

## Repton Manor Primary School Medium Term Plan



<b>Creating</b> Use info to create something new	<b>Evaluating</b> Critically examine info and make judgements	<b>Analysing</b> Take info apart and explore relationships	<b>Greater Depth Skills</b>
<b>Applying</b> Use info in a new situation			
<b>Understanding</b> Understand and make sense of info			<b>Expected Skills</b>
<b>Remembering</b> Remember and recall info			<b>Emerging Skills</b>

**Topic:** Stone, Fire, Ice

**Year Group:** 3

**Terms:** 1&2

<b>Subject - Discrete</b>	<b>Maths</b>			
<b>Unit</b>	<b>Place value</b>	<b>Addition and Subtraction</b>	<b>Multiplication and Division</b>	
<b>Concepts</b>	<ul style="list-style-type: none"> <li>Represent numbers to 100</li> <li>Tens and ones using addition</li> <li>Hundreds</li> <li>Numbers to 1,000</li> <li>Numbers to 1,000 on a place value grid activity</li> <li>100s, 10s and 1s (1)</li> <li>100s, 10s and 1s (2)</li> <li>Number line to 100</li> <li>Number line to 1,000</li> <li>Find 1, 10, 100 more or less</li> <li>Compare objects</li> <li>Compare numbers</li> <li>Ordering numbers</li> <li>Count in 50s</li> <li>Mini-assessment</li> </ul>	<ul style="list-style-type: none"> <li>Add and subtract multiples of 100</li> <li>Add and subtract 1s</li> <li>Add and subtract 3-digit and 1-digit numbers - not crossing 10</li> <li>Add a 2-digit and 1-digit number - crossing 10</li> <li>Add 3-digit and 1-digit numbers - crossing 10</li> </ul>	<ul style="list-style-type: none"> <li>Subtract a 1-digit number from 2-digits - crossing 10</li> <li>Subtract a 1-digit number from a 3-digit number - crossing 10</li> <li>Add and subtract 3-digit and 2-digit numbers - not crossing 100</li> <li>Add 3-digit and 2-digit numbers - crossing 100</li> <li>Subtract a 2-digit number from a 3-digit number - crossing 100</li> <li>Add and subtract 100s</li> <li>Spot the pattern - making it explicit</li> <li>Add two 2-digit numbers - crossing 10 - add ones &amp; add tens</li> <li>Subtract a 2-digit number from a 2-digit number - crossing 10 - subtract ones and subtract tens</li> <li>Mixed addition and subtraction problems</li> <li>Add and subtract 2-digit &amp; 3-digit numbers - not crossing 10 or 100</li> <li>Add 2-digit and 3-digit numbers - crossing 10 or 100</li> <li>Subtract a 2-digit number from a 3-digit number - crossing 10 or 100</li> <li>Add two 3-digit numbers - not crossing 10 or 100</li> <li>Add two 3-digit numbers - crossing 10 or 100</li> <li>Subtract a 3-digit number from a 3-digit number - no exchange</li> <li>Subtract a 3-digit number from a 3-digit number - exchange</li> <li>Estimate answers to calculations</li> <li>Check answers</li> <li>Mini-assessment</li> </ul>	<ul style="list-style-type: none"> <li>Make equal groups - sharing</li> <li>Make equal groups - grouping</li> <li>Divide by 2</li> <li>Divide by 5</li> <li>Divide by 10</li> <li>Multiply by 3</li> <li>Divide by 3</li> <li>The 3 times-table</li> <li>Multiply by 4</li> <li>Divide by 4</li> <li>Multiplication - equal groups</li> <li>The 4 times-table</li> <li>Multiplication using the symbol</li> <li>Multiply by 8</li> <li>Using arrays</li> <li>Divide by 8</li> <li>2 times-table</li> <li>The 8 times-table</li> <li>5 times-table</li> <li>Mini-assessment</li> </ul>

Subjects - Discrete	RE	MFL	PE - Outdoors	PE - Indoors
<b>Unit</b>	What is it like to be a Christian in Britain today? Comp-Good Samaritan Celebrations: Diwali, Remembrance, Hanukkah, Xmas	Core Unit 1 -Greeting each other -Introducing themselves -Counting up to 10  Core Unit 2 -Saying the days of the week -Naming colours -Counting between 11 and 20	Rounders	Athletics
<b>Concepts</b>				
<b>NC objectives</b>	AT1: I can remember a story about Jesus  Christmas Christianity AT1: I can remember the Christian nativity story.  Diwali and Hindu Beliefs Hinduism AT1: I can tell you some of the things  Easter – Forgiveness Christianity AT1: I can recognise symbols relating to the Last Supper and  healing someone and talk about it. AT2: I can talk about something that puzzles or interests me regarding one of Jesus’ healing miracles. AT1: I can explain one	FL2/1.1a listen attentively to spoken language and show understanding by joining in and responding  FL2/1.1b explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	PE2/1.1a use running, jumping, throwing and catching in isolation and in combination  PE2/1.1b play <b>competitive games</b> , modified where appropriate, and apply basic principles suitable for attacking and defending	PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.

