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| **Year 3** | | | **The Stone Age** | | | **Summer 1** | |
| **ROOTS Link**: | Speak Kindly | **Whole School Project**: | | - | **Ignites, Trips, Visits & Visitors**: | | Stone Age Dress-up Day  Stone Age Workshop visitor (e.g. Portals to the Past). |
| **Vision**:  For this project, the children will explore the relationships and community aspects of Stone Age life, examining how kindness was seen in the Stone Age. They will explore changes in Britain from Stone Age to Iron Age e.g. late Neolithic hunter-gatherers and early farmers. Children will apply their understanding of the structure of narratives to develop increasingly complex plots with up to five parts, balancing description and action appropriately. They will develop their understanding of history and changes over long periods of time to make links to the formation of fossils and use computing skills to compare and sort as part of their analysis of varying types of rocks and soils. | | | | | | **Key Texts**:   * Stone Age Boy – Satoshi Kitamura * The Cave of Curiosity (poem) | |
| **History/ Geography** | | | | | | | |
| **NC Links** | | | **Knowledge** | | | **Skills** | |
| Identify changes in Britain from Stone Age to Iron Age e.g. late Neolithic hunter-gatherers and early farmers. | | | * Know how what a hunter-gatherer was and how people ate in the Stone Age. * Know where Skara Brae was inhabited in time 2,000bc (just after the Egyptians) * Explain how farming using tools changed life for hunter-gathers in the Stone Age. * Know Stonehenge was built 5,000 years ago and was contemporary with the pyramids in a time line.   OL: Can I explain how Stone aged man lived? Was he just concerned with survival?  OL: Can I explain how life changed in the Stone Age with the introduction to farming?  OL: Can I use evidence to say what life was like at Skara Brae?  OL: Can I solve the mystery of the 52 skeletons of Maiden Castle?  OL: Can I explain why Stonehenge is such a mystery? | | | Give a broad overview of life in Britain from ancient until medieval times.  Use appropriate historical vocabulary to communicate: dates, time periods, eras, change and chronology. | |

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| **English** | | | | | |
| **Writing Focus**:  **Cold Write**:  **WAGOLL**:  **Hot Write**: | Narrative.  Adventure story.  Adventure story back in time.  Adventure story back in time. (HA option: forwards in time). | | **Short Bursts**: | Poem - The cave of Curiosity (2 week cycle).  Explanation Text – Stone Age Life. | |
| **Purpose:** |  | | **Audience:** |  | |
| **NC Links** | | **Knowledge (Grammar)** | | | **Skills (Punctuation, Composition)** |
| **Plan**:   * Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. * Discussing and recording ideas.   **Draft and write**:   * Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. * Organising paragraphs around a theme. * In narratives, creating settings, characters and plot * In non-narrative material, using simple. organisational devices [headings and sub-headings]   **Evaluate and edit**:   * Assessing the effectiveness of their own and others’ writing and suggesting improvements. * Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. * Proof-read for spelling and punctuation errors. * Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | | * Identifying different types of nouns including abstract nouns. * Using paragraphs to group information. * Using headings and subheadings to aid presentation. * Direct speech is a sentence in which the exact words spoken are written inside inverted commas. * Inverted commas go before and after direct speech, surrounding what was said. * Prepositions show where or when something is. * Fronted adverbials as words or phrases give details of when, where and how. * Adverbs express time and cause. * Apostrophes used on nouns show possession. * Subordinate clauses cannot stand alone as a complete sentence; they complement a sentence's main clause, by adding additional information or description. * Paragraphs group related material. * Onomatopoeia is the formation of a word from a sound associated with what is named. * Personification is the attribution of a personal nature or human characteristics to something non-human. | | | Use a colon before a list.  Use inverted commas for direct speech.  Use commas after fronted adverbials.  Use commas to demarcate subordination.  Use images and words to plan (boxing up/ story maps).  Compose and rehearse sentences orally.  Extended vocabulary to introduce 5 story parts:   * Introduction –should include detailed description of setting or characters. * Build-up –build in some suspense towards the problem or dilemma. * Problem / Dilemma –include detail of actions / dialogue. * Resolution –should link with the problem. * Ending –links back to the start, show how the character is feeling, how the character or situation has changed from the beginning. |

