

Year: 3

Term: Spring 1

Learning
Challenge
question

How has Britain changed from the stone age to the bronze age?

MTP

	Maths	English			Science			
					Working Scientifically			
		Reading	Writing	Speaking & Listening	Observing over time	Pattern seeking/ Fair testing	Classification and identification	Research
Prior Learning	2, 5 and 10 times table. Understanding of division.	Recapping vocabulary, inference and retrieval skills from Autumn term.	Fronted Adverbials 2A adjectives (Year 2) Portal story (Year 2)		identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees. observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.			
Pre & post assessments	Continuation of Autumn 2	Assessing Colour bands - Benchmark Lexia weekly assessments	Cold write - portal story Cold persuasive speech - living near a volcano		Big question - I planted a tree in my garden 4 years ago. It now weighs 250kg more than it did when I planted it. Where did the 250kg come from?			
	Chapter review	Mixed Comprehension Test. Lexia weekly assessments	Hot task - portal story Hot task - persuasive writing		Big question - I planted a tree in my garden 4 years ago. It now weighs 250kg more than it did when I planted it. Where did the 250kg come from?			
Unit assessment	Multiplication (3, 4 and 8 times table) Related division facts		Setting description Portal story Persuasive text		identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants			
1	Multiplication and division recap	Book Band Assessment	Structure of a portal story WAGOLLs Portal Story Cold Write	LQ – what makes a good presenter?				Cold Task Plants What are the functions of the roots of a plant and where do they come from?

2	Multiplication and decision chapter consolidation	Book Band Assessment	WOW! Text mapping - Key Features of a portal story Innovating the Stone Age Boy	LQ – how does a presenter use their voice effectively?	What is the purpose and function of the leaves?			
3	Multiplying 2 digit numbers Multiplying with regrouping	Guided reading – whole class approach- Vocabulary Retrieval Inference Fiction	Adjectives and Double 2A Fronted Adverbials Inverted Commas Setting Description short writing	LQ – How can I make sure my voice can be heard clearly?		What are the requirements of plants for life and growth? (Investigate - air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant)		
4	Multiplying with renaming Written multiplication methods	Guided reading – whole class approach- Vocabulary Retrieval Inference Fiction	Planning a portal story Writing a portal story Editing	LQ – how can I improve my presenting skills and give others constructive feedback?	Compare and contrast the conditions for growth of a range of different plants. Observing over time, explain what has caused the differences in growth.			
5	Simple division Dividing with renaming	Guided reading – whole class approach- Vocabulary Retrieval Inference Non Fiction	Cold Persuasive Speech WAGOLL Key Features Persuasive Arguments	See ICT		What is the purpose and function of the stem? How is water transported in plants?		

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6	Written division method Division word problems	Guided reading – whole class approach- Vocabulary Retrieval Inference Poetry	Persuasive word mat Rhetorical questions and alliteration Planning a persuasive text Writing a persuasive text	See ICT		What is the purpose and function of the stem? How is water transported in plants?		
7	Written division method Division word problems	Guided reading – whole class approach- Vocabulary Retrieval Inference Fiction	Writing a persuasive text Editing					
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End of unit assessment	<p>Children feel confident using the 3, 4 and 8 times tables and applying this knowledge to practical word problems.</p> <p>Children have the opportunity to consolidate calculation methods for multiplication and division and understand how to use the inverse to check answers.</p>	<p>In reading comprehension, children have a clearer understanding of how to use their inference skills to answer a question where the answer may not be explicitly stated in the text.</p> <p>Children will be able to highlight key vocab and justify the author's use.</p> <p>Children will be able to answer questions by finding the answer in the text – retrieval.</p>	<p>Children will be able to follow the structure of a portal story to write an entertaining story for children aged 7 to 9. They will be able to describe the setting of their Stone Age portal location.</p> <p>Children will be able to write a sustained text, to persuade the reader that living in either the Stone Age or Modern Day is better.</p>	See ICT	<p>Children will be able to:</p> <p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants</p>
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	Geography	History	DT	Art	Computing	PSHE
Prior Learning				Idea of moving between disciplines; drawing and making. Developing skills of mark making, imagination, intention and making.		RSE Privacy & unwanted touch Growing up Fair and unfair
Pre & post assessments		KWL Grid - What do I already know about the Stoneage? - Pre - learning Assessment - week 1				Class Discussion - circle time