	<p>Christian viewpoint about one of Jesus' healing miracles.</p> <p>AT2: I can start to say whether I believe Jesus actually healed people or not.</p> <p>AT1: I can show I understand that stories like Jesus' healing miracles can have meaning whether they actually happened or not.</p> <p>AT2: I can begin to talk about how faith might be involved in believing Jesus could perform miracles.</p>			
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Topic	Big Questions	Subject Coverage (Subject, Context)	Learning Opportunities	Objectives Covered (Copied from NC)
<p><b>Class Reader:</b></p> <p><b>SS: Den Building Day</b></p> <p><b>MM: Stone Age Workshop</b></p> <p><b>FF: Frozen Feast</b></p> <p><b>Learning Environment:</b> Discovery Table of Stone Age items.</p>	<p><b>BQ1:</b> How did people survive during the Stone Age?</p> <p>T1, 4 weeks</p> <p><b>Big Answer: Create a survival guide for someone in the Stone Age</b></p>	<p><b>Reading:</b> How to Wash a woolly mammoth.</p> <p><b>Writing:</b> Instructions Writing</p> <p><b>GPS:</b> Identifying Contractions Preposition Conjunctions Adverbials</p> <p><b>Computing:</b> Desktop publishing - Using Microsoft Publisher to create a survival guide using what they have learnt.</p> <p><b>History:</b> Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear</p>	<p><b>Stunning Start: Den Building Day</b></p> <p><b>PUPIL VOICE SHEETS TO BE STUCK AT FRONT OF TOPIC BOOKS.</b></p> <p><b>Book Covers – Charcoal sketch of a stone age animal.</b></p> <p><b>Topic: Look into chronology of the stone age, stone age people, animals, homes and clothing.</b></p> <p><b>Lesson 1:</b> Stunning Start- Den Building (Outdoor Area) <b>Lesson 2:</b> Survival – Bear Grylls Survival Expert to enter classroom and ignite chn interest to find out about the Stone Age and Survival. <b>Lesson 3:</b> Teach chn about historical enquiries and how to become historians. <b>Lesson 4:</b> Show children Stone age pictures to begin Enquiry. Discussion about pictures. Gather chn enquiry questions. Display on Topic board. <b>Lesson 5:</b> Create a hypothesis – Chn Suggest answer to their questions.</p>	<p><b>Reading – Class text: How to Wash a woolly mammoth.</b></p> <ul style="list-style-type: none"> <li>• Word Meaning – understanding new and complex vocabulary</li> <li>• Verbal Retrieval questions as English Starters</li> <li>• Practically sequencing the story</li> <li>• Verbal Inference and Prediction whilst reading aloud.</li> <li>• Who, What, Where, When, Why questions</li> </ul> <p><b>Storytelling – Instruction Writing –</b> En3/3.2a use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p><b>GPS –</b> Contractions</p>

