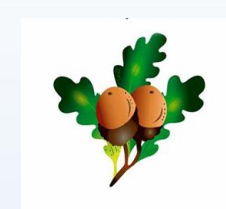


Curriculum Sequence Autumn 1 – Year 3

‘Stone Age to Iron Age’



History

Continue to develop a chronologically secure knowledge and understanding of British, local and world history. Understand how their knowledge of the past comes from a range of sources.

INTENT

Children will learn about the changes in Britain from the Stone Age to the Iron Age.

The stone age to the Iron age.

WAL: Why the Stone Age was named this and that life in the Stone age was mainly nomadic.

WAL: What life was like during the stone age and how this relates to their religious beliefs.

WAL: That the stone age people used natural resources to make weapons, clothes etc

WALW: The terms AD and BC mean in historic terms.

WALHT: Recognise how Britain changed from the Stone age to the Bronze age.

WAL: The meaning behind the words, Palaeolithic, Mesolithic and Neolithic.

WALHT: Identify the changes which occurred throughout the period of the Stone Age.

Skills

Children will be able to:

Discuss the validity of historical sources.

Use an increasing range of historical vocabulary.

Use primary and secondary sources to find out about the past.

Ask and answer historical questions. Present what they know in a variety of ways.

Outcomes/composite

Be able to discuss their learning through:

- Models they make of Stone Age/Iron Age tools and housing
- Sharing their works with others to show what new learning has taken place,

Music

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Improvise and compose music for a range of purposes.

INTENT

Children will learn about the language of music through playing the glockenspiel. They learn to play the notes C, D, E, F and G. They will explore pitch and rhythm and perform with note names as well as using musical notation. Using this Knowledge, they will compose their own pieces of music.

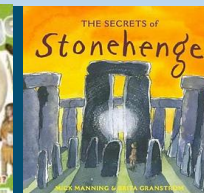
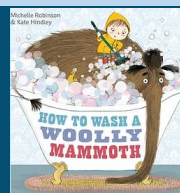
Sequence of lessons:

- 1) Learn where to find the note C, D, E and F. Listen to and respond to a piece of music using these notes. Learn about crotchets, minims, semibreves and rests. Practice playing. Find out where they are positioned on the staff.
- 2) Discuss the meaning of improvisation. Explore rhythm and pitch. Learn to play March of the Golden Guards using the notes C, D and E. Improvise to part of the piece. Perform and record their work.
- 3) What is pitch? What is a duet? Listen to Two-Way Radio. Introduce new note G. All children learn to play the 2 parts of the duet using C, D, E, F and G with either note-names or notes. Play both parts together using notation. Perform with adults.
- 4) