



Hillcrest Primary School Medium Term Plan

At Hillcrest, we nurture a love of reading to empower the children to unlock the full wonders of the curriculum, supporting them to unleash their creativity and champion their independence, helping them to achieve their full potential.

Year Group: 3

Term: Autumn 1

TLC Text:
Stone Age Boy



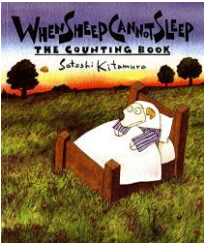
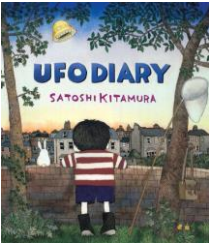
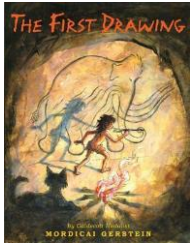
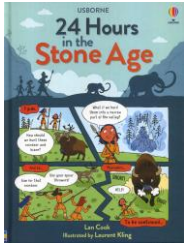
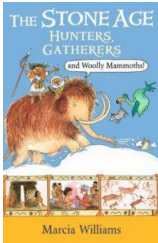
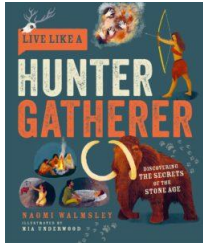
TLC Hook:
Stone Age experience

Autumn Half Term 1

	Week 1 (including 3-4.9.26)	Week 2	Week 3	Week 4	Week 5	Week 6
English	Stone Age Experience To make predictions based on text. To use drama and oracy to explore characters, dialogue and events. To learn and use technical vocabulary.	To story map the sequence of events. To use colourful semantics to construct sentences. To use drama to show a sequence. To innovate from a model text.	To review and edit writing. Author write - Instructions	To use drama and oracy to retell and innovate a story. To invent an alternate ending. To storyboard and story map ideas.	To use speech punctuation. To extend sentences to use coordinating and subordinating conjunctions.	To review and edit writing. Author Write - Narrative
Grammar & Punctuation	To recap capital letters and full stops.	To use subordinating conjunctions.	To edit punctuation and grammar.	To use coordinating and subordinating conjunctions. To use fronted adverbials.	To use speech punctuation.	To use adverbs and prepositions to express time.
Spelling	'ay' sound	Homophones (same sound, different spellings)	'ou' sound	Suffixes – ly, less, ily	Plural nouns	Double consonants
Maths <i>Place value Addition and subtraction</i>	To represent numbers to 100 To partition numbers to 100 To understand number lines to 100 To understand hundreds To represent numbers to 1000 To partition numbers to 1000	To flexibly partition numbers to 1000 To understand hundreds, tens and ones To find 1, 10 or 100 more or less To understand number lines to 1000	To estimate on a number line to 1000 To compare numbers to 1000 To order numbers to 1000 To count in 50s	To apply number bonds to 10 To add and subtract 1s To add and subtract 10s To add and subtract 100s To spot the pattern	To add 1s across a 10 To add 10s across a 100 To subtract 1s across a 10 To subtract 10s across a 100	To make connections To add two numbers (no exchange) To subtract two numbers (no exchange) To add two numbers across a ten
Science Rocks	To recognise the different types of rocks, their physical properties and their uses. WS – to ask relevant questions	To compare and group rocks based on their appearance and simple physical properties.	To test common types of rock for three properties: porosity, density and durability WS conduct simple observational	To recognise that soils are made from rocks and organic matter.	To classify a range of soil samples. WS to set up a practical enquiry	To describe in simple terms how fossils are formed when things that have lived are trapped within rock
History Stone Age	To understand what life was like in the Palaeolithic and Mesolithic era.	Stone Age Experience	To understand what changed from the Palaeolithic to the Mesolithic era.	To research what did people eat in the Palaeolithic and Mesolithic era.	To look at how the search for food changed in the Neolithic era.	To research tools that were used in the Neolithic era.
Art <i>Cave Paintings</i>	To research cave paintings.	To design a part of a cave mural.	To create a collaborative cave mural using natural paints.	<i>Please note that additional time is dedicated to Art lessons in the first part of the half-term to ensure we cover all objectives effectively.</i>		
Music <i>Sound symmetry</i>	To recognise symmetrical patterns in songs		To improvise and sing simple melodies and rhythms.		To compose a simple symmetrical song.	
MFL (French) <i>Je peux</i>	To learn how to recognise, recall and spell five different verbs in French.	To consolidate the five verbs from last lesson and learn a further five verbs in French.	To use the verb 'Je peux' with the ten learned verbs to form sentences.	To use the negative structure to say what they can and cannot do in French.	To use the conjunctions 'and' and 'but' to form more interesting and complex sentences.	To consolidate all language and complete an end of unit test.
Outdoor P.E. <i>Orienteering</i>						
Indoor P.E. Swimming	The children will complete 10 swimming lessons, across one full term, focusing on three broad objectives: to swim 25 meters unaided (any stroke), to perform a self-rescue and to swim three different strokes – front crawl, back stroke and breaststroke.					

R.E. <i>Morals</i>	To explain what morals are by exploring Golden Rules from different worldviews.	To evaluate the importance of religious guidance to some Christian and Jewish people.	To identify how some people remember moral guidance by exploring artefacts.	To describe how religious guidance can influence daily life in different worldviews	To explore beliefs by comparing religious and non-religious guidance.	To express ideas and justify opinions about moral guidance by evaluating those from other worldviews.
Computing <i>We are presenters 3.3</i>	To research their topic.	To find images online to illustrate their presentation.	To rehearse their presentations.	To record their presentations.	To edit their presentations.	To peer assess their presentations.
Life Skills (PSHE & RSHE) <i>My healthy self</i>	To describe how emotions can affect our bodies.	To recognise how others might be feeling using clues.	To understand that our minds and bodies are connected.	To understand why sleep is important and how we can sleep well.	To identify strategies that may be helpful when experiencing strong emotions.	To understand how to support ourselves and get help with our feelings.
Design Technology <i>Sewing</i>	Please note that additional time is dedicated to DT lessons in the second part of the half-term to ensure we cover all objectives effectively.			To research, design and create a bag suitable for the stone age, using sewing skills.		

We would love for children to experience first-hand the surprise and mystery of the TLC text when we first read it together in class.
Therefore, here are some supplementary texts they may enjoy alongside!

Supplementary Texts	Same Author		Readers also liked...		Non-Fiction	
						
Stone Age Boy Satoshi Kitamura	When sheep cannot sleep Satoshi Kitamura	UFO diary Satoshi Kitamura	The First Drawing Mordicai Gerstein	24 hours in the Stone Age Lan Cook	The Stone Age: Hunters, gatherers and woolly mammoths Marcia Williams	Like a hunter gatherer Naomi Walmsley