		<p>narratives. To find out what happened in the Stone Age.</p> <p><b>DT:</b> Create survival tools using a range of natural materials.</p> <p><b>Art:</b> Create a stone age outfit using textiles, Design and Plan.</p> <p><b>Life Skills:</b> Build dens to explore shelter and survival. Personal care.</p>	<p><b>Lesson 6:</b> Research Skills - What is the Stone Age and When did it happen? – Create a Large Stone Age timeline in the classroom.</p> <p><b>Lesson 7:</b> Skills Carousel – How to sew – How to Tie Knots and Connections using rope.</p> <p><b>Lesson 8:</b> Research Skills – QR code reader – Stone Age People and Clothing – What did people wear in the stone age – Design a stone age outfit.</p> <p><b>Lesson 9:</b> Research Skills – Video received from Survival Expert - Dangers – Stone age tools for protection.</p> <p><b>Lesson 10:</b> Research Skills – Food and Shelter – Hunter Gatherers – Stone Age Tools – <b>POSSIBLE WORKSHOP IN SCHOOL??</b></p> <p><b>Lesson 11:</b> Can we answer any of our enquiry questions?</p> <p><b>Lesson 12:</b> Planning our Survival Guide – Using the categories we have learnt about.</p> <p><b>Big Answer: Discrete Computing skills lessons x 6 to Create a survival guide using publisher for someone in the Stone Age.</b></p> <p><b>Storytelling</b></p> <p><b>Non Fiction- How to Look after a ..... for a day (adverbials)</b></p> <p><b>Session 1:</b> Stunning start- Introduce the children to a woolly mammoth expert and tell them facts about how to look after them. (Explorer to use model text to give chn facts- survival- food, water, shelter, bed, etc). Chn to draw a picture of the mammoth and write down facts on how to look after them into their book.</p> <p><b>Session 2:</b> Listen to the story (How to wash a woolly mammoth) and circle time discussion. Drama – Act out in pairs how to wash woolly mammoth.</p> <p><b>Session 3:</b> Chn to then draw a storyboard GOING DOWN on the page. (7 box storyboard, with who, what you need, first, next, then, after that, finally.) GD to choose their own adverbials to fill in their storyboard using a wordmat.</p> <p><b>Session 4:</b> Chn to Step out their storyboard in pairs.</p> <p><b>Session 5:</b> Carousel of deepening activities to enhance the children’s understanding of what instructions are and the key features of them.</p> <p><b>Session 6:</b> Deepening – What other creatures could we write instructions about?</p> <p><b>Session 7:</b> Chn to use their storyboard from last lesson to invent their own storyboard. They will draw their invention</p>	<p>Prepositions Conjunctions Possessive apostrophes Time Adverbials</p> <p><b>Computing</b> Co2/1.6 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. Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p><b>History</b></p> <p>Hi2/1.1 Pre-Roman Britain Pupils should be taught about changes in Britain from the Stone Age to the Iron Age</p> <p><b>DT</b> DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p><b>Art</b> Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p><b>Life Skills</b> Personal Care – Shelter and Survival</p>
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			<p>onto post it notes and cover up their original storyboard on How to Wash a...</p> <p>This will include Adverbials, contractions and conjunctions. Chn MUST choose a stone age animal. Chn to be given a list of animals to choose from if they are struggling to decide on one for themselves.</p> <p><b>Session 8:</b> Children to plan out their instructions turning their storyboard into clear sentences using the GPS taught.</p> <p><b>Session 9/10:</b> Children to Publish in Books – First Draft</p> <p><b>Session 11:</b> Editing</p> <p><b>Session 12/13:</b> Children to Publish on Publishing paper.</p>	
<p><b>BQ2: Why did they put the stone in the Stone age?</b></p> <p><b>Term 1, 2 weeks</b></p> <p><b>Big Answer 2: Children to decide which rock they would use for different things.</b></p>		<p><b>Reading: UG The Stone Age Boy</b></p> <p><b>Writing:</b> Diary Entry – Write a Diary Entry. - A day in the life of Stone Age – Difference between fiction and Non-Fiction Writing.</p> <p><b>GPS:</b> Possessive apostrophes Past Tense Pronouns</p> <p><b>Science:</b> Classifying, observing and testing rocks to use for different purposes.</p> <p><b>History:</b> Taking a look at Stone Age creations and Stone Age Tools in depth.</p> <p>Looking fossils and historical evidence of the stone age.</p> <p><b>Art:</b> Cave Painting and Rock Markings</p>	<p><b>Topic: Exploring Stone Age Tools, Heritage and Rocks</b></p> <p><b>Lesson 1:</b> How are rocks different? Which types of rock can we find in our environment? Collect rocks from school grounds/gardens. Compare with rocks collected from Samphire Hoe</p> <p><b>Lesson 2:</b> Observing using microscopes then classifying according to whether they have grains or crystals.</p> <p><b>Lesson 3:</b> Using same rocks, investigate their different properties – hardness, durability, ability to be shaped, draw with it? etc. Locations of different rocks – link to how stone age people would have had to travel around to find the things they need.</p> <p><b>Lesson 4: Big Answer: children to decide which rock they would use for different things eg. hand axe, building houses, hammer stones, spear/arrow heads. Build their things and use them and then evaluate their successes.</b></p> <p><b>Lesson 6:</b> How can rocks help us understand what lived long ago (quick lesson) recap dinosaur knowledge from Year 2)</p> <p><b>Lesson 7:</b> What Historical evidence is there that the Stone Age happened? Look into cave paintings and touch on rocks visible now.</p> <p><b>Lesson 8:</b> Art Skills – Using materials Cave Paintings and Rock Marking Carousel of activities</p> <p><b>Lesson 9:</b> Design and Create your own Cave markings and use natural materials to paint/mark onto a rock of your choice.</p> <p><b>Storytelling: Diary Entry</b></p> <p><b>Lesson 1:</b> Read UG to children – What differences do you notice about then and now? What would a normal day in the life of UG The Stone Age Boy look like? Introduce Diary Entry Model Text. (In an old Diary)</p> <p><b>Lesson 2:</b> Story Map All the things UG gets up to in his Diary</p>	<p><b>Reading – Class text: UG The Stone Age Boy</b></p> <p>Word Meaning – understanding new and complex vocabulary Verbal Retrieval. Practically sequencing the story Verbal Inference and Prediction whilst reading aloud.</p> <p><b>Storytelling</b> En3/3.2b increase the legibility, consistency and quality of their handwriting</p> <p><b>GPS</b> Possessive apostrophes Past Tense Pronouns</p> <p><b>Science</b> Sc3/3.1a compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Sc3/3.1b describe in simple terms how fossils are formed when things that have lived are trapped within rock Sc3/3.1c recognise that soils are made from rocks and organic matter</p> <p><b>History</b> Hi2/1.1 Pre-Roman Britain Pupils should be taught about changes in Britain from the Stone Age to the Iron Age</p> <p><b>Art</b></p>

