



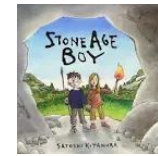
Hillcrest Primary School Medium Term Plan

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: Spring 1

TLC Text:
Stone Age Boy



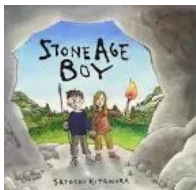
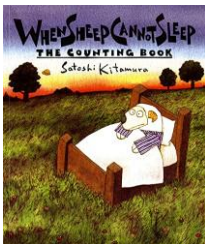
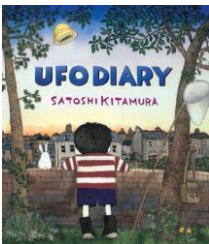
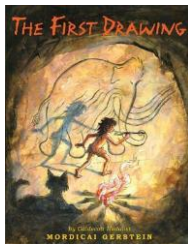

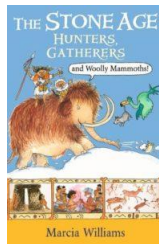
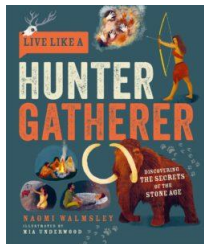
TLC Hook:
Flag Fen

Spring Half Term 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	To make predictions based on text. To explore characters and setting.	To use drama to explore characters and dialogue. To sequence a story.	To plan a story. To write a narrative Narrative	To identify the features of explanations texts. To explore factual and non-factual information.	To understand and explain life during the Stone Age To organise information into paragraphs.	To write a non-chronological report (with an explanation).
Grammar & Punctuation	To use fronted adverbials. To recap capital letters and full stops.	To use speech punctuation. To use subordinating conjunctions.	To edit punctuation and grammar.	To use questions and question marks. To use coordinating and subordinating conjunctions.	To use commas in a list. To use a or an correctly.	To use adverbs and prepositions to express time.
Spelling	Revise the previously taught suffixes	Teach, practice and apply the suffix ‘-ly’ with the root word ending in ‘le’ and ‘ic’.	Revise apostrophe for contraction	Teach and practice the rare GPC’s using the ‘i’ sounds	Statutory spelling list.	Statutory spelling list for year 3 and 4 and words containing vowel digraphs
Maths <i>Multiplication and division</i> <i>Length and perimeter</i>	To identify multiples of 10. To answer reasoning questions linked to multiplication.	To multiply a 2-digit number by a 1-digit number. To divide a 2-digit number by a 1-digit number. To make links between multiplication and division.	To divide a 2-digit number by a 1-digit number with remainders. To identify different ways to multiply and divide.	To measure in metres, centimetres and millimetres. To identify equivalent lengths (metres and centimetres).	To identify equivalent lengths (centimetres and millimetres). To compare, add and subtract lengths.	To identify the perimeter of a shape. To measure the perimeter of a closed shape. To calculate the perimeter of a closed shape.
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.	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 go to Flag Fen.	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	To begin to learn the song Latin dance. To get the rhythms of salsa into their bodies through movement.	To learn to play the chords of A minor and F major. To practise the first step of the salsa dance	To revisit the song Tongo, working in small groups to sing in call-and-response, and invent and add a drone to their performance.	To learn about the music and dances of Cuba. To practise playing the chords A minor and F, and accompany singing.	To invent short rhythm patterns to add to the instrumental sections. To practise playing in the instrumental sections and singing the choruses.	To play, sing, dance (or any combination of these things) in a class performance of Latin dance.
MFL (French) <i>Les Instruments</i>	To learn how to recognise, recall and spell five different instruments with their definite article/determiner in the foreign language.	To learn how to recognise, recall and spell a further five different instruments with their definite article/determiner in the foreign language.	To consolidate the pronunciation and spelling of all ten instruments in the foreign language.	To further consolidate all ten instruments in the foreign language with a particular focus on the definite article/determiner.	To be introduced to the verb ‘to play (an instrument)’ in the first-person singular, with the aim of being able to form a short sentence with the instrument nouns in the foreign language.	To revise and consolidate all language covered in the unit and complete the end of unit assessment.
Outdoor P.E. <i>Fundamentals</i>	To develop balance and apply it to other fundamental movement skills.	To understand how the body moves differently at different speeds.	To develop technique when changing speed.	To develop agility using a change of speed and direction.	To develop technique and control when jumping, hopping and landing.	To apply fundamental skills to a variety of games.

Indoor P.E. <i>Dance</i>	To use straight pathways and clear changes in direction in a line dance.	To use canon and unison to make our line dance look interesting.	To use formations, canon and unison to make our line dance look interesting.	To remember, repeat and create actions around a theme.	To understand and use formations	To structure a dance to represent a theme.
R.E. <i>Islam</i>	To explain where Islam was founded and who founded the Muslim faith.	To explain the key beliefs held by Muslims.	To explain the key features in a Muslim's place of worship.	To name and explain the key Muslim festivals.	To explain what the Muslim holy book is and how it is used.	To recognise the main symbol associated with Islam.
Computing <i>We are who we are</i>	To write about their earliest memories.	To write about their interests and hobbies.	To create slides about an issue they feel strongly about.	To create a short presentation to the camera about themselves.	To create a narration for their presentation from lesson 4.	To consider carefully who it would be appropriate to share the content they have created with, and why.
Life Skills (PSHE & RSHE) <i>Safety and the changing body</i>	To understand the role I can take in and emergency situation.	To understand how to help if someone has been stung or bitten.	To understand the importance of being kind online and what this looks like.	To understand that cyberbullying involves being unkind online.	To understand that not all emails are genuine.	To understand that not all emails are genuine

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	The first dog Jan Brett	The Stone Age: Hunters, gatherers and woolly mammoths Marcia Williams	Like a hunter gatherer Naomi Walmsley