Medium Term Plan: Tribal Tales Year 3: Autumn 1

Stone Age Immersion Day	SMSC Links
• Role play in character to discover what it would have been like to have lived during the Stone Age. • 'Biscuithenge Challenge' – children to learn about Stonehenge and then recreate the structure using biscuits. • Cave paintings – Children to learn about cave paintings and then to have a go themselves to create a shared Year 3 piece of artwork.	Spirituality: Explore beliefs, experiences and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences. Moral: Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views. Social: Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict. Cultural: Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
English	**Genre: Adventure Story** **Text: Stone Age Boy** **Objectives:** • We are learning to use question marks • We are learning to use rich vocabulary • We are learning to use expanded noun phrases • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance	**Genre: Adventure Story** **Text: Stone Age Boy** **Objectives:** • We are learning to organise our ideas • We are learning to use rich vocabulary • We are learning to use question marks and exclamation marks • We are learning to use expanded noun phrases • We are learning to use the past progressive form of verbs • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have	**Genre: Adventure Story** **Text: Stone Age Boy** **Objectives:** • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	**Genre: persuasive letter** **Text: Ug: Boy Genius of the Stone Age** **Objectives:** • Identifying the features of a letter • Identifying key language and vocabulary • Identifying the audience and purpose of writing • Developing ideas -	**Genre: persuasive letter** **Text: Ug: Boy Genius of the Stone Age** **Objectives:** • Identifying the features of a letter • Identifying key language and vocabulary • Identifying the audience and purpose of writing • Developing ideas -	**Genre: persuasive letter** **Text: Ug: Boy Genius of the Stone Age** **Objectives:** • Using rhetorical questions • Key language – boastful language • Using Pronouns • Correct sentence starters • Using cohesion • across paragraphs • Select appropriate vocabulary ad grammar • Proofread for spelling and grammar error	**Genre: Diary Entry** **Text: The first drawing** • Using rhetorical questions • Key language – boastful language • Using Pronouns • Correct sentence starters • Using cohesion • across paragraphs • Select appropriate vocabulary ad grammar Proofread for spelling and grammar error	**Genre: Diary Entry** **Text: The First Drawing** • Using rhetorical questions • Key language – boastful language • Using Pronouns • Correct sentence starters • Using cohesion • across paragraphs • Select appropriate vocabulary ad grammar Proofread for spelling and grammar error

	meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	developed characters and settings in what pupils have read, listened to or seen performed • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	• using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader • assessing the effectiveness of their own and others' writing					
Spelling National strategies Spelling scheme	National Strategies Spelling Scheme Penpals unit 1	National Strategies Spelling Scheme Penpals unit 2	National Strategies Spelling Scheme Penpals unit 3	National Strategies Spelling Scheme Penpals unit 4	National Strategies Spelling Scheme Penpals unit 5	National Strategies Spelling Scheme Penpals unit 6	National Strategies Spelling Scheme Penpals unit 7	National Strategies Spelling Scheme Penpals unit 8

Pen pals handwriting								
Reading	Whole class reading: Stone Age Boy **Objectives:** • continuing to read and discuss an increasingly wide range of fiction • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying how language, structure and presentation contribute to meaning	Whole class reading: Stone Age Boy **Objectives:** • continuing to read and discuss an increasingly wide range of fiction • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • checking that the 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	• discussing and evaluating how authors use language, including figurative language, considering the impact on the reader • participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously **Key skills:** • skimming • scanning • referencing the text	language, considering the impact on the reader • participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • providing reasoned justifications for their views **Key skills:** • skimming • scanning • referencing the text	language, considering the impact on the reader • participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • providing reasoned justifications for their views **Key skills:** • skimming • scanning • referencing the text	language, considering the impact on the reader • participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • providing reasoned justifications for their views **Key skills:** • skimming • scanning referencing the text	language, considering the impact on the reader • participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • providing reasoned justifications for their views **Key skills:** • skimming • scanning • referencing the text	language, considering the impact on the reader • participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • providing reasoned justifications for their views **Key skills:** • skimming • scanning • referencing the text	language, considering the impact on the reader • participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • providing reasoned justifications for their views **Key skills:** • skimming • scanning referencing the text	language, considering the impact on the reader • participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • providing reasoned justifications for their views **Key skills:** • skimming • scanning referencing the text
Maths Ark Maths	**Number sense and exploring calculation strategies**	**Number sense and exploring calculation strategies**	**Number sense and exploring calculation strategies**	**Number sense and exploring calculation strategies**	**Place Value**	**Place Value**	**Place Value**	**Graphs**
Science Developing Experts	~~Rocks~~	We are learning to identify different types of rock.	We are learning to explore the formation and properties of sedimentary and metamorphic rocks	We are learning to understand the effect water has on rocks	We are learning to understand the effect water has on rocks	We are learning to understand what a fossil is.	We are learning to describe what soils are made of.	
PE	**Tag rugby**	**Tag rugby** **Dance** (indoor)	**Tag rugby** **Dance** (indoor)	**Tag rugby** **Dance** (indoor)	**Tag rugby** **Dance** (indoor)	**Tag rugby** **Dance** (indoor)	**Tag rugby** **Dance** (indoor)	**Tag rugby** **Dance** (indoor)
Computing Kapow	**Online Safety** (1 lesson)							
Geography								
History	What is our understanding of pre-history?	What similarities and differences are there between the Palaeolithic,	What was life like for hunters and gatherers in the Stone Age?	How did the Stone Age develop into the Bronze Age?	What kind of sources inform us about pre-history today?	Stone age immersion day	We are learning to understand what life was like in the Bronze Age.	We are learning to understand what life was like in the iron age.

	Key Skills I know that of the past changes over time as new evidence is discovered. I can identify some of the ways in which the past is represented. Task - Sort the pictures into the pre-history and history. Are there any that fit in both?	**Mesolithic and Neolithic periods?** Key Skills: Recognise that the past can be split into different periods of time and use the correct period labels for the periods studied. Ask and answer a range of questions about the periods being studied using a range of sources.	Key Skills: • Ask and answer a range of questions about the periods being studied using a range of sources. • Use an increasing range of common words and phrases relating to the passing of time.	Key Skills: • Use a wide vocabulary of everyday historical terms and begin to be able to use these to make simple comparisons between time periods.	Key Skills: Ask and answer a range of questions about the periods being studied using a range of sources.			
Design Technology								
Art Access Art	**Printing** Understand that screen prints are made by forcing ink over a stencil. Working with Shape & Colour Understand that mono print can be used effectively to create prints which use line. To understand that screen prints can be used to create prints which use thicker lines and / or shapes. To use mono print or screen print over collaged work to make a creative response to an original artwork. To consider use of layers to develop meaning.							
	Create a block print using string (2 lessons). Using tools appropriately. Choose and mix colours.	Print with natural resources. Identify patterns in nature.	Create a polystyrene relief block. Using tools appropriately. Choose and mix colours.	Design a printed art piece. Take inspiration from the Stone Age. Sketch several different designs. Choose and apply printing techniques learnt.	Create our own printed art piece. Using and adapting a design.			
Religious Education		**Places of worship in different religions:** We are learning about the church and its importance to the Christian community	**Places of worship in different religions:** We are learning about the Hindu mandir and its importance to the Hindu community	**Places of worship in different religions:** We are learning about the synagogue and its importance to the Jewish community				
Spanish								
Music	Ukulele tuition	Ukulele tuition	Ukulele tuition	Ukulele tuition	Ukulele tuition	Ukulele tuition	Ukulele tuition	Ukulele tuition