			<p><b>Lesson 3: Skills-</b> What is the past tense?  <b>Lesson 4:</b> Step out the story map - Drama  <b>Lesson 5:</b> Speak – Revisit the UG diary entry using their map.  <b>Lesson 6: Deepening</b> – What would you do if you lived then? Using facts from BQ1 and non-fictions from UG.  <b>Lesson 7:</b> Invention – Cover you story map – Replace UG with you and invent new activities you have done in that day.  <b>Lesson 8: Skills</b> – Diary Entry – Different types – Using pronouns  <b>Lesson 9:</b> Plan our Diary Entry  <b>Lesson 10:</b> Diary Entry First Draft  <b>Lesson 11:</b> Editing and Up levelling  <b>Lesson 12:</b> Publishing</p> <p><b>Big Answer 2: Using the UG story and now what they know about rocks - Children to decide which rock they would use for different things.</b></p>	<p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p><u>Life Skills</u></p>
<p><b>BQ3:</b> How did the Stone Age people affect our lives?</p> <p><b>Term 2, 2 Weeks</b></p> <p><b>Big Answer 3: Create a recreation of Stonehenge using materials of your choice.</b></p>	<p><b>Reading: The Secrets of Stonehenge</b></p> <p><b>Writing: Newspaper Article</b></p> <p><b>GPS:</b>  Paragraphs  Direct Speech  Formal Language</p> <p><b>History:</b>  How has the Stone Age structures and skills learnt affected our lives? Finding reliable sources for this.</p> <p><b>Geography:</b>  Using map work to create a Stone age village and local village now.</p> <p><b>Computing:</b>  Animation – Create a stop motion movie of a Stone Age person building a structure.</p> <p><b>DT:</b></p>	<p><b>Topic: Researching Stonehenge, Investigating Fire and Cutting tools</b></p> <p><b>Lesson 1:</b> What is still left from the Stone Age today? Historical sites and Map work -_Show children Stonehenge pictures and other historical sites to begin Enquiry. Discussion about pictures. Gather chn enquiry questions. Display on Topic board.  <b>Lesson 2:</b> What is Stonehenge and where did it come from? What do you think? - Create a hypothesis – Chn Suggest answer to their questions.  <b>Lesson 3:</b> What is Stonehenge? When did it happen? Research Skills - True or false game - Reliable sources.  <b>Lesson 4:</b> Research – What can we find out about Stonehenge? Questionnaire_  <b>Lesson 5:</b> Are their Stone Age structures still around today in our local area? What would a stone age village look like?  <b>Lesson 6:</b> Map Work Stone Age vs Now similarities and differences  <b>Lesson 7:</b> What else did the stone age do for us? Hunter gatherer day – foraging for food around school grounds, building a fire and using tools to prepare food.  <b>Lesson 8:</b> Skills Carousel – joining and materials.  <b>Lesson 9: Big Answer 3: Create a recreation of Stonehenge using materials of your choice</b></p>	<p><b>Reading – class text: The Secrets of Stonehenge</b></p> <p>Guided Reading  Word Meaning – understanding new and complex vocabulary  Verbal Retrieval questions as English Starters  Practically sequencing the story  Verbal Inference and Prediction whilst reading aloud.</p> <p><b>Storytelling – Newspaper Article</b></p> <p><b>GPS</b>  Paragraphs  Direct Speech  Formal Language</p> <p><b>Computing</b>  Co2/1.6 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><b>History</b></p>	

