

St Joseph's Catholic Primary School

Half Term Overview Planner

Autumn 1 2022-2023

Theme: The Stone Age

Teacher: Mrs Hodgson and Mrs Harrison



Year Group: 3

Burn 2 learn will be weaved into learning where appropriate.

| | Week 1 w/b 5/9/2022 4 days | Week 2 w/b 12/9/2022 | Week 3 w/b 19/9/2022 | Week 4 w/b 26/9/2022 | Week 5 w/b 3/10/2022 Dyslexia awareness week | Week 6 w/b 10/10/2022 | Week 7 w/b 17/10/2022 |
|--|--|--|--|---|--|--------------------------|--------------------------|
| <p>RE <i>The Christian family</i></p> <p>Key Bible Scripture: Mark 2: 1-12 (Jesus heals the paralysed man) Matthew 3:13-17 (Jesus's Baptism)</p> <p>Big Concept: The sacrament of Baptism</p> | <p>Sticky Knowledge and Key Vocab:</p> <ul style="list-style-type: none"> • Belonging to a family is important because a family provides love, care and helps give a sense of who you are (identity) • The Church is a family of people called Christians who love God by following Jesus • A Sacrament is a very important gift from Jesus when we receive special help from the Holy Spirit. • The Sacrament of Baptism makes someone a member of the Church • In Baptism, signs are used to show what Christians believe • Promises made in Baptism are important to keep • A miracle is an extraordinary event taken as a sign of the power of God. • A font is a special basin in the church that contains Holy Water. This water is used as part of the sacrament of baptism to welcome someone into the church. <p>Links to prior learning</p> <ul style="list-style-type: none"> • Children have discussed being part of God's family in each group (God's family topic in FS2). • Children have learnt different miracles in both KS1 and Foundation Stage (for example, feeding of the 5000, the resurrection and stilling of the storm). • In Y1, children talk about baptism in their 'Families and Celebrations' topic. <p>Social/Cultural opportunities.</p> <ul style="list-style-type: none"> • Reflect on different symbols from other faiths that children might see. Use BBC's 'What's on Your Head' to give children the opportunity to see what people of different faiths may wear to show their faith. | | | | | | |
| | <p>Have the opportunity to reflect on what it means to be part of a family.</p> <p>English core skills applied: To punctuate sentences correctly using full stops, commas and apostrophes.</p> | <p>Have the opportunity to reflect on what it means to be part of the Christian family.</p> <p>English core skills applied: To punctuate sentences correctly using full stops, commas and apostrophes.</p> | <p>Have an opportunity to know the signs used in Baptism and understand why they are used.</p> <p>English core skills applied: To punctuate sentences correctly and use heading and subheadings</p> <p>Prior experiences- Discuss celebrations e.g birthdays. Discuss what signs there are that it is someone's birthday that day. Make links to how there are also signs of baptism.</p> <p>Learning about signs Write about symbols.</p> | <p>Have an opportunity to know that we join the Christian family when we are baptised.</p> <p>English core skills applied: To punctuate sentences correctly using full stops, commas and apostrophes.</p> <p>Go to church/ ask someone from church to come to us.</p> <p>Key vocab: Church, Christian, Baptism, Sacrament, God parent, Promise, Font, water, oil, anointed, white garment, Paschal candle, priest</p> | <p>Have an opportunity to know the promises made by parents and Godparents at Baptism</p> <p>English core skills applied: To follow a text and explain main points in a paragraph.</p> | | |

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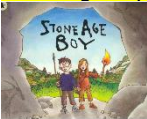


