

Medium Term Plan

Year 3		Topic Name Stone Age Term 2		
Overarching Question?	What was it like to live in the Stone Age?			
Stunning Start	Inside a cave			
Fantastic Finish	Stone age feast			
Subject		NC Programme of study	Possible Tasks	Outcomes 'I can
English Genres and Focus	<p>Instructions How to catch a woolly mammoth</p> <p>Portal story</p> <p><i>Stone Age Boy</i></p>	<p>Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary.</p> <p>Plan his/her writing by discussing and recording ideas within a given structure.</p>	<p>Drama – mammoth hunt</p> <p>Instructions – catch woolly mammoth</p> <p>Create story where character is transported to Stone Age</p> <p>Describe mammoth</p> <p>News report about Stone Age Day</p>	<p><i>I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it.</i></p>
Maths	<p>Place value</p> <p>Addition and subtraction</p>			
Science	<p>Animals including humans</p>	<p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what</p>	<p>Create poster about skeleton</p> <p>Eat well plate – design a healthy meal.</p> <p>Stem activity – create a protective skeleton (skull)</p> <p>Create hinge joints.</p> <p>One week food diary/table.</p>	<p><i>I can explain why humans and some other animals have skeletons and muscles.</i></p> <p><i>I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</i></p>

		<p>they eat.</p> <p>Ask relevant questions and use different types of scientific enquiries to answer them (Year 3 focus).</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Year 3 focus).</p>	Sort foods into groups based on their nutritional properties.	<p>I can ask questions and use different types of scientific enquiries to answer them</p> <p><i>I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</i></p>
PE	Tennis Multi skills	<p>Identify that exercise helps our lungs and heart and improves co-ordination</p> <p>Describe the differences between different body parts</p> <p>Understand the main functions of the brain and the way it sends signals using the nervous system</p> <p>Understand how the body protects the internal organs and how we give extra protection during activities</p>		<p><i>I know that exercise helps keep my heart and lungs healthy</i></p> <p><i>I can name the main parts of the body</i></p> <p><i>I am aware that the brain sends signals around my body using my nervous system</i></p> <p><i>I know how the skeleton helps protect my internal organs and I can suggest ways to help improve this during sport</i></p>
Art/DT	Cave art at Lascaux	<p>Experiment with different materials to create a range of effects and use these techniques in the completed piece of work</p> <p>Explore shading, using different media</p>	<p>Stonehenge sunset pictures</p> <p>Cave paintings (draw under tables)</p> <p>Stone age houses/architecture</p>	<p>I can experiment with different materials to create a range of effects and use these techniques in my finished piece of work</p> <p><i>I can use shading, using different media</i></p> <p>I can create designs using annotated sketches, cross-sectional diagrams and simple computer</p>

		<p>Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes</p> <p>Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them</p>		<p>programmes</p> <p>I can make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them</p>
PSHE	<p>Changing and growing</p> <p>When Grandma Came by Jill Paton Walsh</p> <p>Penguin's Progress by Jill Tomlinson</p> <p>The Growing Story by Ruth Krauss.</p>	<p>to recognise ways they have changed over the past year to reflect positively on their own growth and change that there are two kinds of changes – physical and emotional – and that learning to manage these is an important skill in growing up healthily and happily about how we grow year by year that with this physical growth comes development in our capabilities about how new responsibilities come as you grow and grow up. how their responsibilities have changed as they have grown</p>	<p>Draw a story map to show personal journey e.g. big achievements in their life</p>	<p>Reflect positively on their own growth and change over the past year</p> <p>Have strategies for managing feelings relating to growing and changing</p> <p>Identify some of the ways they have grown and changed since birth identify their own responsibilities</p>
RE	<p>Sikhism</p> <p>Incarnation</p>	<p>Describe things that are important to Sikhs and show how these impact their lives and actions. Make suggestions about what Sikhs believe about God. I can explain what the 5 K's are and why they are important to Khalsa Sikh's. Make clear links between the teachings of the Guru Granth Sahib and seva. Describe some of the same / different things Sikh's do which show</p>	<p>5 K's – create poster</p> <p>Act out Sikh story about Gurus</p> <p>Create Jesses tree</p> <p>Relate images to different stories in the bible</p>	<p>I can describe things that are important to Sikhs and show how these impact their lives and actions. I can make suggestions about what Sikhs believe about God. I can explain what the 5 K's are and why they are important to Khalsa Sikh's. I can make clear links between the teachings of the Guru Granth Sahib and seva. I can describe some of the same / different things Sikh's do which show equality in the Langar.</p>

		<p>equality in the Langar.</p> <p>Talk about different texts in the Bible in relation to the family tree of Jesus.</p> <p>Given examples of how Christians prepare for Christmas during the season of Advent.</p> <p>Make links between the Bible stories studied and the ways in which they show particular characteristics and qualities in their own lives</p>		<p>I can talk about different texts in the Bible in relation to the family tree of Jesus.</p> <p>I can give examples of how Christians prepare for Christmas during the season of Advent.</p> <p>I can make links between the Bible stories studied and the ways in which they show particular characteristics and qualities in their own lives</p>
Computing	Scratch – stone age gatherer	<p>Design, write and debug programs that control or simulate virtual events</p> <p>Use logical reasoning to explain how some simple algorithms work</p>	Programming scratch game	<p><i>I can produce a simple program that completes a given task</i></p> <p><i>I can explain how simple algorithms solve a given problem</i></p>
Geography				
History	Stone age history	Use an increasing range of common words and phrases relating to the passing of time	<p>Stone Age hunting</p> <p>Food</p> <p>Clothing</p> <p>Time line</p> <p>What we learn from cave paintings</p>	<i>I can use an increasing range of common words and phrases relating to the passing of time</i>
KS2 MFL	Body parts Numbers 11-20	<p>Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles</p> <p>Use mostly accurate pronunciation and speak clearly when addressing an audience</p>	Games to help practise body parts and numbers	<p><i>I know that nouns may be masculine or feminine (or neuter)</i></p> <p><i>I can speak clearly to an audience using good pronunciation</i></p>

Music	Violin Learn Christmas song	Understand that improvisation is when a composer makes up a tune within boundaries Sing songs with multiple parts with increasing confidence Listen with direction to a range of high quality music	Violin lessons Learn Christmas song Listen to different versions Christmas carols	<i>I can understand that improvisation is when a composer makes up a tune within boundaries I can sing songs with multiple parts with increasing confidence I can listen with direction to a range of high quality music</i>
Local focus				
Visitors or trips	Historian Stone Age theme day			
Special Focus Days/Weeks	Science display - healthy eating. Create a film			
Key Vocabulary	Mammoth, cave, spear, axe, hunt, forage			
Language enrichment	Acting out a mammoth hunt			