		<p>Create Stonehenge using biscuits. Teach joining skills.</p>	<p><b>Storytelling</b>  <b>Non-Fiction Newspaper Article</b>  <b>Where did the stones come from?</b></p> <p><b>Lesson 1: Hear – Newspaper Article Arrives in Local Paper.</b>  <b>Lesson 2: Step - Text map</b>  <b>Lesson 3: Step and Speak – Step forward at each point of the article</b> and use actions  <b>Lesson 4: Skills –Newspapers Features</b>  <b>Lesson 5: Deepening – Reporter and Quotes</b>  <b>Lesson 6: Skills- GPS needed -</b> Provide a range of different models; support visually  <b>Lesson 7: Boxing up –</b> Planning out the text  <b>Lesson 8: Shared Write-</b> Shared planning &amp; writing &amp; model how to talk about the ingredients; all views valid, Increasingly model how to move away from the model  <b>Lesson 9: Invention</b>  <b>Lesson 10: First Draft</b>  <b>Lesson 11: Editing</b>  <b>Lesson 12: Publish</b></p>	<p>Hi2/1.1 Pre-Roman Britain  Pupils should be taught about changes in Britain from the Stone Age to the Iron Age</p> <p><b>Geography</b></p> <p>Ge2/1.4c use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p><b>DT</b>  DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately</p>
	<p><b>BQ4: How can you investigate our frozen Earth?</b></p> <p><b>Term 2, 2 Weeks</b></p> <p><b>Big Answer 4: Chn to complete their own scientific experiment and record test results.</b></p>	<p><b>Reading: Mary Anning</b></p> <p><b>Writing:</b>  Adventure Tale – Discovering of something – The build up without revealing.</p> <p><b>GPS:</b>  Adjectives  Expanded noun phrases  Adverbs  Word Class</p> <p><b>Science:</b> Animals and humans have skeletons and muscles  - Asking appropriate questions to develop learning  Describing the functions of bone and muscle</p> <p><b>Geography:</b> Identifying the Arctic &amp; Antarctic, poles and landforms.  Drawing symbols on maps and identifying key features.</p>	<p><b>Topic</b></p> <p><b>Lesson 1:</b> Life in the Ice age? – Map Work  Continents – Oceans now and then.  <b>Lesson 2:</b> Knowledge lesson – Mary Anning and other famous discoveries. Investigate Bones in sand.  <b>Lesson 3:</b> Expert Video with information on how to run a scientific investigation.  <b>Lesson 4:</b> Science Investigation- Make an Observation and Ask a question.  <b>Lesson 5:</b> Form a hypothesis or testable explanation and predictions  <b>Lesson 6:</b> Deepening- Science – Bones or humans and Animals.  <b>Lesson 7:</b> Science – Bones and Muscles  <b>Lesson 8: Big Answer 4: Chn to complete their own scientific experiment and record test results.</b></p> <p>Storytelling: Ice cave Build up (discovery)</p> <p><b>Lesson 1:</b> Entering the Ice cave (group room)  Discover bones in ice. Introduce model text  <b>Lesson 2:</b> Story Map  <b>Lesson 3:</b> Step and Speak  <b>Lesson 4:</b> Deepening – GPS – adverbs and Word classes</p>	<p><b>Reading:</b>  Guided Reading  Word Meaning – understanding new and complex vocabulary  Verbal Retrieval questions as English Starters  Practically sequencing the story  Verbal Inference and Prediction whilst reading aloud.</p> <p><b>Writing:</b></p> <p><b>GPS:</b>  Adjectives  Expanded noun phrases  Adverbs  Word Class</p> <p><b>Science:</b>  Sc3/2.2b identify that humans and some other animals have skeletons and muscles for support, protection and movement  Sc3/1 Working Scientifically</p>

		<b>Music: Create a chant to scare an ice age animal away.</b>	<u>Lesson 5:</u> Boxing up the text - Invention <u>Lesson 6:</u> First Draft <u>Lesson 7:</u> Editing <u>Lesson 8:</u> Publish	<b>Music:</b> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
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<b>British Values:</b>				
<b>Democracy</b>	<b>Rule of law</b>	<b>Individual liberty</b>	<b>Mutual respect</b>	<b>Tolerance</b>
	The Rule of Law: following class rules to keep each other safe		Mutual respect – Getting to Know each other and respecting each other’s opinions.  Mutual respect: Working together stone age models.	