).	To create images from observations. (animals and people)	To identify the Beaker style of pottery made during The Bronze Age. (Design)	To identify the Beaker style of pottery made during The Bronze Age. (Make)	To identify the Beaker style of pottery made during The Bronze Age. (Paint)
Music	Begin to learn the song *I've been to Harlem*. Listen carefully to melodic shape, representing pitches using body ladder actions. Listen to *Tongo*; compare two different versions. Recap singing the song *I've been to Harlem* and show shape of tune with voices. Listen to, and talk about, two pieces that use the pentatonic scale: *Tongo* and 'Morning mood' from *Peer Gynt Suite No. 1*. Make up accompaniment with pentatonic scale.	Practise *I've been to Harlem*. Practise a steady beat. Learn the melody of *Tongo*. Sing *Tongo* in call-and-response holding notes at end of phrases for the full length. Progression snapshot 1. Practise singing *I've been to Harlem*, from memory and unaccompanied. Invent three-note melodic ostinati to accompany *I've been to Harlem*. Play an ostinato, note cluster chord together with singing.		Learn a series of rhythms using a plastic cup to play along with *I've been to Harlem*. Keep beat using 'prop' cup. Practise body percussion patterns to *Born to be wild*. Invent melodic and rhythmic accompaniments to *I've been to Harlem*. Perform the song in unison, as round, with accompaniment.		Learn a series of rhythms using a plastic cup to play along with *I've been to Harlem*. Keep beat using 'prop' cup. Practise body percussion patterns to *Born to be wild*. Invent melodic and rhythmic accompaniments to *I've been to Harlem*. Perform the song in unison, as round, with accompaniment.

Computing	To understand the school's expectations relating to hardware/internet usage To give examples of what bullying is and how bullying on line can make someone feel	To understand the basic language of coding To be able to sequence precise instructions	Revision To understand different types of input To understand the role of buttons	Sequence and Animation LI: To understand that a sequence is a set of actions that happen in a particular order. You can program a sequence by putting blocks of code together in the order that you would like them to happen.	Conditional Events Learn to code with 'if statements', which select different pieces of code to execute depending on what happens to other objects.	Conditional Events LI To understand that sometimes we need the computer to make a decision about whether or not to carry out an instruction. We can do this by telling it to execute code if, or when, a certain condition is met.
RE	Lesson 1 Theme: The Amrit Ceremony and the Khalsa (Sikhism) Question: Does joining the Khalsa make a person a better Sikh? To understand what it means to belong	Lesson 2 and 3 Theme: The Amrit Ceremony and the Khalsa (Sikhism) Question: Does joining the Khalsa make a person a better Sikh? To explore the Sikh ceremony	Lesson 4 Theme: The Amrit Ceremony and the Khalsa (Sikhism) Question: Does joining the Khalsa make a person a better Sikh? To explore the Sikh joining ceremony	Lesson 5 Theme: The Amrit Ceremony and the Khalsa (Sikhism) Question: Does joining the Khalsa make a person a better Sikh? To consider reasons for joining the Khalsa	Lesson 6 Theme: The Amrit Ceremony and the Khalsa (Sikhism) Question: Does joining the Khalsa make a person a better Sikh? To express views on joining a group	
PSHE	LI: To recognise my worth and positive things about myself.	LI: To face new challenges positively, To make responsible choices, To ask for help when I need it	LI: To understand why rules are needed and how they relate to rights and responsibilities.	LI: To understand that my actions affect myself and others and I care about other people's feelings.	LI: To make responsible choices and take action.	LI: To understand my actions affect others and try to see things from their points of view
PE	Indoor – Gymnastics Outdoor – Tag rugby	Indoor – Gymnastics Outdoor – Tag rugby	Indoor – Gymnastics Outdoor – Tag rugby	Indoor – Gymnastics Outdoor – Tag rugby	Indoor – Gymnastics Outdoor – Tag rugby	Indoor – Gymnastics Outdoor – Tag rugby
Spellings	list 1 – 'ow' in middle of words	list 2 – u spelled 'ou'	list 3 – i spelled with a 'y'	list 4 – word endings 'sure'	list 5 – word endings 'ture'	list 6 Challenge words