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| **Speaking & Listening** | | | |
| **Speaking & Listening** | | **Debating** | |
| Use intonation to emphasise grammar and punctuation when reading aloud.  Explain a project or concept to a group of peers.  Respond appropriately when in role including basic improvisation. | | Vary language between formal and informal according to the situation.  Engage in discussions, making relevant points. | |
| **Spelling & Phonics** | | | |
| **NC Links** | **Knowledge** | | **Skills** |
| Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.  Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | * To know how to spell words which are often misspelt. * To know when adding the suffix –ly to root words ending in –le, the e is replaced by the y. * To know when adding the suffix –ly to root words ending in –ic, then –ally is added rather than –ly. * To know apostrophes replace missing letters in contractions (Year 2 recap). | | Apply the following spelling rules:   * Suffixes –ly * Prefixes sub-, and tele- * Apostrophe for contractions * Words with the /i/ sound spelt with a ‘y’.   Develop strategies for learning statutory words:   * Pyramid words * Identifying tricky part of the word * Trace, copy, replicate * Look, say, cover, write, check * Drawing around the word to show the shape * Drawing a mnemonic around a word |
| **Handwriting** | | | |
| **NC Links** | **Knowledge** | | **Skills** |
| Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined  Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. | * Use the diagonal and horizontal strokes that are needed to join letters using cursive style. * Increase the legibility, consistency and quality of their handwriting. | | Use joined handwriting throughout their independent writing.  Write down what they want to say with increased fluency. |

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| **Design & Technology** | | |
| **NC Links** | **Knowledge** | **Skills** |
| **Design**  Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.  **Make**  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.  **Evaluate**  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.  Understand and apply the principles of nutrition and learn how to cook. | **Cooking**:  Understand and apply the principles of a healthy and varied diet.  Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.  Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.  OL: Can I design a healthy meal using freshly grown food? (Cooking: salad, healthy pizzas with cauliflower base).  OL: Can I keep a food diary and compare modern and historical diets? **(Project link)** | * Research food grown during the Stone Age. * Describe how fresh food is grown and prepared in modern times. * Explore ingredients in modern meals. * Design a meal using fresh ingredients. * Prepare a range of food items using different tools. * Understand how to safely use a wide range of tools and equipment. |

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| **Science** | | | | | |
| **Enquiry Questions**: | How are rocks formed? Are all rocks the same?  What do you think soil is made from?  What would the world be like without soil?  How would plants grow without soil? | | **Key Vocabulary**: | Mineral, permeable, impermeable, crystal, sediment, sedimentary, fossil, extinct, granite, igneous, metamorphic, soil. | |
| **NC Links** | | **Knowledge** | | | **Skills** |
| **Work scientifically by**:  Comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed.  They might observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers. | | * The Earth is at least 4.800 million years old and the oldest rock is about 4,000 million years old. * Younger rocks are usually on top of older ones. * Sedimentary rock is formed when sediment is deposited and builds up in layers. * Igneous rock begins as molten magma. * Metamorphic rocks are rocks that have been changed by heat or pressure. * Soil is formed by weathering rocks into small particles that mix with dead plants and animals, water and air. * Fossils are prehistoric remains of plants or animals usually preserved under layers in sedimentary rock.   OL: Can I classify and compare rocks based on their appearance and physical properties using branching databases? **(Computing link)**  OL: Can I test whether rocks are permeable or impermeable? **(practical: water/rocks)**  OL: Can I describe what makes up soil? **(practical: soil, magnifying glass)**  OL: Can I test and compare different soils? **(practical: soil) (DT link) (**[**web link**](about:blank)**)**  OL: Can plants grow without soil? **(practical: seeds)**  OL: Can I describe how fossils are formed? | | | * Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. * Describe in simple terms how fossils are formed when things that have lived are trapped within rock. * Recognise that soils are made from rocks and organic matter. |

