

**MTP Summer 1 Humshaugh First School Class 3 - Mrs Long/Ms Osborne/Mrs Wilkinson/ Mr Hulbert**

	<b>Week 1</b> <b>28.4.25</b>	<b>Week 2</b> <b>5.5.25</b> <b>(BANK HOLIDAY)</b>	<b>Week 3</b> <b>12.5.25</b>	<b>Week 4</b> <b>19.5.25</b>
<b>TOPIC</b>	<b>THE STONE AGE</b>	<b>THE STONE AGE</b>	<b>THE STONE AGE</b>	<b>THE STONE AGE</b>
<b>SPELLING SPAG</b>	<b>YEAR 3-6 SPELLING LISTS</b> <i>ed</i> endings	<b>YEAR 3-6 SPELLING LISTS</b> Y3 Suffix -ation	<b>YEAR 3-6 SPELLING LISTS</b> Y3 Possessive apostrophes	<b>YEAR 3-6 SPELLING LISTS</b> Y4 Inverted commas
<b>WRITING</b> (Core Texts/Animation)	<b>The Street Beneath My Feet – The Write Stuff</b>  Based on the book Charlotte Guillain and Yuval Zommer	<b>The Street Beneath My Feet – The Write Stuff</b>  Based on the book Charlotte Guillain and Yuval Zommer	<b>The Street Beneath My Feet – The Write Stuff</b>  Based on the book Charlotte Guillain and Yuval Zommer	<b>The Street Beneath My Feet – The Write Stuff</b>  Based on the book Charlotte Guillain and Yuval Zommer
<b>GENRES</b>	<b>NARRATIVE</b>	<b>NARRATIVE</b>	<b>NARRATIVE</b>	<b>NARRATIVE</b>
<b>SPOTLIGHT HT ON...</b>	<b>Satoshi Kitamura</b> <i>(Stone Age Boy)</i> <b>Saviour Pirotta</b> <i>(The Stolen Spear)</i>	<b>Satoshi Kitamura</b> <i>(Stone Age Boy)</i> <b>Saviour Pirotta</b> <i>(The Stolen Spear)</i>	<b>Satoshi Kitamura</b> <i>(Stone Age Boy)</i> <b>Saviour Pirotta</b> <i>(The Stolen Spear)</i>	<b>Satoshi Kitamura</b> <i>(Stone Age Boy)</i> <b>Saviour Pirotta</b> <i>(The Stolen Spear)</i>
<b>VIPERS</b>	<b>VIPERS</b> Stage 3-The Stone Age Stage 3-Rocks and Fossils Stage 3-The Iron Age	<b>VIPERS</b> Stage 3-The Stone Age Stage 3-Rocks and Fossils Stage 3-The Iron Age	<b>VIPERS</b> Stage 3-The Stone Age Stage 3-Rocks and Fossils Stage 3-The Iron Age	<b>VIPERS</b> Stage 3-The Stone Age Stage 3-Rocks and Fossils Stage 3-The Iron Age

