

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-gathers 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: <ul style="list-style-type: none"> 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-gathers and early farmers.	<ul style="list-style-type: none"> Know how what a hunter-gather 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. <p>OL: Can I understand where the Stone Age sits on a historical timeline? OL: Can I understand the role of a hunter-gatherer? OL: Can I understand how tools used by the hunter-gatherer changed throughout the Stone Age? OL: Can I understand what Skara Brae shows us about prehistoric life? OL: Can I use the remains of Otzi the Iceman to understand more about prehistoric life? OL: Can I create art in the style of Stone Age cave paintings?</p>	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.		

English		
Cycle 1: Writing Focus: Narrative (Meeting Tale) Cold Write: Adventure story. WAGOLL: Stone Age Boy Hot Write: Adventure story back in time.		Cycle 2: Writing Focus: Non narrative (Instructions) Cold Write: Instructions WAGOLL: Stone Age instructions Hot Write: How to be a cave man
NC Links	Knowledge (Grammar)	Skills (Punctuation, Composition)
Plan: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>Use a colon before a list.</p> <p>Use inverted commas for direct speech.</p> <p>Use commas after fronted adverbials.</p> <p>Use commas to demarcate subordination.</p> <p>Use images and words to plan (boxing up/ story maps).</p> <p>Compose and rehearse sentences orally.</p> <p>Extended vocabulary to introduce 5 story parts:</p> <ul style="list-style-type: none"> 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.

Speaking & Listening		
Speaking & Listening	Debating	
Use intonation to emphasise grammar and punctuation when reading aloud.	Vary language between formal and informal according to the situation.	
Explain a project or concept to a group of peers.	Engage in discussions, making relevant points.	
Respond appropriately when in role including basic improvisation.		
Spelling & Phonics		
NC Links	Knowledge	Skills
<p>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.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<ul style="list-style-type: none"> 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). 	<p>Apply the following spelling rules:</p> <ul style="list-style-type: none"> Suffixes –ly Prefixes sub-, and tele- Apostrophe for contractions Words with the /i/ sound spelt with a ‘y’. <p>Develop strategies for learning statutory words:</p> <ul style="list-style-type: none"> 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
<p>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</p> <p>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].</p>	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters using cursive style. Increase the legibility, consistency and quality of their handwriting. 	<p>Use joined handwriting throughout their independent writing.</p> <p>Write down what they want to say with increased fluency.</p>

Art		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> • Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. • Use sketchbooks to record their observations and use them to review and revisit ideas. 	<ul style="list-style-type: none"> • To identify features that prehistoric paintings have in common • Describe why prehistoric people often painted animals. • To know that natural items produce pigments that can be used to paint with. 	<ul style="list-style-type: none"> • To be able to look for basic shapes within an animal drawing to help get the proportions of the drawing accurate. • To be able to scale up a drawing by sketching the simple shapes first. • Successfully apply and blend charcoal to create form, tone and shape. • To be able to use natural resources to create pigments. • To use different size brushes to create detail and texture.

Science		
<p>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?</p>		<p>Key Vocabulary: Mineral, permeable, impermeable, crystal, sediment, sedimentary, fossil, extinct, granite, igneous, metamorphic, soil.</p>
NC Links	Knowledge	Skills
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. <p>Working scientifically:</p> <ul style="list-style-type: none"> Pupils could explore different soils and identify similarities and differences between them. Observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time. 	<ul style="list-style-type: none"> 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. <p>OL: Can I classify and compare rocks based on their appearance?</p> <p>OL: Can I identify the different properties of rocks? (practical)</p> <p>OL: Can I explain the process of fossil formation?</p> <p>OL: Can I explain the process of soil formation?</p> <p>OL: Can I investigate the permeability of different soil types? (practical)</p>	<ul style="list-style-type: none"> 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. Use a simple experiment to investigate the permeability of soil

