

<p>Spotlight Masterpiece:</p> <p>A triptych representation of life in Stone Age, Bronze Age and Iron Age with detailed labelling of each feature, specifically homes, tools and weapons</p>	<p>Hook:</p> <p>Interactive Stone Age to Iron Age artefacts (loan box)</p> <p>Trip to Folkestone Museum, Stone Age to Iron Age workshop</p>
<p>Writing Genre:</p>	<p>Fiction: Portal Stories</p> <ul style="list-style-type: none"> To know the structure of a five-part story (beginning, build up, problem, resolution, ending) and to plan a piece of writing using this narrative scaffold To know the features of a portal story, specifically: main character enters a new world through a portal, is given a warning and ignores it, has to escape to own world (familiar setting), never sees the portal again but has a memento To know how to effectively describe a setting, using named nouns, sensory descriptions, figurative language and effective adjectives To know how to accurately and effectively punctuate a story, specifically using full stops, exclamation marks, inverted commas, question marks and commas To demonstrate their understanding of a portal story by writing their own To organise paragraphs, with indents, around a theme/story section To know how to effectively proof-read and edit a piece of writing using whole class targets and teacher’s feedback marking <p>Short Burst Writing / Poetry</p> <ul style="list-style-type: none"> Settings poetry using a picture stimulus to generate vocabulary, specifically adjectives, figurative language, powerful verbs Poetry: The Boy in the Dump Brenda Williams (poetry structure – couplets, rhythm and rhyme)
<p>Reading</p>	<p>Class Text: Stig of the Dump – Clive King</p> <ul style="list-style-type: none"> To know how to decipher meanings of unfamiliar words using contextual clues, dictionaries and prior knowledge To answer questions about a text using recall and retrieval skills (Agents of Understanding – scanning for clues) To know how to identify the main themes of a text in order to summarise an extract of or whole story/text Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say To be able to generate questions about what they have read
<p>SPAG</p>	<ul style="list-style-type: none"> To know that if the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled e.g. forgetting, forgotten, beginning, beginner To know that the consonant letter is not doubled (as above) if the syllable is unstressed e.g. gardening, gardener, limiting, limited, limitation Y3 Statutory Words: address, arrive, possess(ion), opposite, different, difficult, grammar and suppose To know how to use conjunctions (for example, when, before, after, while, so, because), adverbs (for example, then, next, soon, therefore) and prepositions (for example, before, after, during, in, because of) to express time and cause
<p>Mathematics</p>	<p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> To know how to solve problems, including missing number and word problems, using number facts, place value, and more complex addition and subtraction To know how to use column method to add and subtract up to 3 digit numbers To know how to use the inverse to check answers and complete missing number equations <p>Number: Multiplication and Division</p> <ul style="list-style-type: none"> To know and be able to count from 0 in multiples of 4, 8, 50 and 100 To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables To know how to write and calculate mathematical statements for multiplication and division up to 2 digit numbers multiplied by 1 digit numbers, using mental and progressing to formal written methods, specially short multiplication To know how to solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives