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| **Music** | | | | | |
| **Termly Focus**: | Recorders | | **Key Vocabulary**: | Instrument, note, scale, rhythm, rest, crotchet, staff, pace, pulse, notation, stave, pitch, dynamics. | |
| **NC Links** | | **Knowledge** | | | **Skills** |
| Pupils should be taught to sing and play musically with increasing confidence and control.  Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  Listen with attention to detail and recall sounds with increasing aural memory.  To use and understand staff and other musical notations.  To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.  To develop an understanding of the history of music. | | **Focus Composers/Players/Music**:   * Vivaldi Recorder Concerto in C Major. * Palisander Quartet. * Folk Tine Whistle Tunes – Julie Fowlis ([web link](http://www.youtube.com/watch?v=lRH5040JhmY))   **Knowledge (resource: Red Hot Recorder)**:   * Pick out tunes by ear that they play (e.g. BAG for recorders and the pentatonic scale for tuned percussion). * Copy patterns which include rests and syncopation. * Know how to hold a recorder. * Know how to play a note. * Identify notation on bars. | | | Pick out tunes by ear that they play (e.g. BAG for recorders and the pentatonic scale for tuned percussion).  Can explore sounds within a scale or restricted set of notes e.g. BAG or CEG or DEGAB.  Children sing to each other and on public occasions in large or small groups or as soloists.  They are aware of dynamic range, character, ensemble and balance.  They are able to maintain an independent part within large groups.  Children refine their use of two hands and their fine motor skills on tuned and un-tuned percussion.  Begin to use rhythmic notation to indicate walk, stride, glide, jogging and the crotchet rest. They use this in conjunction with their learning of an instrument and in tandem with improvisation/composition.  They use beanbags in hoops, Velcro balls on cards, stones in jars to represent rhythm and two -lined staves/skipping ropes to represent pitch. |

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| **Computing** | | |
| **NC Links** | **Knowledge** | **Skills** |
| Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.  Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.  Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.  Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. | **Purple Mash Unit 3.6**: Branching Databases  **Programs**: 2Question   * To sort objects using just ‘yes’ or ‘no’ questions. * To complete a branching database using 2Question **(Science link)**. * To create a branching database of the children’s choice. | Understand how YES/NO questions are structured and answered.  Use YES/NO questioning to play a simple game with a friend.  Edit and adapt a branching database to accommodate new entries.  Select and save appropriate images.  **More Able**:   * Pupils can explain why they choose a particular question to split their database. * Pupils can begin to use ‘or more’ and ‘or less’ in their questioning. |

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| **RE** | | | | | |
| **Termly Focus**:  **Religion Focus**: | Hindu Beliefs  Hinduism | | **Key Question**: | How can Brahman be everywhere and in everything? | |
| **NC Links** | | **Knowledge** | | | **Skills** |
| To develop understanding of concepts and mastery of skills to make sense of religion and belief.  To provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience. | | Pupils should be taught to:  • Listen and respond appropriately to adults and their peers.  • Ask relevant questions to extend their understanding and build vocabulary and knowledge.  • Articulate and justify answers, arguments and opinions  • Give well-structured descriptions and explanations  • Participate actively in collaborative conversations  • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas  • Participate in discussions, presentations, performances and debates  • Consider and evaluate different viewpoints, attending to and building on the contributions of others. | | | Explain some of the different roles I play whilst still being me.  Ask questions about what Hindu’s believe.  Describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.  Explain how I may be special in different ways to different people.  Reflect respectfully how own beliefs compare to beliefs about Brahman and gods.  Describe links between Hindu beliefs and how they choose to live their lives. |

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| **PSHE** | |
| **Knowledge** | **Skills** |
| **Focus: Relationships**   * Know how to make friends. * Try to solve friendship problems when they occur. * Help others to feel part of a group. * Show respect in how others are treated. * Know how to help themselves and others when they feel upset or hurt. * Know and show what makes a good relationship. | Identify roles and responsibilities within my family.  Identify and apply skills of friendship.  Know how to keep myself safe online.  Explain how actions of others around the world help and influence my life.  Understand equality of needs and rights to children around the world.  Identify differences in how lives of children around the world.  Know how to express appreciation to friends and family. |

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| **PE** | | | | | |
| **Indoor Focus**: | Cooking | | **Outdoor Focus**: | Tri-Golf | |
| **NC Links** | | **Knowledge** | | | **Skills** |
| Apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.  Enjoy communicating, collaborating and competing with each other. Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.  Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.  Take part in outdoor and adventurous activity challenges both individually and within a team.  Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | **Focus**: Tri-Golf ([resource link](https://www.sasp.co.uk/uploads/ks2-tri-golf-schemes-of-work.pdf))   * Develop and consolidate skills and apply the principals relating to putting, short game and long game. * Apply skills to suit different elements of golf. * Use given criteria to analyse performance. * Identify specific exercises as part of warm up/fitness routine for golf. * Show control of aim, distance and balance when playing a variety of shots.   **Focus**: Cookery **(See Design & Technology)** | | | Work in pairs and small teams to evaluate own performance and that of others.  Gain an understanding of safety using different Tri-Golf clubs.  Demonstrate an ability to lower the gross score on for the same par-3 hole in subsequent attempts.  Know when to use a chip shot (short game) and when to use a putter.  **More Able**:  Devise practices to work on identified weaknesses |