

Year Group: 3	Term: Autumn 1	Classes: Darwin and MacArthur	Teachers: Mrs. Philp, Miss. Carter, Mrs. Eddington
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Knowing	Understanding/Comprehension	Applying	Analysing	Creating/Synthesis	Evaluating
Basic		Advancing		Deep	
Teaching style: Modelling and Explaining		Reminding and guiding		Coaching and mentoring	
List, Describe, Locate, Write, Find, State, Name, Follow, Complete, Recall, Ask, Use, Match, Report, Measure, List, Illustrate, Label, Recognise, Tell, Repeat, Arrange, Define, Memorise.		Apply, Solve, Explain, Classify, Infer, Categorise, Identify, Organise, Modify, Predict, Interpret, Summarise, Observe, Estimate, Compare.		Select, Choose, Decide, Justify, Debate, Argue, Recommend, Assess, Discuss, Prioritise, Determine, Create, Invent, Compose, Plan, Construct, Design, Imagine, Propose, Devise, Formulate.	

	Date: Week 1 3 days 4.9.19	Date: Week 2 9.9.19	Date: Week 3 16.9.19	Date: Week 4 23.9.19	Date: Week 5 30.9.19	Date: Week 6 7.10.19	Date: Week 7 14.10.19	Date: week 8 21.10.19
English	Biography: Create a fact file. Non-fiction		Diary writing Fiction		Poetry	Fiction Unit: Stone Age Boy		
	Lesson: Read about and investigate the life of Dame Ellen Macarthur/Charles Darwin. Record facts and turn into detailed sentences. Lesson: Read about and investigate the life of Dame Ellen Macarthur/ Charles Darwin. Write a fact file of Ellen Macarthur/ Charles Darwin. Title Subheadings Bullet points Accurate punctuation CEW year 2 & 3 /4 Ambitious vocabulary Joined legible handwriting. Third person Past tense Subordinating conjunctions Using common affixes		Diary of a sea voyage Imitation, innovation and invention Reading as a writer. Guided writing Independent writing. Internalise sentence structure and vocab. Read with emphasis and intonation. CEW spelling Ambitious vocabulary Joined legible handwriting. Apostrophes for contraction and possession Common affixes Draft and write descriptive sentences which create setting, character and plot. Proof reading and editing Using paragraphs		Poetry: Imitation: Internalise text through story mapping, reading as a reader, reading as a writer and drama activities.	Imitation: Read and analyse the structure and features of the story. Innovation: Write the text changing one aspect of the story. Invention: Children invent own story of Stone Boy by changing one aspect and keeping the structure the same. Independent writing. Plan writing and record within a given structure. Use subordinating and co-ordinating conjunctions		
Grammar	Recap: verbs, nouns, adjectives. Noun phrase Teach: word families Sentence types Terminology: Vowel and consonant		Prefixes: super, anti, auto. Exclamation sentences. Terminology: conjunction, clause. Apostrophe, comma			Terminology: subordinate clause Direct speech Use question marks and exclamation marks appropriately. Begin to use paragraphs as a way to group information. Evaluate and edit. Speech punctuation. Sentence openers Present perfect tense		
Reading	Lesson: Poetry reading L.O. changing voice	Lesson: Poetry reading L.O. changing voice and	Lesson: Comprehe	Lesson:	Lesson: comprehension Infer say how the	Lesson:	Lesson: comprehension	Lesson: comprehension

