


Year 3 Term 2 Medium Term Plan: How did Britain develop through the prehistoric ages?

|  Tadpole Farm CE Primary Academy | Week 1 wb 03/11/2025 (4 days) | Week 2 wb 10/11/2025 | Week 3 wb 17/11/2025 | Week 4 wb 24/11/2025 | Week 5 wb 01/12/2025 | Week 6 wb 08/12/2025 | Week 7 wb 15/12/2025 (4.5 days) |
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| Key Events | Mon: School closed to pupils (TD Day). Tues: No Swimming. | Tues: Y3 Swimming. Fri: Children in Need | Tues: Y3 Swimming. | Tues: Y3 Swimming. | Tues: Y3 Swimming. | Tues: Y3 Swimming. | Tues: No Swimming. Weds: Christmas Jumper Day, Christmas Dinner Day & FOTF Christmas Disco. Fri: Finish @ 1pm. |
| Reading | The Girl Who saved Christmas <i>Matt Haig</i> | | | | | | |
| Writing | Stone Age Boy Satoshi Kitamura Fiction - New story (sequel) Om visits modern day Setting focus: <ul style="list-style-type: none"> • Describe the time and place • Describe what can be heard and felt • Describe characters' physical reactions to the setting • Use prepositional phrases to establish a clear picture of a setting | | | Stone Age Boy Satoshi Kitamura Non-Fiction - Writing to Argue: Persuade Letter from boy to Om to persuade her to stay in modern times Features: <ul style="list-style-type: none"> • Logical connectives e.g. therefore, as a result, in conclusion • Words and phrases to indicate concession e.g. while it is true that, in spite of, despite this, however, still, nevertheless • Evidence to discredit possible counter arguments | | | |
| SPaG | <ul style="list-style-type: none"> • Describe settings in narratives e.g. describing the time and place, what can be heard and felt etc. • Use apostrophes for contractions correctly e.g. can't, won't, shouldn't. • Extend the range of sentences with more than one clause by using a wider range of conjunctions (refer to grammar progression document) - (non-fiction) | | | | | | |
| Maths Oak National Academy | Measuring length and recording in tables. | Representing 3-digit numbers, comparing and positioning on number lines. | | | Measures: mass and capacity. | | |
| Science Light and Shadow <i>(Collins Connect Science)</i> | Lesson 1: What do we need to see? | Lesson 2: Which object is the most reflective? | Lesson 3: How are shadows made? | Lesson 4: Is my shadow like me? | Lesson 5: How can we change the size of a shadow? | Additional time to revise, assess and review. | |

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| RE Why are festivals important to religious communities? <i>(Swindon Syllabus)</i> | Lesson 1: Why do we celebrate things? | Lesson 2: Why do Muslims celebrate at the end of Ramadan? | Lesson 3: Why is Diwali important to Hindus? | Lesson 4: Why do Jewish people celebrate Pesach? | Lesson 5: How do Christians celebrate Christmas? | Lesson 6: How do different religions celebrate important occasions? | Additional time to revise, assess and review. |
| History How did Britain develop through the prehistoric ages? | Lesson 1: Which significant artefacts can we use to learn about the Stone Age? | Lesson 2: What can we learn from Stone Age cave art? | Lesson 3: How did people survive in the Stone Age? | Lesson 4: How did life change when European settlers came to Britain in 2500 BC (Bronze Age)? | Lesson 5: How did life in Britain change during the Iron Age? | Lesson 6: What Stone-, Bronze- and Iron-Age developments have had a lasting impact on Britain? | Lesson 7: What are the similarities and differences between the animals which lived in the Stone Age and now? |
| Art & Design Technology D&T <i>Stone Age Tools</i> | | Research | Design | Make | Evaluate | | |
| Computing Purple Mash | Purple Mash Unit 3.1 Coding & Purple Mash Unit 3.3 Spreadsheets | | | | | | |
| Music Charanga | Charanga - Original Glockenspiel Stage 1 | | | | | | |
| PSHE | See Jigsaw Overview | | | | | | |
| PE | Movement through dance and challenge yourself through PE | | | | | | |
| MFL | French in Terms 4 - 6 | | | | | | |