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	Locational knowledge and map skills to identify key Stone Age settlements in Britain	KWL Grid - what have I learnt about the stoneage? - Post-learning assessment				circle time
Unit assessment	To be aware of specific geographical vocabulary, including: Settlement, community, landscape, map, diagram, monument	Link to computing - Kagan groups to record screencast about the stoneage - sharing their knowledge with others through seesaw		Monitoring sketchbook work and discussions. No formal marking. Identifying common strengths/ weaknesses in the class.		To learn about what is meant by personal space. To learn about what a healthy relationship looks like and what skills are required to maintain a relationship. To learn about the importance of equality.
1			How do I create a large structure to represent Manchester? Continue to build structures	Cave Painting and mark making	LQ – What makes a good presenter? – watch tv coverage of a sporting event and analyse the presenter's role.	
2		Hook lesson – finding Stone age tools and flints in area of playground. LQ – What do I already Know about the Stone Age? KWL grid. LQ – Who first lived in Britain?	How do I create a large structure to represent Manchester? Continue to build structures		LQ – how do I use a video camera? Children will have the opportunity to explore how a camera works and find common errors.	Personal space

3		<p>LQ:What is pre-history? Discuss hunter gatherers</p> <p>LQ – What was Stone Age cave art? Look at head wear and cave drawings and carvings</p>	<p>How do I create a large structure to represent Manchester? Continue to build structures</p> <p>Children will consider how the introduction to metal brought on new technological changes.</p>		<p>LQ – How do I shoot a video? Children will practise filming and being filmed, focusing on holding camera still and capturing high quality footage.</p>	
4	<p>LQ: What can we find out about the settlement of Skara Brae?</p>	<p>LQ:What kind of sources tell us about the Stone Age?</p> <p>LQ:What was Skara Brae?</p> <p>LQ:Why are there so many mysteries about Stonehenge?</p>	<p>LQ:How can I create a weaving loom?</p> <p>Research different weaving techniques</p>		<p>LQ – how do I edit a video? Children will upload their videos and create a story board.</p>	<p>Healthy Relationships</p>
5		<p>LQ: How did bronze replace stone in the Bronze Age?</p> <p>LQ: What do grave goods tell us about the Bronze Age?</p>	<p>LQ:How can I create a weaving loom?</p> <p>Design a floor mat that has different patterns and textures Gather the resources needed to make the floor mat</p>		<p>LQ – How do I improve my video? Children will explore the use o the video editor tool.</p>	
6	<p>LQ: where were the best places to build Iron Age settlements and why?</p> <p>LQ: Where are the surviving UK monuments from the Stone, Bronze and Iron Ages?</p>	<p>LQ:What was life like in an Iron Age hill fort?</p> <p>LQ:What was Iron Age art like?</p>	<p>LQ:How can I create a weaving loom?</p> <p>Show the correct techniques when weaving, knowing how to join different materials</p>		<p>LQ – how do I evaluate my video? Children will critically review their own video clips</p>	<p>Equal relationships</p>
7		<p>Visit from Stone Age workshop</p> <p>Workshop tasks and investigations</p>	<p>LQ:How can I create a weaving loom?</p> <p>Evaluate the floor mat against their original idea and make suggestions about improvements</p>			

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End of Unit assessment		<p>Children will have a firm understanding of the time line on which the different ages occur.</p> <p>Children will understand and be able to explain how the different Ages have impacted on their lives today.</p>	<p>Children will have a deeper understanding of how structures were developed over the prehistoric period.</p>	<p>Monitoring sketchbook work, one to one and small group conversations based on how music can inspire art and ability to reflect on one's own work.</p>	<p>Children will have a firm understanding of how to create, improve and evaluate their own video clip.</p>	<p>To learn about what is meant by personal space.</p> <p>To learn about what a healthy relationship looks like and what skills are required to maintain a relationship.</p> <p>To learn about the importance of equality.</p>

