

Topic	Stone Age Bone Age! : During this topic we journey backwards in time to discover how our land was formed and to learn about the lives of our ancient ancestors.	
Literacy	Texts: Pebble in my Pocket (Meredith Hooper) – Whole Class Reading Gregory Cool (Caroline Binch) – Whole Class Reading Stone Age Boy (Satoshi Kitamura) Stone Age Bone Age! (Mick Manning)	Texts: Stone Girl Bone Girl (Laurence Anholt) linked to Science (fossils) The Santa’s Trap
	Outcome 1: Non-chronological report about the Stone Age <ul style="list-style-type: none"> Write a report about life in the Stone Age Use the features of the genre (Title, Rhetorical question, Introductory paragraph, Sub-Headings, Diagrams, Concluding paragraph) Skills: Planning writing through practicing orally, drafting, evaluating own work and work of others, editing and improving work to meet Yr3 SpaG & presentation requirements. Outcome 2: Narrative – an adventure story <ul style="list-style-type: none"> Narrative to include features of the genre (Opening, Build Up, Problem, Resolution & Conclusion.) Focus on evaluating, editing and improving texts (fronted adverbials, subordination & coordination using conjunctions, subordinate clauses) Skills: Planning writing through role play, practicing orally, drafting, evaluating own work and work of others, editing and improving work to meet Yr3 SpaG & presentation requirements.	Outcome 2: Instructions <ul style="list-style-type: none"> Write a set of instructions for making soup (cc DT) Use the features of the genre (Title, Introduction, List of Resources, Imperative verbs, Conjunctions of Time, Causal Conjunctions, Labelled diagrams, Conclusion) Outcome 2: Letter – Santa’s Trap <ul style="list-style-type: none"> Fronted adverbials Noun phrases Skills: Planning writing through sequencing and discussion, practicing orally, drafting, evaluating own work and work of others, editing and improving work to meet Yr3 SpaG & presentation requirements.
Grammar	Consistent focus on grammar and the National Curriculum Appendices for spelling, vocabulary, grammar and punctuation.	
Maths	<ul style="list-style-type: none"> Place value Addition and subtraction with up to 3-digit numbers Multiplication and division Reasoning and problem solving to be included in the above areas of maths. Skills: Development of Number skills and understanding (Place Value, Number Bonds, Times Tables, Doubling & Halving, Patterns, Calculations, Time & Applications in real life contexts) through & within the teaching of the above. 	

Science	Rocks	Plants
	<ul style="list-style-type: none"> • Observing and identifying different types of rocks and soils including those in the local environment. • Learning about the formation of different types of rock • Investigating properties and potential uses of different rocks • Learning about how fossils are formed. 	<ul style="list-style-type: none"> • 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 and how they vary from plant to plant • Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
Skills: Making systematic and careful observations, asking and answering questions, hypothesising & predicting, planning a fair test, carrying out an experiment, using scientific evidence and research to answer questions or support findings, gathering, recording, classifying and presenting data.		
	We are Communicators	Opinion Polls (Survey Monkey)
Computing	<ul style="list-style-type: none"> • E-safety. • Researching the Stone Age using relevant search terms and reading skills • Evaluating digital content. • Computer literacy - building familiarity with laptops 	<ul style="list-style-type: none"> • Understanding good survey design • Use web-based software to collect data • Use charts to analyse data • Interpret results
Art	Art from Nature	Art from Nature
	<ul style="list-style-type: none"> • Close observational drawing of fossils, autumnal leaves, considering line, tone, light and shadow • Experimenting with media and mark making to create modern versions of Stone Age rock paintings 	<ul style="list-style-type: none"> • Art in the natural environment – learning about the work of artists such as Andy Goldsworthy and Richard Long • Creating sculptures from found items in wild garden and playground • Weaving with natural and found materials
DT		Cooking with Nature
	<ul style="list-style-type: none"> • DT to be done in second half term 	<ul style="list-style-type: none"> • Soup Making • Survey which children like vegetables and which vegetables are most popular • Investigate and analyse a range of existing soups against given criteria cc. Science Health • Design a tasty, vegetable based soup • Deciding on and aiming product towards a specific consumer • Evaluate product (soups)