French	Introduction to the Francophone world and French as a subject on the curriculum.	Learn how to say 'hello', 'goodbye', as well as ask and answer the question 'how are you?' in French.	Consolidate all vocabulary taught in the previous lesson and progress to learning how to ask and answer the question 'what is your name?' in French	Learn how to recognise, recall and spell numbers 1-10 in French	Learn how to recognise, recall and spell ten different colours in French with the aim of using this knowledge to say what their favourite colour is by the end of the lesson.	Revise and consolidate all language covered in the unit and complete the end of unit assessment.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7
English	Black Dog To use different types of noun. To make inferences and justify using evidence. PPA To begin to use inverted commas around direct speech. To use prepositions for place.	To identify and use apostrophes for contractions To use inverted commas to punctuate direct speech To use adjectives to expand noun phrases To make precise verb choices for effect To use fronted adverbials for cohesion	To use book talk to support my views To plan the main events of a story based on a known structure PPA To write an effective opening for my story To write the build-up and dilemma for my story	Assessment week To write the resolution and ending for my story To edit writing for cohesion (Opportunity for publishing)	The First Drawing To infer meaning using illustrations To use modal verbs to explore and imagery scenario PPA To identify regular and irregular plurals To identify how exclamatory and interrogative sentences can be used for effect	To know the difference between possession and omission To empathise with and infer feelings of a character within a story To make connections and comparisons within the text To select and sequence key events in a narrative To use a variety of grammatical and compositional features to retell a narrative To edit the choice of verbs to add detail and avoid repetition (Opportunity for publishing) PPA Stone Age workshop
Maths	**Addition and subtraction cont** LI: Add 2-digit and 3-digit numbers L.I. Subtract a 2-digit number from a 3-digit number PPA L.I. Complements to 100 L.I. Estimate answers	LI: Inverse operations L.I. Make decisions L.I. Assessment B **Multiplication** L.I. multiplication - equal groups L.I. Use arrays	LI: Multiplies of 2 L.I. Multiples of 5 and 10 PPA L.I. Sharing and Grouping L.I. Children in Need problem solving	Assessment Week	LI: Multiply by 3 L.I. Divide by 3 PPA L.I. 3 times table L.I. Multiply by 4	**Week 6** L.I. Divide by 4 LI: 4 times table L.I. Multiply by 8 L.I. Divide by 8 L.I. 8 times table **Week 7** LI: Christmas Performance day LI: The 2, 4 and 8 times tables + assessment B PPA L.I. Stone Age Day L.I. Christmas Problem-solving
Science	**Plants** To compare the effect of different factors on plant growth	To describe the functions of different parts of a flowering plant and how they are used in photosynthesis	To investigate the way in which water is transported within plants	To explore the part that flowers play in the life cycle of flowering plants	To understand the pollination process and the ways in which seeds are dispersed	To compare the effect of different factors on plant growth
Reading	Literacy Shed **The Gunpowder Plot** .The Plotters (NF) .Gareth The Guard (F) LI: To be able to retrieve and record information. LI: To infer a character's thoughts and feelings LI: To explain the meaning of a word in context	Literacy Shed **Remembrance Day** . World War One facts (NF) . The Armistice (NF) . Remembrance Day Service (F) LI: To identify and explain how information contributes to meaning LI: To retrieve and record information from non-fiction	Literacy Shed – **Poetry** . A Dodo's Message . Ocean Rhyming LI: To be able to retrieve and record information. LI: To infer a character's thoughts and feelings LI: To explain the meaning of a word in context	Literacy Shed **The Stone Age** . Krag and the Beast (F) . Food (NF) LI: To be able to retrieve and record information. LI: To explain and to justify LI: To retrieve and record information from non-fiction	**Christmas Poetry** LI: To explain the meaning of a word in context LI: To infer characters thoughts and feelings LI: To identify how language, structure & presentation contribute to meaning X2	**Christmas** LI: To retrieve and record information from non fiction LI: To explain and justify with evidence from the text. LI: To make meaning from new and unfamiliar words. LI: To make meaning from new and unfamiliar words. LI: to be able to summarise ideas

Term 2

	LI: To compare and contrast one text to another	LI: To infer a character's thoughts and feelings PPA	LI: To compare and contrast one text to another	PPA		LI: To identify and retrieve key details from a short film.
