



Through an enquiry approach, our curriculum is responsive. We nurture, develop and build on children's interests and passions; make links to their local environment so that learning is relevant, lifelong and builds the broad skills and knowledge for the world ahead. With an ethical focus in which children learn about rights, through rights and for rights, our children have the confidence to question the world around them, allowing them to be active participants to shape their community. Our children are stewards of the environment, developing strong core moral values which celebrates openness, diversity, and equity.

This document provides an overview of the planned sequence of learning for a term. Actual teaching and timings may differ as teachers adapt teaching and learning opportunities as they teach to ensure teaching is responsive to children's needs.

Subject/Area/Focus	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Key Events/ Assessments	INSET: Monday	Anti-bullying week Children in Need	World Children's Day Road Safety Week		International Day of Persons who have a Disability	Christmas Performances Xmas Dinner	Half Day Thurs Data INSET Fri	
School Values	November: Friendship December: Peace							
Unicef Rights Respecting Schools – Main Focus Click here for more information	Article 29 – Aims of Education Article 2 – No discrimination Article 12 – Respect for Children's Views							
Main Enquiry Questions	When do you think it would have been better to live: Stone age, Bronze age or Iron Age? Why? How well do different colours and materials reflect light in a dark cave?							
Learn Together, including RE	Our environment – What is single use plastic?		Are there alternatives?	Reduce and Reuse	So much single-use plastic!			
PSHE	To recognise key features of family life – what is a family? - what key qualities do I value in my own family? (Introduction and initial baseline assessment to demonstrate current understanding of families)	R7. to recognise and respect that there are different types of family structure (including single parents, same- sex parents, step- parents, blended families, foster parents); that families of all types can give family members love, security and stability	R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart To recognise that all family types should be valued and celebrated	R6. To understand that a feature of positive family life is caring relationships; about the different ways in which people care for one another	R8. To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty	(Link to R.9)To identify ways to manage changes in a family, some strategies for resolving conflicts, and who can help if feeling worried or unhappy	R9. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice	
Focus Text	Stone Age Boy							
Phase and key objectives	Phase I Identify main ideas and predictions	Describe characters and settings Inference	Plan own journey tale Use descriptive language effectively	Write, revise and edit own writing.	Non-fiction - Instructions	Instructions	Plan and write own instruction report on how to survive the stone age/ bronze/ iron.	
Main Grammatical Focus	• Demarcate sentences accurately with capitals letters, full	Conjunctions time	Conjunctions cause	•Use the progressive form of the verb to show actions in	•Use noun phrases expanded with adjectives and adverbs	Prepositions	Adverbs	