	and intonation when reading a poem. 1.a Shows understanding of main points with reference to the text (who, what, where, when, how, why)	intonation when reading a poem. 1.a Shows understanding of main points with reference to the text (who, what, where, when, how, why)	nsion L.O. Develop fluency and comprehension by checking that the text makes sense to him/her as he/she reads and correcting inaccurate reading 3a. Can discuss word meanings, linking new meanings to those they already know	Comprehe nsion L.O. Develop fluency and comprehension by checking that the text makes sense to him/her as he/she reads and correcting inaccurate reading 3a. Can discuss word meanings, linking new meanings to those they already know	characters might feel in a story I have read on the basis of what is said and done 2b. Can discuss the actions of the main characters and justify views using evidence from the text	comprehension L.O. Infer say how the characters might feel in a story I have read on the basis of what is said and done 2b. Can discuss the actions of the main characters and justify views using evidence from the text	L.O. read accurately and fluently by predicting what might happen on the basis of what has been read so far 2a. Can make plausible predictions based on knowledge of the text	L.O. read accurately and fluently by predicting what might happen on the basis of what has been read so far 2a. Can make plausible predictions based on knowledge of the text
Maths- Maths No Problem	Lesson: Number Read and write numbers in words and figures.	Lesson: Lesson: Number Read and write numbers in words and figures.	Lesson: Addition and subtraction: Simple addition.	Lesson: Addition and subtraction: adding with renaming	Lesson: Addition and subtraction: adding with renaming	Lesson: Addition and subtraction: simple subtraction	Lesson: Addition and subtraction: subtraction with renaming	Lesson: Addition and subtraction: Models and problem solving
Maths- Cross Curricular	Co-ordinates: geography map work.							
History Stone Age to Iron Age	Research Ellen MacArthur/Darwin	Research Ellen MacArthur/Darwin	Research Ellen MacArthur/Darwin	Brilliant beginnings Lesson1: : Generate questions about the Stone Age. Activity: Look at images and creative homework. Generate questions.	Lesson 2: Make a timeline of the stone, bronze and iron age. Activity: Sort events into chronological order.	Lesson 3: Use evidence to answer questions. Activity: Look at images and discuss what they may tell us about the Stone Age.	Lesson 4: Research cave art. Activity: Research images and areas where cave art is found.	Lesson 5: Explain what a hunter gatherer was. Activity: Begin an information leaflet about Stone Age life.
Geography Next half term	Lesson: LO: Activity:	Lesson: LO: Activity:	Lesson: LO: Activity:	Lesson: LO: Activity:	Lesson: LO: Activity:	Lesson: LO: Activity:		
Science Rocks and fossils	Lesson1: What different types of rocks are there? LO: Compare and group together different types of rocks on the basis of their appearance and simple physical properties.	Lesson2: Which rock is which? LO: Compare and group together different types of rocks on the basis of their appearance and simple physical properties. To sort rocks using a key	Lesson3: Are all rocks as hard as one another? LO: Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	Lesson4: Are all rocks waterproof? LO: Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties To test and compare	Lesson5: How is soil made? LO: Recognise that soils are made from rocks and organic material To investigate and test different kinds of soils to see how quickly water drains through	Lesson6: Why do some soils hold water? LO: Recognise that soils are made from rocks and organic material To investigate and test different kinds of soils to see how	Lesson7: What is a fossil? LO: Describe in simple terms how fossils are formed when things that have lived are trapped within rock To explore fossils to find out what they are	Lesson: How are fossils formed? LO: Describe in simple terms how fossils are formed when things that have lived are trapped within rock

	Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.	Ask relevant questions and use different types of scientific enquiries to answer them.	To test and compare rocks to identify which is the hardest Carrying out comparative and fair tests	rocks to identify which is the hardest Carrying out comparative and fair tests	Carrying out comparative and fair tests	quickly water drains through Carrying out comparative and fair tests	Grouping and classifying	To explore fossils to find out what they are Grouping and classifying
DT								
Art Sculpture: Andy Goldsworthy	Lesson: The artist LO: To learn about the work of Andy Goldsworthy Activity: Look at a range of art created by AG on tables. Children add describing words around the outside. Children choose two of the pieces of art and prepare a paragraph in their books about each one.	Lesson: The artist LO: To learn about the work of Andy Goldsworthy Activity: Look at a range of art created by AG on tables. Children add describing words around the outside. Children choose two of the pieces of art and write a paragraph in their books about each one.	Lesson: Comparisons LO: To compare the work of AG to cave art Activity: Look at the art from the previous week and a range of cave art. Compare the two using a table or (HA) a Venn diagram. Children state and justify opinion about which they prefer.	Lesson: Pattern LO: To investigate pattern Activity: Look in more detail at the patterns used in the cave art and those by AG. Identify use of spirals and rocks. Children add some drawings of these into their sketch books.	Lesson: Planning LO: To plan a piece of art Activity: Children use examples from previous weeks and the pattern examples to design and plan their own piece of cave art. Children to provide list of materials needed. Create a Google Sketch-Up plan of their Andy Goldsworthy Cave Art design. Print and add to books.	Lesson: Create LO: To create a piece of cave art Activity: Follow planning from previous week to create own piece of cave art.	LO: To create a piece of cave art Activity: Follow planning from previous week to create own piece of cave art.	Lesson: Evaluate LO: To assess a piece of cave art Activity: Hold an art gallery within the classroom where children can move around and view the art of others. Children to write comment cards about different pieces of art- peer assess.
Computing	Lesson: E-safety- SMART Video LO: To learn how to keep safe on the internet Activity: Children watch the SMART video online and discuss the words for the acronym SMART. Create a bookmark using the acronym and the words which can be laminated and referred to.	Lesson: Introduction to Google Sketch-Up LO: To use a computing program to draw basic shapes. Activity: Children use laptops and the program Google Sketch-Up. Model how to draw basic shapes using the program and explain that this is going to link to our cave art work. Children draw basic shapes and print to add to books.						
PE	Lesson: FOOTBALL Play competitive games, modified	Lesson: FOOTBALL Play competitive games, modified where	Lesson: FOOTBALL Play competitive games, modified	Lesson: FOOTBALL Play competitive games, modified where	Lesson: FOOTBALL Play competitive games, modified where	Lesson: FOOTBALL Play competitive games, modified		