Music		
Termly Focus: Tooty Flutes – Instrumental Learning Focus.	Key Vocabulary: Instrument, note, scale, rhythm, rest, crotchet, staff, pace, pulse, notation, stave, pitch, dynamics, quaver. treble clef, dynamics – loud/quiet quaver, perform, wind instruments.	
NC Links	Knowledge	Skills
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression use and understand staff and other musical notations understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. <p>MMC:</p> <ul style="list-style-type: none"> Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets). <ul style="list-style-type: none"> Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases. Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. Introduce and understand the differences between crotchets and paired quavers. <ul style="list-style-type: none"> Apply word chants to rhythms, understanding how to link each syllable to one musical note. 	<ul style="list-style-type: none"> When you blow into a wind instrument the air vibrates to make a sound. A tooty-flute is a ‘small flute’ and is a part of the wind instrument family. To change the ‘note’ and the pitch on a tooty flute you open and cover holes to make the pitch of notes higher and lower. when music is written down in notation form it is done on a stave. A Clef and time signature are used to signal how many beats per bar and sometimes the style of music. dot notation have names and show high and low pitch. Understand the difference between crotchets and quavers. that bpm = beats per minute and links to a certain tempo (speed) of playing. 	<ul style="list-style-type: none"> understanding how a wind instrument makes a sound. knowing how to change the pitch of notes on a wind instrument. playing in time to a steady pulse. practicing and performing short melodies in groups. identifying how we can change the dynamics on a wind instrument. begin to identify and follow notation to play a simple melody. understand how time signatures can change the tempo of a melody. Plan in an individual, group and ensemble.

Computing		
NC Links	Knowledge	Skills
<p>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.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>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.</p>	<p>Purple Mash Unit 3.6: Branching Databases</p> <p>Programs: 2Question</p> <ul style="list-style-type: none"> 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. 	<p>Understand how YES/NO questions are structured and answered.</p> <p>Use YES/NO questioning to play a simple game with a friend.</p> <p>Edit and adapt a branching database to accommodate new entries.</p> <p>Select and save appropriate images.</p> <p>More Able:</p> <ul style="list-style-type: none"> 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.

RE		
Termly Focus: Hindu Beliefs Religion Focus: Hinduism		Key Question: How can Brahman be everywhere and in everything?
NC Links	Knowledge	Skills
<p>To develop understanding of concepts and mastery of skills to make sense of religion and belief.</p> <p>To provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 	<p>Explain some of the different roles I play whilst still being me.</p> <p>Ask questions about what Hindu's believe.</p> <p>Describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.</p> <p>Explain how I may be special in different ways to different people.</p> <p>Reflect respectfully how own beliefs compare to beliefs about Brahman and gods.</p> <p>Describe links between Hindu beliefs and how they choose to live their lives.</p>

PSHE	
Knowledge	Skills
<p>Focus: Relationships</p> <ul style="list-style-type: none"> • 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. 	<p>Identify roles and responsibilities within my family.</p> <p>Identify and apply skills of friendship.</p> <p>Know how to keep myself safe online.</p> <p>Explain how actions of others around the world help and influence my life.</p> <p>Understand equality of needs and rights to children around the world.</p> <p>Identify differences in how lives of children around the world.</p> <p>Know how to express appreciation to friends and family.</p>

PE - MKNSSP		
Focus 1: Striking and Fielding		Focus 2: Athletics
NC Links	Knowledge	Skills
<p>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.</p> <p>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.</p> <p>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.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<ul style="list-style-type: none"> • Know the importance of working in a group when fielding • knowing how it is important to 'aim' when striking/ • Knowing how body posture and hand positioning can affect strength and accuracy on which a ball is hit. • How our heart pumps faster when we do exercise. • Know how jumping techniques transfer to different aspects of athletics – e.g. long jump, hurdles. • how joints in our bodies work • how muscles in our back are important that they give you good posture. 	<ul style="list-style-type: none"> • Stop a ball using a long barrier when fielding • To throw a ball underarm with increasing accuracy for a partner to catch • Bowl a ball underarm through a hoop. • Experiment how to throw a ball further • Hit a ball from a tee or a self feed • Develop a practice to improve batting technique • Work as a team when fielding • Be able to catch a ball and stump a post quickly • Run at speed over short distances • sustain a pace when running for a longer period of time • investigate throwing styles and start positions • Investigate throwing overarm technique • balanced landing on 2 feet • combine hopping and jumping • maintain good running technique when sprinting over obstacles • work as a team to score points on an athletics circuit.