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<b>MATHS</b>	<b>FRACTIONS AN DECIMALS TIME</b>	<b>FRACTIONS AN DECIMALS TIME</b>	<b>FRACTIONS AN DECIMALS TIME</b>	<b>FRACTIONS AN DECIMALS TIME</b>
<b>HISTORY</b>	<b>STONE AGE TO THE IRON AGE</b> What does prehistory mean? How did hunter-gatherers survive in the Stone Age? What was Stone Age cave art? What kind of sources tell us about the Stone Age? Why are there so many mysteries about Stonehenge? How did bronze replace stone in the Bronze Age? What do grave goods tell us about the Bronze Age? What was life like in an Iron Age hill fort?	<b>STONE AGE TO THE IRON AGE</b> What does prehistory mean? How did hunter-gatherers survive in the Stone Age? What was Stone Age cave art? What kind of sources tell us about the Stone Age? Why are there so many mysteries about Stonehenge? How did bronze replace stone in the Bronze Age? What do grave goods tell us about the Bronze Age? What was life like in an Iron Age hill fort?	<b>STONE AGE TO THE IRON AGE</b> What does prehistory mean? How did hunter-gatherers survive in the Stone Age? What was Stone Age cave art? What kind of sources tell us about the Stone Age? Why are there so many mysteries about Stonehenge? How did bronze replace stone in the Bronze Age? What do grave goods tell us about the Bronze Age? What was life like in an Iron Age hill fort?	<b>STONE AGE TO THE IRON AGE</b> What does prehistory mean? How did hunter-gatherers survive in the Stone Age? What was Stone Age cave art? What kind of sources tell us about the Stone Age? Why are there so many mysteries about Stonehenge? How did bronze replace stone in the Bronze Age? What do grave goods tell us about the Bronze Age? What was life like in an Iron Age hill fort?
<b>SCIENCE</b>	<b>FORCES</b> Making hovercrafts	<b>ROCKS AND FOSSILS</b> <b>Types of Rocks</b> Compare different kinds of rocks based on their appearance in the context of understanding the difference between natural and human-made rocks. • I can compare different types of rocks	<b>ROCKS AND FOSSILS</b> <b>Grouping Rocks</b> Making systematic and careful observations by examining different types of rocks. • I can make systematic and careful observations. Group together different kinds of rocks on the basis of their simple physical properties in the context of natural rocks. • I can group rocks based on their properties.	<b>ROCKS AND FOSSILS</b> <b>Fantastic Fossils</b> Describe in simple terms how fossils are formed when things that have lived are trapped within rock by explaining the fossilisation process and by comparing fossils to the animals they belong to. • I can explain how fossils are formed.

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<b>ART</b>				
<b>DT</b>	<b>FORCES</b> Making hovercrafts			
<b>RE</b>	<b>KINGDOM OF GOD (UC)</b> L2.6 When Jesus left what next?	<b>KINGDOM OF GOD (UC)</b> L2.6 When Jesus left what next?	<b>KINGDOM OF GOD (UC)</b> L2.6 When Jesus left what next?	<b>KINGDOM OF GOD (UC)</b> L2.6 When Jesus left what next?
<b>FRENCH</b>	Family vocabulary Possessive adjectives ( <i>mon,ma,mes</i> ) Phoneme <b>eu</b> Further dictionary skills Clothing vocabulary Revise adjectival agreements	Family vocabulary Possessive adjectives ( <i>mon,ma,mes</i> ) Phoneme <b>eu</b> Further dictionary skills Clothing vocabulary Revise adjectival agreements	Family vocabulary Possessive adjectives ( <i>mon,ma,mes</i> ) Phoneme <b>eu</b> Further dictionary skills Clothing vocabulary Revise adjectival agreements	Family vocabulary Possessive adjectives ( <i>mon,ma,mes</i> ) Phoneme <b>eu</b> Further dictionary skills Clothing vocabulary Revise adjectival agreements
<b>PE</b>	<b>Athletics</b> <b>Swimming</b>	<b>Athletics</b> <b>Swimming</b>	<b>Athletics</b> <b>Swimming</b>	<b>Athletics</b> <b>Swimming</b>
<b>MUSIC</b>	End of year production Charanga Unit: Blackbird	End of year production Charanga Unit: Blackbird	End of year production Charanga Unit: Blackbird	End of year production Charanga Unit: Blackbird

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<b>COMPUTING</b>	<b>Programming – Events &amp; Actions</b>  Moving a Sprite	<b>Programming – Events &amp; Actions</b>  Maze Movement	<b>Programming – Events &amp; Actions</b>  Drawing Lines	<b>Programming – Events &amp; Actions</b>  Adding Features
<b>PSHE</b>	<b>1Decision Circle Time</b>	<b>1Decision Circle Time</b>	<b>1Decision Circle Time</b>	<b>1Decision Circle Time</b>
<b>FOREST SCHOOL</b>	<b>Spring Hunt</b>  Establish the Forest School Rules.  Go on a Hunt to see what plants chn can find.	<b>Science Focus: Tree ID</b>  Tell the story of the Man who planted trees and discuss.  Chn identify trees in the woodland and then 'adopt' their own tree.	<b>Science Focus: Garden Plants/Wild Plants</b>  Visit Suzanne Newell's garden to learn about garden plants. Compare these to the wild plants found in our woods.	<b>Minibeast Hunt</b>  Chn find insects living in the woods and make insect homes.