	Music	RE	PE		Languages
			Games	Dance / Gymnastics	

Prior Learning	Rhythm. Listening, reviewing, evaluating and performing a range of music. Creating and combining sounds.	Christianity - Y2 lessons Invite any Christian children and parents to share their faith experiences in each class. World Religion Day - review Christian faith		Health Related Fitness Children's levels of fitness and what they understand by this term and stamina	
Pre & post assessments		Cold task - what do they know about Jesus/think he looks like?		Work stations, asking children how many or how fast of an exercise they can do	
		Hot task - write about what they have learnt about Christian view of Jesus		Repeat, with children improving on their scores	
Unit assessment				Children should have an understanding of how they can stay fit in a variety of ways and how fitness contributes to mental and physical health.	
1	Art link. Understanding rhythm and how music can inspire artists. Exploring simple rhythms.	LQ: How do Christians show their belief in the home? Discuss important objects that Christians have in their home and why they have them			Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
2	Art link. LQ: How sounds can inform observational drawings.	LQ: What do Christians do to show their beliefs at church? Using an example of a church notice board. Children are to find out what happens in a church at different times of the week and day. This is to show how Christians worship.	Children are going to develop their passing skills, hitting targets using accuracy and power.. LQ: How do we pass a football correctly? Children are going to enhance their dribbling skills with slight pressure on the ball. LQ: What part of the foot can we use to dribble the ball?	Fitness and movement stations 1. Mountain climbers 2. Throw and catch 3. Shuttle runs 4. Laps 5. Speed bounce	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
3	Art link. LQ: Exploring a range of instruments used in orchestras. Discussion and observational drawings of instruments from orchestras.	LQ: How and why do Christians use music to worship? Children are to listen to a range of hymns and then create a poster to show different ways that Christians express their faith through Hymns.	The children are going to develop their dribbling skills incorporating speed and turns with some degree of pressure from opponents. LQ: How can we evade defenders when dribbling?	Fitness and movement stations 1. Mountain climbers 2. Throw and catch 3. Shuttle runs 4. Laps 5. Speed bounce Children developing on skills from previous week, where can they improve and how?	Speak in sentences, using familiar vocabulary, phrases and basic language structures

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4	LQ: Inventing my own instrument.	LQ: How and why do different Christians celebrate holy communion? Using holy communion, children need to be able to describe what Christians do to show their faith and make links with Christian beliefs.	The children are going to learn how to shoot correctly using good technique. Children will play in pairs, one person shooting and the other goal keeping. LQ: When shooting which part of the foot do we use and why?	Yoga and core strength	Cow, mouse, cat, dog, parrot, fish, horse, rabbit, snake
5	LQ: Inventing my own instrument.	LQ: How do Christians make a difference in their local community? Using examples discuss different activities that are held to support the community. Link with passages from bible and Christian teaching. Create advert to recruit more volunteers. Look at non-Christian groups	Children are going to be introduced to defending and the term 'Jockeying'. One person will try and dribble past another with the defender trying to tackle before they reach the other side. LQ: What is jockeying and why do we do it?	Jumping and plyometrics	Numbers 1-10 red, green, yellow, blue, orange, pink, brown, grey, black, white, purple.
6		LQ: Why do people stand up against injustice because of their religion? Using a key historical person – Rosa Parks, explore why people believe it is important to stand up for their beliefs and support others. Link to rights respecting	The children will be playing small sided games working on defending and attacking.	Speed and developing sprint skills	Puzzle it out
7				Refining technique and establishing a new personal best	
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End of Unit Assessment		Children will understand how Christians demonstrate their beliefs at home and in the wider community.	The children should have a good understanding of the game of football. They all should be able to dribble with confidence and control and be able to stop on command. Also, children should know basic rules of the game of football.	Children should have an understanding of how they can stay fit in a variety of ways and how fitness contributes to mental and physical health.	Epiphany crown – colours
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