	stops and question marks and consistently			progress e.g. The dragon was flying in the air. The flames are burning the village	e.g. extremely hot flames; a brave and dangerous mission; the most terrifying dragon in the whole world.			
Spelling	Step 8	Step 9	Step 10	Step 11	Step 12	Step 13		
Home Learning Support	For more information on the focus of the steps, please click here. Spelling Shed Home Use (For weekly spellings including interactive games)							
Main handwriting Focus	Horizontal joins (vi, ru, wa, oc, ro, wn, ve, re, oe)				Double letters bb, cc, dd, ee, ff, gg, ll, mm, nn, oo, pp, rr, ss, tt, zz			
Home Support	Access Letter Join at home to practice letter formation and spelling. Available on desktop, laptop and tablet.							
Main reading focus								
Mathematics <i>For more information on the focus of the steps, please click here.</i>	Addition and subtraction	Addition and subtraction	Addition and subtraction	Multiplication and division A	Multiplication and division A	Multiplication and division A	Multiplication and division A	Multiplication and division A
Number Facts Focus	Strategy Selection							
Home Learning Support	Home Support: Use the link below to access videos which explain each step. These can help you to see the methods that are being taught, or can be used as additional practice. Year 3 Free Downloadable Workbooks for Year 1 – 6 TTRS for Key Stage 2 1 Minute Maths App for all year groups Numbersense Home Learning Overviews (Year 1, Year 2 & Year 3 Autumn Term)							
Science	<i>To discuss what we already know about Light and Shadows.</i> <i>To discuss what we want to learn about Light and Shadows</i>	To recognise that dark is the absence of light	To observe how light is reflected from surfaces	To recognise and explore how shadows are formed	To recognise and explore how shadows are formed	To discover how shadows change	To apply knowledge and skills on light and shadows to create a puppet performance	
History	Points 1, 2, 3. Complete a timeline of the prehistoric period. Where are the Stone Age, Bronze Age and Iron age? Know that the Stone Age is made up of 3 periods – place these.	Understand how Stone Age people lived. Look at the three periods, consider the impact of the ice age on how they lived. Know how Palaeolithic, Mesolithic and Neolithic people lived.	Know what tools/ weapons early people in the Stone Age period used and how they made them. Link to the nomadic lifestyle and lack of any technology.	Know what Stone Age houses looked like. Make links to their way of life and understand how and why this changed. Know the different materials used and how they will have looked different.	Know the technological advances that defined the Bronze Age period. Consider that this shows an improvement in living conditions/ sophistication from pure survival.	Know that Bronze Age settlements were a progression from Neolithic ones. Explore Must Farm and what this teaches us about Bronze Age settlements. Draw historical conclusions about the way of life.	Know why the discovery of Iron was important to prehistoric way of life. Learn about how they used it, what for and how this changed their way of life. To know the different jobs people in iron age settlements did. Consider the different roles of people why they were important and how they contributed to the way of life.	To know why hillforts were important to survival in the Iron Age. Explore the tribal way of life, make links to wealth and resources created by each settlement and how this made life easier therefore was desired by others.



Art & Design DT	Introductionn to how people in the Stone age used art and design – cave paintings (ochre and calcite), dyed textiles and grass weaving	Art : Gestural Drawing with Charcoal Study cave paintings – how and why they were formed. how the cave paintings were used to tell stories	Art : Gestural Drawing with Charcoal Exploring charcoal to create line and shape, Experiment with mark making -thick and thin lines, adding shade and emphasis	Art : Gestural Drawing with Charcoal To replicatie a Stone Age cave painting. Step by step guide to drawing a Bison – using mark making skills to express dram	DT: Grass Weaving Research: Look into the purpose of grass weaving and the benefits and functions of this skill within the Stone Age	DT: Grass Weaving Plan: Experiment with the skill of weaving by making a basket from strips of card	DT: Grass Weaving Follow step by step guide to weave own small grass basket. Analyse the functions and usefulness of grass as a material.		
Computing		To explain that animation is a sequence of drawings or photographs ● I can draw a sequence of pictures ● I can create an effective flip book—style animation ● I can explain how an animation/flip book works	To relate animated movement with a sequence of images ● I can predict what an animation will look like ● I can explain why little changes are needed for each frame I can create an effective stop-frame animation	To plan an animation ● I can break down a story into settings, characters and events ● I can describe an animation that is achievable on screen I can create a storyboard	To identify the need to work consistently and carefully ● I can use onion skinning to help me make small changes between frames ● I can review a sequence of frames to check my work I can evaluate the quality of my animation	To review and improve an animation ● I can explain ways to make my animation better ● I can evaluate another learner's animation I can improve my animation based on feedback	To evaluate the impact of adding other media to an animation ● I can add other media to my animation ● I can explain why I added other media to my animation I can evaluate my final film		
Music	Sing a widening range of unison songs Listening & Responding: Hallelujah from Messiah Handel, Baroque. Hound Dog Elvis Presley								
Physical Education	Basketball & Yoga For a breakdown of objectives, see our website								
Languages (KS2)	I am Learning & Animals Click here for the mapping of objectives for each unit.								