

Beaufront First School Class 2 (Year 3 & 4) Medium Term Planning
Autumn Term 2 2024: 7 Weeks

English		Mathematics	
Focus Text 1: ‘Stone Age Boy’ Hooks: Writing Focus: Diary Entry <u>Imitate</u> share book, answer /find answers to questions, more book talk (floor book - post its) Create a story timeline and display it on the wall. Paired timeline with more detail including dates (link to history) Floor book - whole class initial ideas about setting individual - paired - describe setting - magpie word caption level. The Camp setting development. Write a description using magpied/shared word. Model first (own books) full sentences. Use prepositions expanded noun phrases. look at the teacher model about the Cave setting. Children find prepositions, expanded noun phrases, conjunctions etc and highlight. refer back to the model. Children write the first paragraph describing the Cave setting. setting development continued - children write the second paragraph of The Cave. <u>Innovate</u> Class character description - magpie individual character description Refer to setting and character - Highlight features of a diary entry. Write ‘When and Where’ together for diary entry - ‘What’ part of diary entry (chronological) continue writing a diary entry as the Stone Age Boy. Invent - imagine you have travelled back in time to the Stone Age - writing a diary entry. Outcome - write a diary entry from the perspective of themselves being back in the Stone Age. Role play Plan - when, where, what, how feeling etc. Timeline Guided Reading Bad Panda by Swapna Haddow and Sheena Dempsey		Year 3 White Rose Maths Addition and Subtraction • Applying number bonds within 10. • Adding and subtracting 1s, 10s and 100s and then doing so across a 10 and a 100. • Spotting patterns and connecting ideas. • Adding and subtracting two numbers, including across a 10 and a 100. • Exploring complements to 100, estimating answers, inverse operations and making decisions. Year 4 White Rose Maths	
Science	PSHE/ RSE	PE	
Rocks and Soils • To group rocks using their appearance. • To observe the appearance of rocks closely, using a magnifying glass. • To group rocks using their physical properties. • To make predictions, suggest improvements and explain observations over time. • To describe the process of fossil formation. • To present research on fossil formation.		Dance	

• To identify fossils and group rocks accordingly. • To compare soils and how they were formed. • To describe a soil sample using sedimentation.		
History	RE	Art
• To recognise the chronology and significance of prehistory. • Accurately place AD and BC on a timeline. • Identify conclusions that are certainties and possibilities based on archaeological evidence. • Explain the limitations of archaeological evidence. • Use artefacts to make deductions about the Amesbury Archer's life. • Explain how bronze was better than stone and how it transformed farming. • Explain how trade increased during the Iron Age and why coins were needed. • Identify changes and continuities between the Neolithic and Iron Age periods. Answer questions • What was life like in the Paleolithic and Mesolithic? • What changed from the Paleolithic to the Mesolithic? • What did people eat in the Paleolithic and Mesolithic? • How did the search for food change in the Neolithic? • What tools were used in the Neolithic? • Who were the beaker people? • How did tools change after the Neolithic? • How did the Bronze Age move into the Iron Age? • What are roundhouses? • What is a hillfort?		
Music	Computing	French
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Forest School		