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| | <p>Drawing their own families and reflecting what it means to be part of a family.</p> <p>Writing an acrostic poem about their families and how they help them.</p> | <p>Reflect on how they behave part of a Christian family and the things that they do. Children to draw pictures of this.</p> <p>Link to Mark 2: 1-12 (Jesus heals the paralysed man)</p> | <p>Link to Matthew 3:13-17 (Jesus's Baptism)</p> | <p>Children are writing a letter to someone describing baptism and its signs..</p> | <p>Children to write a job advert for a God parents. They are to write about what it means to be a God parent.</p> | | |
| <p>English Class Text: Stone Age Boy</p>  | <p>Milestone 2 To punctuate accurately Predicting the story. Questions about story. Features of a diary</p> | <p>Milestone 2 To use sentences appropriately To punctuate accurately To use imaginative description --Use a and an correctly. -Hot seating- character feelings. -Writing about feelings from characters -Vocabulary work - feelings. Improving choices, using thesaurus</p> | <p>Milestone 2 To use sentences appropriately To punctuate accurately Conjunctions to join short sentences. WAGOLL- diary (linked to Y2 topic. Plan a diary.</p> | <p>Milestone 2 To write with purpose To present neatly Writing and editing a diary entry. Apostrophes for possession.</p> | <p>Assessment Week Burn2Learn linked to gaps identified through AFL.</p> | <p>Milestone 2 To use sentences appropriately To punctuate accurately To write with purpose Features of instructions Verb focus. Conjunctions focus. Planning</p> | <p>Milestone 2 To write with purpose To organise writing appropriately To present neatly Writing and editing instructions based on making Stone Age clay Pots.</p> |
| <p>Spelling</p> | <p>Personalised spelling based on outcomes from assessments</p> <p>Weekly spelling test includes mystery word-statutory word from previous year group.</p> | | | | | | |

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| <p>Maths</p> <p>Big Concept: Place Value and Shape</p> | <p>Milestone 2 To know and use numbers White Rose place value assessment. To represent numbers To partition numbers (hundreds, tens and ones) To represent and identify numbers on a number lines To represent and count in hundreds To represent numbers to 1000 To partition numbers to 1000 To find 1, 10 or 100 more or less than a given number</p> <p>Milestone 2 Shape White Rose shape assessment. Identify right angles, recognise that two right angles make a half -turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. Recognise angles as a property of shape or a description of a turn Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p> | <p>Assessment week Burn2Learn linked to gaps identified through AFL.</p> | <p>Milestone 2 To know and use numbers To identify, represent, estimate, compare and order numbers. To count in 50's.</p> <p>Milestone 2 Shape Application of new understanding of angles and lines when describing 2D shapes. Draw 2-D shapes</p> |
| <p>Science</p> <p>Big Concept: Rocks and Soils</p> | <p>Science Sticky Knowledge and Key Vocab:</p> <ul style="list-style-type: none"> • Permeable materials let water or gas go through them. • Impermeable materials do not let water or gas pass through them. • There are three types of rock: igneous, sedimentary, and metamorphic. • Some rocks contain fossils. Fossils were formed millions of years ago. When plants and animals died, they fell to the seabed. They became covered and squashed by other material. Over time the dissolving animal and plant matter is replaced by minerals from the water. Soils are made up of pieces of ground down rock which may be mixed with plant and animal material (organic matter). • Mary Anning was a famous palaeontologist. She was famous for her fossil discoveries. • Rocks can be hard or soft. • Rocks can be different shapes and sizes (stones, pebbles, boulder) • The type of rock, size of rock pieces and the amount of organic matter affect the property of the soil. <p>Links to prior learning: During their 'materials' topic in Y2, the children have previously learnt about grouping materials. This also built upon their learning in Y1 of comparing and classifying materials.</p> | | |

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| | <p>Social/Cultural opportunities: What other scientists do you know? What are they famous for? How many other female scientists can you name? Link Mary Anning's findings to popular culture today e.g. dinosaurs in TV and film etc.</p> | | | |
| | <p>Rising Stars Diagnostic test Milestone 2 To ask relevant questions To ask questions.</p> <p>English core skills applied: To use question marks. Basic punctuation</p> | <p>Milestone 2 To compare and group together different types of rocks. Make links to prior learning about properties of materials e.g key vocab permeable, impermeable, rough, smooth, opaque etc.</p> <p>Compare and group together different kinds of rocks on the basis of their simple, physical properties. To compare rocks by their permeability.</p> <p>Maths core skills applied: To sort using a Venn diagram. To compare time</p> <p>English core skills applied: To write key scientific vocabulary.</p> | <p>Milestone 2 To work scientifically Recognise that soils are made from rocks and organic matter.</p> <p>English core skills applied: Write how to make soil.</p> | <p>Milestone 2 To describe in simple terms how fossils are found. To learn about Mary Anning</p> <p>Describe simply how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago</p> <p>English core skills applied: Use nonfiction texts to find information on a subject. Rising Stars Diagnostic test</p> |
| <p>Computing Big Concept: Typing skills- Stone Age presentation</p> | <p>Computing Sticky Knowledge and Key Vocab:</p> <ul style="list-style-type: none"> • Use 'stop, block, tell' to keep safe online. • A digital footprint is a trail of data one leaves when using the Internet • Features of applications include adding text, images, audio, video. • Internet safety, online, app, feature, text, image, audio, video, digital footprint <p>Links to prior learning Children have had the opportunity to use the iPads for a range of purposes during their computing learning in KS1. Children have had the opportunity to create a keynote presentation- similar to PowerPoint.</p> <p>Social/Cultural opportunities. -Understanding of how to stay safe online and its importance. Awareness of others online and wider world. Stop, block and tell.</p> | | | |
| | <p>Milestone 2 To draw • To draw and control the shade of pens.</p> | <p>Milestone 2 Select use and combine a variety of software. To communicate-create a presentation adding text and graphics Create PowerPoint presentation based on Stone Age. Practice typing/keyboard skills.</p> | | |
| <p>History</p> | <p>History Sticky Knowledge and Key Vocab:</p> | | | |

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Stone Age through to the Iron Age

Big Concept: Describing characteristic features of the past

- BC, prehistoric, Palaeolithic, Mesolithic, Neolithic, hunter, gatherer, cave, cave paintings, Stone Henge, Scara Brae, flint, hammer stone, scraper, time period.
- The Stone Age is divided in 3 distinct periods. The Palaeolithic period or old Stone Age (30 000 BC-10 000BC), The Mesolithic period or middle Stone Age (10 000 BC-8000 BC) and the Neolithic Period or New Stone Age (8000 BC- 3000BC)
- A hunter/gatherer is someone who lives by hunting, fishing and gathering wild food.
- Flint is a type of quartz rock used for making tools such as knives, scrapers and arrowheads.
- Flint stone was used to make fire.
- Stone Henge was built approx. 2500 BC (Neolithic period)
- Stone Henge is a ring of huge standing stones in Wiltshire built during the Stone Age

Links to prior learning

Place Stone Age on timeline to compare Great Fire of London, Florence Nightingale, Isambard Kingdom Brunel.

Social/Cultural opportunities.

How society has evolved.

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| <p>Milestone 2 Use evidence to ask questions and find answers to the past The Stone Age To ask questions about the past. I think, I can see, I wonder. English core skills applied: To use question marks, capital letter, full stops.</p> | <p>Milestone 2 Place events on a timeline using dates To understand chronology To create a timeline linked to prior learning identify on TL Great Fire of London, Florence Nightingale, Isambard Kingdom Brunel. Use interactive timeline. What do you know about life in these time periods compare to what you life is like in the Stone Age Maths core skills applied: To read and write numbers. To</p> | <p>Milestone 2 To build an overview of world history To answer questions about the Stone Age. Read around the subject English core skills applied: To skim and scan for key words</p> | <p>Milestone 2 To build an overview of world history. To plan and write a fact file about the Stone Age. English core skills applied: headings, subheadings, punctuation.</p> | <p>Milestone 2 To describe a past society. To find out facts about Stone Henge. To write a diary about building Stone Henge. English core skills applied: To proof read for spelling and punctuation errors. Maths skills: To represent data about the no of visitors onto a tally chart. To answer questions about data.</p> |
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| | | order numbers in ascending order. | | | | | | | |
| | | Stone Age workshop | | | | | | | |
| <p>Geography Stone Age through to the Iron Age</p> <p>Big Concept: Locating on a map</p> | <p>Geography Sticky Knowledge and Key Vocab:</p> <ul style="list-style-type: none"> Name and locate key close countries of Europe and their capital cities: Republic of Ireland (Dublin), France (Paris), Spain (Madrid), Germany (Berlin) and Scandinavian countries of Norway (Oslo), Sweden (Stockholm) and Denmark (Copenhagen) Stone Henge is a prehistoric monument made from stones in Wiltshire, England, UK. Yorkshire has many stone physical features: Brimham Rocks, Malham Cove Mother Shipton's Cave, Almscliffe Crag. Yorkshire stones were used to build Yorkshire Dales dry stone walls. <p>Links to prior learning</p> <ul style="list-style-type: none"> Place Stone Age on timeline to compare Great Fire of London, Florence Nightingale, Isamabard Kingdom Brunel. <p>Social/Cultural opportunities.</p> <ul style="list-style-type: none"> Why prehistoric people travelled to create new settlements and trade goods. | | | | | | | | |
| | | | | | | <p>Milestone 1 Name and locate world's continents and oceans.</p> <p>Milestone 2 To communicate geographically To identify Stone Age settlements on a map.</p> <p>English core skills applied: To spell key vocabulary correctly.</p> | | | |
| <p>Art Sculptures: Clay pots (Stone Age)</p> <p>Big Concept: Moulding clay</p> | <p>Art Sticky Knowledge and Key Vocab:</p> <ul style="list-style-type: none"> Pottery was one of the first great inventions in history. Clay has been used for many years to create sculptures as well as important historical artefacts like Stone Age pots. Pottery, also known as ceramics, forms storage places using clay or other ceramic materials. Sculptures are 3-Dimensional shapes that have height, length and width. Form refers to 3D sculptures. Form can be modelled, carved, or built from materials such as clay, wood, stone, glass and paper. Clay can be manipulated whilst wet and will dry out and harden. Score and slip is the method of joining parts of clay together where one of the clay surfaces is scratched | | | | | | | | |

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- to make it rough, then water (slip) is brushed on the other surface and then surfaces are pressed together.
- Texture is a surface quality of an object.

Links to prior learning

Y1: Natural sculptures.

Social/Cultural opportunities.

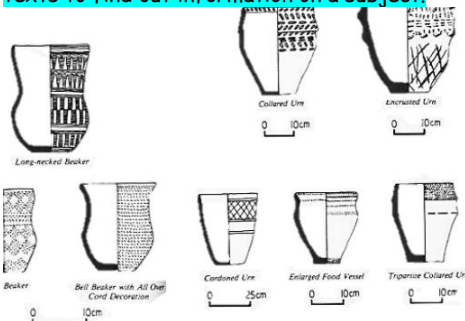
- We use different pots today. Link to the pots that they have in their houses. What are the different pots for? How are they similar/different to the Stone Age pots that we are looking at?

Milestone 2 Develop ideas from starting point throughout the curriculum

Prior learning- Yes or no activity- is it a sculpture?
 making links to their own experiences of sculpture. Chn have pictures of sculptures and local sculptures they may have seen. Children can then draw their own to make connections to their own experiences.

Looking at clay pots and learning about their purpose. Looking at their designs and children annotating the clay pot designs seen.

English core skills applied: To use nonfiction texts to find out information on a subject.



Milestone 2 To master techniques. Design own clay pot. Use sketching techniques to do this. Children to come up with their own design and to consider the tools they will use to create this.



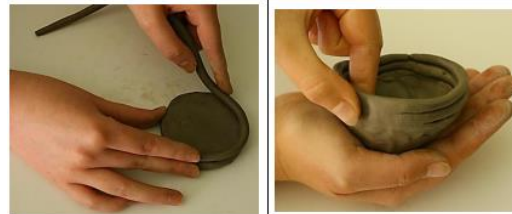
English core skills applied: To use nonfiction texts to find out information on a subject.

Milestone 2 Sculpture-use clay and other mouldable materials

Use clay to mould Stone Age pot.

Add materials to provide interesting detail. Include texture that conveys feelings, expression or movement.

Maths core skills applied: To estimate the amount of clay needed



Milestone 2 Adapt and refine ideas

Evaluate finished product pot.

English core skills applied: To write proof-read for spelling and punctuation errors - including full stops, apostrophes, commas, question marks, exclamation marks

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| <p>Music</p> <p>Big Concept: Vocabulary and performance</p> | <p>Music Sticky Knowledge and Key Vocab:</p> <ul style="list-style-type: none"> • An introduction - the piece of music that is heard at the beginning of music/a song. • Texture describes the layers of sound in music. • A chorus is a repeating part of a song that is repeated after each verse of a song. • Duration is an amount of time or how long or short a note, phrase, section, or composition lasts • A musical stave is the set of 5 horizontal lines and 4 spaces that we use to write music on. <p>Prior learning Application of the use of musical vocabulary in KS1 including: timbre helps us to recognise the different sounds that instruments make (tone), and beat/pulse is a steady beat within a song (like a heartbeat)</p> <p>Social/Cultural opportunities. Discuss how in the Stone Age they also had music using different musical objects. Make links to why we use music. How it makes us feel, different occasions we hear it etc. Discuss- do we all like the same music? We will talk about how we all have different likes/dislikes with music and how it can make us all feel a slightly different way.</p> | | | | | | |
| | <p>Milestone 2 Use terms duration, timbre, pitch, beat temp, texture and use silence to describe music.</p> <p>Listening to music and developing use of musical vocabulary, Songs linked to The Stone Age.</p> | <p>Milestone 2 Devise non-standard symbols to indicate when to play and rest</p> <ul style="list-style-type: none"> • Show control of voice • Sing from memory with accurate pitch. • Sing in tune. <p>Learning songs together. Creating their own ways of writing music.</p> | | | | <p>Milestone 2</p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice <p>Perform with control and an awareness of others. Evaluate music using music vocabulary to identify areas of likes and dislikes.</p> <p>Children will perform their songs going well to work together. They will use musical vocabulary to evaluate their performances.</p> | |

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MFL

French
Numbers,
days/months,
seasons,
weather

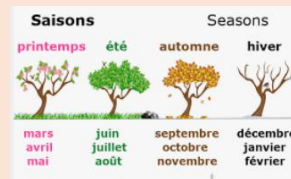
MFL Sticky Knowledge and Key Vocab:



- Verbal recalling of numbers from 1-20. Recognise the written French for these numbers too.



- Days of the week:



- Seasons and months of the year:

Links to prior learning:

Children have begun to learn their numbers to 10 in KS1.

Children have learnt days of the week in KS1 and have also begun to learn the months of the year.

Social/Cultural opportunities.

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| | <p>Milestone 2 Understand the main points of spoken words. Take part in discussions and tasks</p> <p>Prior learning Y2- begin counting to 10. B2L activity with children applying, using numbers in number bonds. Recalling these numbers out of sequence. Learning numbers to 20.</p> <p>Milestone 2 Demonstrate a growing vocab Write a few short sentences using familiar words.</p> <p>Recap the months of the year/ days of the week from Y2. Apply within sentence work.</p> <p>Milestone 2 Demonstrate a growing vocab Seasons- begin to learn the different seasons.</p> | | | | | | |
| <p>PE</p> <p>Big Concept: Teamwork</p> | <p>PE Sticky Knowledge and Key Vocab:</p> <ul style="list-style-type: none"> • What are five different activities that you could perform in a circuit? E.g., Star jumps, sit ups, burpees, press ups etc. • The term block in dodgeball means to prevent the ball from hitting your body. • The term dodge in dodgeball means to avoid the ball hitting you by quickly twisting or moving you body out of the way. • It is important to have good teamwork in many sports. This means supporting the people on your team, working together to achieve a goal or score points, taking on different roles in the team. • Know some sports that have children have played in school where it is important to have good teamwork. <p>Know that stamina means the ability to keep going and use energy over a longer amount of time. Name sports/events that you would need stamina for.</p> <p><u>Vocabulary:</u> Stamina, score, teamwork, circuit</p> <p><u>Links to prior learning:</u> Children have taken part in circuits in previous years. Last year, the children also took part in dodgeball games too and played in a tournament.</p> <p><u>Social/Cultural opportunities.</u> Ask the children- where in the world do you think people play dodgeball? Show the children that it is played all over the world using a map to demonstrate this. Talk to children about team work and how this can support one another's mental health. Discuss building on strengths and saying well done to our team members.</p> | | | | | | |
| | <p>Milestone 2 To develop practical skills in order to participate, compete and lead a healthy lifestyle</p> | <p>Milestone 2 To develop practical skills in order to participate, compete and lead a healthy lifestyle</p> | <p>Milestone 2 To develop practical skills in order to participate, compete and lead a healthy lifestyle.</p> | <p>Milestone 2 To develop practical skills in order to participate, compete and lead a healthy lifestyle.</p> | <p>Milestone 2 To develop practical skills in order to participate, compete and lead a healthy lifestyle.</p> | <p>Milestone 2 To develop practical skills in order to participate, compete and lead a healthy lifestyle.</p> | <p>Milestone 2 To develop practical skills in order to participate, compete and lead a healthy lifestyle.</p> |

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| | <p>Choose appropriate tactics to cause problems for the opposition. Follow the rules of a game and play fairly.</p> <p>Work with team mates to evaluate skills of being able to chest pass and over arm throws.</p> | <p>Pass to a team mate at appropriate times. Plan, perform and repeat sequences.</p> <p>To choose which pass to use giving reasons why.</p> | <p>Travel in a variety of ways, including flight, by transferring weight to generate power in movements.</p> <p>Improve my understanding of different movements and their place in sports.</p> | <p>Show changes of direction, speed and level during a performance.</p> <p>Improve my throwing technique using accuracy.</p> | <p>Pass to a team mate at appropriate times. Maintain possession of a ball. Lead others and act as a respectful team mate.</p> <p>Improve my understanding of team work</p> | <p>Pass to a team mate at appropriate times. Maintain possession of a ball.</p> <p>Build on previous learning and demonstrate side stepping technique for rugby.</p> | <p>Pass to a team mate at appropriate times. Maintain possession of a ball. Lead others and act as a respectful team mate.</p> <p>Improve my ability to concentrate and focus on the task of maintaining a 2 handed grip on my hockey stick.</p> |
| <p>PSHE It's good to be me</p> <p>Big Concept: Mental health and emotional wellbeing</p> <p><i>PSHE is flexible depending on the children's needs and topics or issues that may arise during the half term.</i></p> | <p>Mental health and emotional wellbeing Set individual and class targets. Y3 strengths and challenges cold task</p> <p>Pupils learn about celebrating achievements and setting personal goals. Individual and class targets.</p> | | <p>Pupils learn about dealing with put-downs. Y3 strengths and challenges hot task</p> | | <p>Pupils learn about positive ways to deal with set-backs</p> | | |
| <p>Planned Trip or Workshops</p> | | <p>15.9.22 Stone Age Workshop</p> | | <p>30.9.22 Meanwood Valley Farm to learn about Rocks and Soils</p> | | | |

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Speaking and Listening skills are embedded in all subject areas of the curriculum as well as explicit teaching of these skills within any curriculum area.

Please note this overview is a guide and may change in reaction to daily observations and assessments of the children's learning.