	where appropriate (badminton, cricket, football, hockey, basketball, badminton, cricket, netball, rounder's and tennis) Apply basic principles suitable for attacking and defending.	appropriate (badminton, cricket, football, hockey, basketball, badminton, cricket, netball, rounder's and tennis) Apply basic principles suitable for attacking and defending.	where appropriate (badminton, cricket, football, hockey, basketball, badminton, cricket, netball, rounder's and tennis) Apply basic principles suitable for attacking and defending.	appropriate (badminton, cricket, football, hockey, basketball, badminton, cricket, netball, rounder's and tennis) Apply basic principles suitable for attacking and defending.	appropriate (badminton, cricket, football, hockey, basketball, badminton, cricket, netball, rounder's and tennis) Apply basic principles suitable for attacking and defending.	where appropriate (badminton, cricket, football, hockey, basketball, badminton, cricket, netball, rounder's and tennis) Apply basic principles suitable for attacking and defending.		
PSHE Healthy lifestyles x 3 Growing and changing x 2	Lesson: LO: All about us Activity: Circle time New beginnings Setting targets Class rules Expectations Nurture, Grow, Achieve Team building	Lesson: Balanced diet LO: To find out about what makes up a balanced diet Activity: Use the Eatwell plate as a stimulus. Classify food into the correct food group. Children to explain what they would place onto their plate and compare with a partner.	Lesson: Our choice LO: To learn about opportunities you have to make your own choices about food To understand what influences food choices Activity: Children to have a selection of food similar to last week. Categorise into yes food and sometimes food. Discuss differences and similarities with a partner from another table. Compose a list of people who may influence food choices and explain.	Lesson: Habits LO: To understand what is meant by a habit and how these can be hard to change. Activity: Use the article at http://www.bbc.co.uk/newsround/22678551 Ask children to list their bad habits and good habits in a table. Select a bad habit that they could try to change. How could this be changed? Why is it hard to change?	Lesson: Goal setting LO: To recognise achievements and set personal targets for the future Activity: Circle time about goals. Children to discuss and choose a goal for them for the next half term. Write it onto a post-it note and put it into a box. We will self-assess these at a later date.	Lesson: Describing feelings LO: To identify a wider range of feelings, both good and not so good Activity: Use feelings and emotions resources on Twinkl. Children categorise feelings into good and not so good. What can we do about the not so good feelings? How can we change these? Discuss as a class.		
RE	Lesson: What do different people believe about God? L.O. Consider questions such as: what is God like? If God is invisible, can we imagine what God is like? ?	Lesson: What do different people believe about God? Key question: <i>What do Christians believe about God? God as Love, Father, Light, Creator, Trinity, Listener to Prayers</i>	Lesson: What do different people believe about God? L.O. Look for similarities and differences between two Bible stories about encounters with God, discussing and explaining their ideas.	Lesson: What do different people believe about God? Key question: <i>What do Muslims believe about Allah?</i>	Lesson: What do different people believe about God? Key question: <i>What do Muslims believe about the Holy Quran,</i>	Lesson: What do different people believe about God? Key question: <i>How do Hindu people show what they believe about gods and goddesses?</i>	Lesson: What do different people believe about God? Key question: <i>What difference does it make to life if you believe there is no God?</i>	Lesson: What do different people believe about God? Key question: <i>What difference does it make to life if you believe there is no God?</i>
Music	Play and perform in solo or ensemble with confidence.	Play and perform in solo or ensemble with confidence.	Play and perform in solo or ensemble with confidence.	Lesson: Reggae style 1 LO: recognise the style indicators of Reggae	Lesson: Reggae style 2 LO: To continue to recognise the style	Lesson: Reggae style 3 LO: To continue to	Lesson: Reggae style 4 LO: To continue to recognise the style	Lesson: Reggae style 5 LO: To continue to

	the half term.							
Outdoor Learning	Lesson: LO: Activity:	Lesson: LO: Activity:	Lesson: LO: Activity:	Lesson: LO: Activity:	Lesson: LO: Activity:	Lesson: Stone Age outdoors LO: To investigate how the Stone Age people might have lived Activity: How might people in the Stone Age have lived? Forage for wild foods, search for animal tracks and runs, build a stone age home and create cordage from natural fibres.		