

**Science: Rocks continued**

Lesson 7: To explain that soils are made partly from rock that has broken down into smaller particles

Lesson 8: To explore fossils to find out what they are.

Lesson 9: To explain how fossils came to be formed

Lesson 10: To create a model fossil to support my understanding of how fossils are formed.

Lesson 11: To explain how fossil hunters work as scientists

Lesson 12: To present all my knowledge at a science exhibition about rocks and soils.

**Religious Education:**

Year 3 Topic: Jesus' Miracles (Christianity)

Enquiry Question: Could Jesus heal people? Were these miracles or is there some other explanation?

We are learning to retell Bible stories when miracles have happened and question whether Jesus really did perform miracles.

**STEM Project:** How can I keep myself safe from predators?

Design and make a weapon.

Maths focus: To add/subtract, measure/compare lengths

**Mathematics**

Week 1	Week 2	Week 3	Week 4
Arithmetic: 8 x table  <b>Place Value</b> To round numbers to the nearest 10 and 100  Maths Link: History: Timelines.	Arithmetic: column addition  <b>Table Facts</b> To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.	Arithmetic: 2,4,8 x tables  <b>Subtraction</b> To add and subtract numbers mentally, including: - a three-digit number and ones - a three-digit number and tens - a three-digit number and hundreds. To add and subtract numbers with up to three digits, using the efficient written methods of columnar addition and subtraction.	Arithmetic: column subtraction  <b>Fractions</b> To recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.  To compare and order unit fractions, and fractions with the same denominators.  To add and subtract fractions with the same denominator within one whole (5/7 + 1/7 = 6/7).
Week 5	Week 6	Week 7	
Arithmetic: fractions  <b>Multiplication:</b> To write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.	Arithmetic: Short multiplication  <b>Division:</b> To write and calculate mathematical statements for division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.  Maths Link: Design Technology-Measuring	Arithmetic: Bus stop  <b>Geometry:</b> To recognise angles as a property of shape and associate angles with turning.  To identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.	

**PE: Invasion—Football/tag rugby (Outdoor)**  
**Lesson 1**—To be able to keep the ball under close control  
**Lesson 2**—To be able to pass and control with the side of my foot  
**Lesson 3**—To be able to perform the role of attacker and defender  
**Lesson 4**—To be able to become familiar with the skills involved in Tag rugby  
**Lesson 5**—To be able to perform basic legal passes in rugby  
**Lesson 6**—To be able to recognise the importance of running past opponents  
**Lesson 7** - To be able to participate in a team game

**PE: Indoor—Gymnastics (Indoor)**  
**Lesson 1**— **Travelling** To be able to travel using different pathways  
**Lesson 2**—**Balances** To be able to create balances with different body parts  
**Lesson 3**— **Jumps** To be able to take off and land from various pieces of equipment  
**Lesson 4**—**Rolls** To be able to develop a variety of floor rolls  
**Lesson 5**—**Turning and spinning** To be able to explore the difference between twisting, turning and spinning  
**Lesson 6**—**Sequencing** To be able to create sequences linking three or more actions  
**Lesson 7**—**Improving a sequence** To be able to develop a sequence using a partner or small group

**Outdoor learning and Forest School:**  
 Lesson 1: Archaeological Dig  
 Lesson 2: Stone Age Cave Art, making own paint  
 Lesson 3: Make a campfire  
 Lesson 4: Make a floor plan of a dwelling (like Skara Brae)  
 Lesson 5: Make a shelter  
 Lesson 6: Making fire using sticks or flint, making tools

**Languages: Salut! French: At School**  
 Lesson 1: I am learning to describe how I get to school.  
 Lesson 2: I am learning about the different rooms that are in my school.  
 Lesson 3: I am learning to say what is in my pencil case.  
 Lesson 4: I am learning to say what part of the day it is.  
 Lesson 5: I am learning to talk about the different school subjects in French  
 Lesson 6: I am learning to apply all of my knowledge to read a story using all of my knowledge of the unit.

**Experiences and Educational Visits:**  
 Shropshire Hills museum

**PSHE:** Jigsaw  
 Dreams and Goals



**Year 3 - Spring 1**

**Solid as a Rock**

**Stone Age Boy - Satoshi Kitamura**

**The Stolen Spear- Saviour Pirotta**

**Reading**

Week 1	Week 2	Week 3	Week 4
P	R	E	S
Text: Stone Age Boy, a range of character descriptions LO: To be able to predict what will happen in stories using the blurb. (Stone Age Boy focus)	Text: Stone Age Boy, a variety of setting descriptions LO: To retrieve and record information from fiction texts (Stone Age Boy focus)	Texts: The Stolen Spear, instructions on how to build shelters LO: To explain how structure and layout contribute to meaning.	Texts: The Stolen Spear LO: To summarise the main ideas in a chapter from reading a number of paragraphs.
Week 5		Week 6	Week 7
I		V	R
Texts: The Stolen Spear. Riddles, poetry books, non-fiction books about the Stone Age. LO: To make and justify inferences using evidence from the text.		Texts: The Stolen Spear LO: To find and explain the meaning of words in context.	Text: The Stolen Spear LO: To retrieve and record information from fiction.

Main Texts: Stone Age Boy and The Stolen Spear  
 Vocabulary focus ongoing throughout every lesson. Other texts: Stig of the dump, How to Live Like a Stone Age Hunter

**Humanities:**

**History: Changes in Britain from the Stone Age to the Iron Age**

Lesson 1: To know about the Stone Age, Bronze Age and Iron Age and plot them on a timeline

Lesson 2: To understand how hunter gatherers survived in the Stone Age

Lesson 3: To explore and interpret examples of Stone Age cave art

Lesson 4: To understand the importance of historic Stone Age sites

Lesson 5: To know what changes the Bronze Age brought to early people

Lesson 6: To know how the Iron Age developed from the Bronze Age

Lesson 7: To compare and contrast the Stone Age and Iron Age

Lesson 8: (Enquiry) Of all the changes from the Stone Age to the Iron Age, which was the most significant and why?

**Design Technology: Shelter building.**

Lesson 1: To explore a range of different dwellings from the three periods of the Stone Age

Lesson 2: To further investigate how different dwellings are formed and held up.

Lesson 3: To explore how different materials and shapes can strengthen dwellings.

Lesson 4: To design a dwelling that suits a particular period of time during the Stone Age.

Lesson 5: To make a shelter that reflects my design.

Lesson 6: To evaluate my shelter and reflect on whether it meets the set criteria.

**Writing**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Writing Focus:</b> To create a wanted poster for a character from the story	To use my five senses to write a setting description.	To write instructions about how to make a camp fire.	To write their own fact cards for the artefacts	To be able to write my own riddle	To be able to write an alternative ending to the story.	To be able to write an alternative ending to the story.
<b>SPAG Focus:</b> Prepositions Paragraphs	Sentence Demarcation.  Fronted adverbials, e.g Next to the fire,___.	Subordinating conjunctions	Verbs Paragraphing	Vocabulary choices, synonyms	Paragraphs Inverted commas for speech	Proof-reading and editing
<b>Spelling focus</b> Suffix -ous	Suffix -ous	Endings which sound like /n/, spelt -tion, -sion, -ssion, -cian	Words with the /k/ sound spelt ch	Words with the // sound spelt ch	Words with the // sound spelt ch	Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que