	Lives of the Stone Age Peoples	From Stone Age to Iron Age
History	<ul style="list-style-type: none"> • Understanding chronology and plotting key events onto an historical timeline • Everyday life - Food, Hunting, Shelter, Rituals, Craft • Understand how our knowledge of the past is constructed from a range of sources 	Island Britain: <ul style="list-style-type: none"> • Changes in Britain from Stone Age to Iron Age • Understand the historical concept of continuity and change • Farming, settlements, materials
	How is the Earth formed?	Map Skills
Geography	Human & Physical: Geological features – glaciers, volcanoes, plate tectonics.	Locational knowledge: Using maps, globes, atlases to locate: <ul style="list-style-type: none"> • Where settlers came from • Key settlements • Areas of archaeological importance eg barrows and globally significant places Place knowledge: <ul style="list-style-type: none"> • Key settlements/monuments: Stone Henge, Avebury, Scara Brae Human & Physical <ul style="list-style-type: none"> • Settlements, Land Use, Farming, Trade, Tribes, Shelters, Temples
	Gymnastics/Dance (Nutcracker theme)	Gymnastics/Dance
Indoor PE	Creating a gymnastic sequence of movements incorporating: <ul style="list-style-type: none"> • Balances • Moving from a range of balances onto different points eg hands/feet. • Maintaining and moving through positions 	Creating a gymnastic sequence of movements incorporating: <ul style="list-style-type: none"> • Balances • Moving from a range of balances onto different points eg hands/feet. • Maintaining and moving through positions
	Tennis	Multi Skills
Outdoor PE	<ul style="list-style-type: none"> • Throwing and catching with a range of differently sized balls • Hand eye coordination • Balancing with beanbags and balls on raquets • Stance and grip • Aiming to & returning from a partner • Hand eye coordination • Building Accuracy • Technique Outcome: A game of tennis	Developing agility and a range of movement & skills incorporating: <ul style="list-style-type: none"> • Co-ordination • Agility • Balance • Changing direction • Hand-eye Focus and concentration Bending & Twisting

Music	Can You Keep the Beat with Me?	
	<ul style="list-style-type: none"> • Singing games & rhymes for musicianship • Reading rhythm notation 	<ul style="list-style-type: none"> • Singing games & rhymes for musicianship • Reading rhythm notation
RE	Hinduism	
	<ul style="list-style-type: none"> • To understand that Hinduism is an organised religion & its links/similarities/differences with other major religions and ancient/tribal/indigenous beliefs • To understand that Hindus believe in one god represented through different names and images eg. Rama and Krishna, Ganesh, Hanuman, Lakshmi • To understand the key practices of Hindu worship within the home • Diwali and the Hindu story of Rama and Sita • The Hindu Temple and role of the Priest • The Shrine • The Aarti ceremony • Puja 	
PSE	Kilmorie Child Qualities	
	<ul style="list-style-type: none"> • Focus on the Kilmorie Child qualities through: • Circle Time and class meetings to discuss ways to resolve issues • Role Play – eg. How to react correctly to challenging situations • Self esteem • Gender stereotyping 	
	French	
MFL	Jolie Ronde scheme: <ul style="list-style-type: none"> • Numbers • Greetings • Classroom Instructions • Ask for and give name • Ask for and give age 	<ul style="list-style-type: none"> • Colours • Fruit • Days of the week • Months of the year • Nativity
	Trips and Events	<ul style="list-style-type: none"> • Stone Age life workshops run by Badger Bushcraft • Horniman Museum: Fossils • Horniman Museum: Seed Journeys