History The Stone Age	LI: To understand the impact of climate on a way of life. Checkpoint Quiz (6 questions based on Term 1)	LI: To explain how life changed throughout The Stone Age.	LI: To identify how the discovery of bronze led to significant changes in society. Climate Change Check Point	LI: To understand Bronze Age burials. Checkpoint How is bronze made?	LI: To identify what life was like in The Iron Age. Checkpoint Comparing the stone age with the bronze age	LI: To explore conflict during The Iron Age. History Work Shop. Dec 14th
DT			L.I. To investigate mechanical systems	L.I. To make mechanical systems that use levers and linkages.	L.I. To develop design criteria to design a product. To develop a prototype product.	L.I. To produce a product that uses working levers and linkages. L.I. To evaluate my product.
Music	L.I.To sing action songs with actions		L.I. To play stepwise melodic phrases at different speeds		L.I. To listen for musical ingredients in Funk music	L.I. To compose with a beginning, a middle and an end
Computing	Internet Safety Lessons Focus Area: Self-image and identity LI: How online, someone's identity can be different in real life Online Gaming- Focus on who to play with- Online/offline friends Gaming- Online Purchases Plan it (Year 3) Lesson 3- To Buy or Not to Buy	Computer Science Conditional Events Sometimes we need the computer to make a decision about whether or not to carry out an instruction. We can do this by telling it to execute code if, or when, a certain condition is met. Program a spaceship through a maze so that it stops at walls. Keep a car on track by changing its direction if it hits a colour. Make eggs disappear and reappear in random places. Use a hit event to control more than one object at a time.	Touch Typing Unit 3.4 Purplemash To introduce typing termionology To understand the correct way to sit at a keyboard To learn how to use home, top and bottom row keys	Touch Typing Unit 3.4 Purplemash To practise and improve typing for home, bottom and top rows	Touch Typing Unit 3.4 Purplemash To practice the keys typed with the left hand	Touch Typing Unit 3.4 Purplemash To practice the keys typed with the right hand
RE	Theme: Christmas Key Question: Has Christmas lost its true meaning? Religion: Christianity (Concept - Incarnation) 1.To explain what Christmas means to me and explore why it is or is not meaningful to me	2.To explain what the nativity story tells Christians about Jesus	3.To explain the Christian belief that Jesus was God in human form and why God gave him to the world.	4.To explain some different ways Christmas is celebrated.	5.To recognise that Christmas means different things to different people.	6.To explore whether Christmas has lost its true meaning.

PSHE	Family LI: To understand that everybody's family is different and important to them	Family conflict LI: To understand that differences and conflicts sometimes happen among family members	Witness to bullying LI: To know what it means to be a witness to bullying **Antibullying week** *Litterbugs* | Peter Stanley-Ward | 2015 | 15 mins	How to react LI: To know that witnesses can make the situation better or worse by what they do.	Hurtful words LI: To recognise that some words are used in hurtful ways.	Words and consequences LI: To tell about a time when words affected someone's feelings and what the consequences were.
PE	Indoor – Dance Outdoor – Netball	Indoor – Gymnastics Outdoor – Netball	Indoor – Gymnastics Outdoor – Netball	Indoor – Gymnastics Outdoor – Netball	Indoor – Gymnastics Outdoor – Netball	Indoor – Gymnastics Outdoor – Netball
Spelling	List 6 – Challenge words LAPs – Y2 list 14	List 7 – prefix –re LAPs – Y2 list 15	List 8 – prefix -dis LAPs – Y2 list 16	List 9 – prefix – mis LAPs – Y2 list 17	List 10 – suffixes beginning with vowel letters LAPs – Y2 list 18	List 11 – suffixrs beginning with vowel letters – doubling List 12- challlenge words LAPs – Y2 list 19 Y2 list 20
French	To learn 5 instruments in French with their correct determiner.	To learn 5 animal nouns in French with their correct determiner.	To learn 5 more instrument nouns in French with their correct determiner.	To learn 5 more animal nouns in French with their correct determiner.	To revise all 10 instrument nouns with their determiners in French and start to attempt the spellings.	To revise all 10 animal nouns with their determiner in French and start to attempt the spellings.