

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: The weird and the wonderful	Adventure stories: Plan and write an adventure story	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 Big Writing: Shipwrecked	Non-Fiction: Persuasive texts The Day The Crayons Quit	Non-Fiction: Information texts - Persuasive texts The Day The Crayons Quit Big Writing: Stone Age Adventure
Spelling	Venus: Add suffix er to words ending in y	Venus: Add suffix est to words ending in y	Venus: Add suffix er to words ending in y	Venus: /u/ with o spelling	Venus: /i/with ey spelling	Assessment
	Mercury: oo spelling	Mercury: ou spelling	Mercury: ow spelling (how now)	Mercury: ow spelling (blow snow)	Mercury: or spelling	Assessment
Handwriting	Baseline joins th ck ch Practise joins with words	Top joins re, ri, rt, rk Practise joins with words	Top joins ob, ol, ot, of, if Practise joins with words	Top joins ou ov ow op Practise joins with words	Top joins ve we wh	Top joins fe fi fl ft fu
	Everyday handwriting: text	Everyday handwriting:: Focus letters	Everyday handwriting: text	Everyday handwriting:: Focus letters	Everyday handwriting: text	Everyday handwriting:: Focus letters
	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
	Aim high. Review	Where have we seen	Investigate man-made	Compare and order	Plan and carry out a	The chn will learn that

Science	understanding of rocks and soils. Pre Assessment - what do you think is underneath the ground? Create a diagram	rocks before? Let's Think lesson: Group and classify rocks using observable characteristics	and natural rocks. Sort rock types into sedimentary, metamorphic and igneous rocks	rocks by how easily they can be worn away. Consider whether the test is fair and draw conclusions from results.	fair test to compare the permeability of rocks. Measure volumes of liquid accurately and suggest explanations for conclusions.	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) 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.	What was life like during the Iron Age? Historical enquiry (research) or Set up as mystery	Compare Stone Age, Bronze Age and Iron Age. Would it be better to live in the Stone Age, Bronze Age or Iron Age?
Computing	E safety - social media sites	DTP: Arranging objects	DTP: Making posters	DTP: Making posters	DTP: Making posters	Evaluate
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	Did ancient people believe in one God or many? Celtic Gods and Goddesses Matching activity	How do Christians see God? The Trinity	How do Muslims see God? Five Pillars of Islam	How do Hindus see God? Deities of the Trimurti and Trivedi	How do Buddhists see God? God as a teacher rather than a superhuman power	How do the children see God? What ideas do children have about God?
PSHE		Setting new goals and trying new things 1 (Whole class / generic)	Setting new goals and trying new things 2 (Personalised)	How to be a kind friend Rewards and linking rewards to behaviours	Role models and heroes	Support networks / people who can help us

PE		Dance: Extreme Earth Volcanic eruption James Bond theme / Ode to Joy	Dance: Extreme Earth Rumble and shake James Bond theme / Ode to Joy	Dance: Extreme Earth Tsunami Vivaldi winter music	Dance: Extreme Earth Tornadoes Vivaldi storm	Dance: Extreme Earth Montage
		Swimming	Swimming	Swimming	Swimming	Swimming
Music	<u>Cornet</u> <ol style="list-style-type: none"> 1. Know how to play the notes C, D, E, F and G 2. Have a stronger grasp of how to pitch these 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 as $\frac{3}{4}$ 8. Begin to be aurally aware of their own sounds and the sounds around them 					