West End First School – Medium Term Plan – Year 3 – Spring A – Let's Rock!

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Literacy	. **Poetry:** When the clock struck 13 Editing and presentation	**Non-Fiction:** Information texts research related to life in a Stone Age village. How did life change during the Stone Age (Hunter/gatherer to farmer)	**Non-Fiction:** Information texts research related to life in the Bronze Age. Dictionaries and Glossaries	**Non-Fiction:** Persuasive texts The Day The Crayons Quit	**Non-Fiction:** Information texts – Persuasive texts The Day The Crayons Quit	**Playscripts:** The Firework Maker's Daughter
Handwriting	**Everyday handwriters:** Text	**Everyday handwriters:** Diagnostic handwritng	**Everyday handwriters:** Text	**Everyday handwriters:** Diagnostic handwriting	**Everyday handwriters:** Text	**Everyday handwriters:** Text
	Top joins ou ov ou op	**Top joins** re ri rt rk	**Top joins** ob ol ot of if	**Top joins** ve we wh fe	**Top joins** fi fu fl ft	**Joins to anti-clockwise letters** c ad ag ca da
	Handwriting intervention: Letter formation and key words	**Handwriting intervention:** Letter formation and key words	**Handwriting intervention:** Letter formation and key words	**Handwriting intervention:** Letter formation and key words	**Handwriting intervention:** Letter formation and key words	**Handwriting intervention:** Letter formation and key words
Science	Aim high. Review understanding of rocks and soils. Pre Assessment – what do you think is underneath the ground? Create a diagram	Where have we seen rocks before? Let's Think lesson: Group and classify rocks using observable characteristics	Observe a collection of rocks. Describe and record what they see: size, shape, colour, texture, grains, weight	Plan and carry out a fair test to compare the permeability of rocks. Measure volumes of liquid accurately and suggest explanations for conclusions.	Compare and order rocks by how easily they can be worn away. Consider whether the test is fair and draw conclusions from results.	The chn will learn that beneath the ground, there are rocks and soils. Link to history work and the "layers" that archaeologists uncover. Learn about different uses for rock according to their characteristics.

History	Introduction to Pre-history (Mystery and timeline) What is an Archaeologist? Britain after the Ice Age.	Introduction to the Stone Age (Early/Palaeolithic, middle/Mesolithic and New/Neolithic) What do we know about people who lived during the Stone Age? Historical enquiry: Stone Age Detectives	Introduction to life in the Bronze Age. The Beaker People (linked to literacy) Mystery: Bronze Age burial.	Bronze Age Burials: What would a modern day burial look like using the same criteria?	What was life like during the Iron Age? Historical enquiry (research) or Set up as mystery	Would it be better to live in the Stone Age, Bronze Age or Iron Age?
Computing	E safety – social media sites	Children will revise basic computer skills from the previous units and learn to use effective passwords and take screenshots	Change the case of text using the shift key	Align text using the the left align, right align and centre align tools	Apply bullets and numbering to text	Use the control key for editing shortcuts
Art / DT	Introduction to Rock Art including the history, purpose and examples.	Look at examples of local rock art (Steve Beckensall) Investigate the different motifs	Explore charcoal and oil pastels as a medium. Experiment with line, shapes and arcs.	Plan a rock-art motif panel by sketching the motif and selecting a background colour.	Make rock-art motif panel using sandpaper, charcoal and oil pastels.	Evaluation of work.
RE Islam	Introduction to Islam. Who follows the Islamic religion and where do they live?	Five pillars of Islam	Five pillars of Islam	Special Festivals	Signs and symbols	A person of faith: Malala Yousafzi
PSHE/SEALe	Team challenge	Know how to: look and sound friendly and be a good listener (taking turns);	Consider other people's point of view.	The qualities of a good friend (Friendship tokens).	Understand that people can get angry and think of ways to calm down and deal with conflict	Explore the concept of a "win-win" situation
PE	**Gymnastics** Stretching, curling and arching movements - Curling	**Gymnastics** Stretching, curling and arching movements - stretching	**Gymnastics** Stretching, curling and arching movements – stretching and curling / partner work	**Gymnastics** Stretching, curling and arching movements – stretching and curling / partner work	**Gymnastics** Stretching, curling and arching movements – stretching and curling using different levels	**Gymnastics** Stretching, curling and arching movements – stretching and curling using contrasting shapes

		Dance **Volcanic Eruption** Improvise and create movements with a partner	Dance **Rumble and Shake** Create and perform imaginative movements from a range of stimuli	Dance Tsunami Develop new actions and work in a small group	Dance Tornado Show awareness of others when moving	Dance Montage Work in a group to create actions which link in a montage
Music	<u>Cornet</u> 1. Know how to play the notes C, D, E, F and G 2. Have a stronger grasp of how to pitch theses notes correctly, developing their buzz 3. Have a stronger grasp of reading music and identifying where C, D, E, F and G fit onto the stave 4. Become familiar with more complex notations including Quavers 5. Start to learn about some composers and their music and how it fits into a history timeline 6. Begin to understand and use musical terminology such as rhythm tempo and dynamics 7. Start to play in different time signature such a $\frac{3}{4}$ 8. Begin to be aurally aware of their own sounds and the sounds around them					
French		Unit 3 Lesson 1 – Introducing parts of the body	Unit 3 Lesson 2 – Describing eye and hair colour	Unit 3 Lesson 3 – Character descriptions	Rigolo unit 3: Lesson 3 Days of the week	Rigolo unit 3: Lesson 4 Character descriptions