<p>Science</p>	<p>Animals including humans – research enquiry focus</p> <ul style="list-style-type: none"> To know that animals, including humans, need the right types and amount of nutrition to survive, specifically a balanced diet of carbohydrates (energy), proteins (growth and repair), fruits and vegetables (vitamins, minerals and fibre), fats and oils (energy and brain health) and dairy and eggs (calcium and protein) and to understand the consequences of eating the wrong type of diet and becoming unhealthy To know that animals, including humans, cannot make their own food; they get nutrition from what they eat To know that humans and some animals have skeletons and muscles for support, protection and movement To know and use the scientific names for the main bones in the human body, specifically skull, spine, pelvis, humerus, radius, ulna, femur, fibula, tibia and ribs To know the difference between exo-skeletons and endo-skeletons and that some creatures do not have any skeleton, specifically worms, jellyfish and octopuses To be able to set up a simple practical enquiry and write an explanation for their findings
<p>Religious Education</p>	<p>What does it mean to be a Christian in Britain today?</p> <ul style="list-style-type: none"> To know why being a Christian is a good thing in Britain today, specifically being part of a community, feeling supported and loved by God and the church, the power of having faith, having a role and purpose within the church and to be able to recall and explain at least two of these reasons (B2) To know why being a Christian may be a hard thing in Britain today, specifically public judgement/discrimination due to religious beliefs, managing the Christian calendar of events with daily life, manage the high moral expectations of diligently following religious guidance and to be able to recall and explain at least two of these reasons (B2) To know and be able to discuss the links between the actions of Christians in helping others, including non-Christians, help others, specifically: partaking in charitable work including donations and giving alms, helping the sick, supporting the local community, helping offenders with rehabilitation and offering guidance to those that seek religious redemption (C2)
<p>Physical Education</p>	<p>Gymnastics</p> <ul style="list-style-type: none"> Choose ideas to compose a movement sequence independently and with others Link combinations of actions with increasing confidence, including changes of direction, speed or level Develop the quality of their actions, shapes and balances Move with coordination, control and care Rolls with control- Crouched Forward roll, Forward roll from standing, Tucked backward roll Use half turns whilst travelling in a variety of ways Use jumps- Straight jump, Tuck jump, Jumping Jack, Star jump, Straddle jump, Pike jump, Straight jump half turn, Cat leap in their sequences Create interesting body shapes while holding balances with control and confidence Climb onto and jump off the equipment safely Begin to show flexibility in movements <p>Ball skills/Football</p> <ul style="list-style-type: none"> To apply the basic principles of invasion games To move with the ball To use a range of techniques to pass the ball. To understand the basic principles of attacking in invasion games
<p>History</p>	<p>Stone Age to Iron Age</p> <ul style="list-style-type: none"> To know that in Britain, the Stone Age was a period from around 15,000BC to 2,500BC and was followed by the Bronze Age from around 2500BC to 650BC and the Iron Age from around 650BC to 43AD. To know that historical understanding of the Stone Age, Bronze Age and Iron Age is based on limited specific sources including: stone tools, the Swanscombe skull, pottery, bronze tools & weapons, iron tools & weapons, Skara Brae village. To know how technology changed from the Stone Age to the Iron Age: stone tools for simple cutting and hammering; forging of stronger bronze tools for weapons & farming; pottery for collecting resources; forging stronger iron tools including the iron-tipped plough leading to wider farming. To know how homes and buildings changed from the Stone Age to the Iron Age linked to technological advancements in farming and weaponry: tents made from branches and hides for hunter-gatherers; stone houses; thatched buildings with timber & clay walls; round houses & hillforts. To know that Britain was made up of a number of Celtic tribal kingdoms during the Iron Age, often based at a hillfort. Know that a hillfort was a typically a collection of huts inside a wooden palisade on a raised hill for defence or farming purposes. To know that Dover Castle was built on the site of an Iron Age hillfort. To know that modern-day Canterbury is built on the site of an early Celtic settlement.

RSHE	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> To understand school rules about health and safety, basic emergency aid procedures and where and how to get help To learn about taking care of their body and the right to protect their body from inappropriate and unwanted contact. To develop strategies for keeping physical and emotionally safe –including online safety (revision) To differentiate between the terms 'risk', 'danger' and 'hazard' To recognise when and how to ask for help and use basic techniques for resisting pressure To deepen understanding of good and not so good feelings (revision)
Art	<p>Stone Age Art</p> <ul style="list-style-type: none"> To review Stone Age cave art and carvings and discuss why they were created, specifically as a form of self-expression, celebration and superstition To create printing blocks using a relief or impressed method on different media, specifically polystyrene tiles and apples to recreate a modern interpretation of Stone Age cave art To create repeating pattern prints with two colour overlays
Computing	<p>Emailing</p> <ul style="list-style-type: none"> To know what email is used for, specifically communications and sharing information To know how to send an email with subject, text and recipients; understanding the structure of an email address joeblogs@sandgateprimaryschool.co.uk To know how to add an attachment to an email, specifically a Microsoft Office document and a photograph (jpeg) To understand that not all emails are genuine, specifically phishing emails and junk mail/spam and to begin to identify key features of these: requests for personal information and unknown senders <p>Internet Safety</p> <ul style="list-style-type: none"> To understand the importance of being kind online and what this looks like, specifically using kind and respectful words To know that our internet usage leaves a data footprint which is a permanent, traceable record of information To understand that cyberbullying involves being unkind online, specifically name-calling and disrespectful or threatening comments
Primary Languages – Spanish	<p>Spanish Colours</p> <ul style="list-style-type: none"> To know the Spanish names for colours: red, orange, yellow, pink, blue, green, black, white, purple, brown, grey and be able to read and write them <p>Spanish Body Parts</p> <ul style="list-style-type: none"> To know the parts of the body: head, hair, eyes, nose, lips, mouth, ears, face and be able to read and write them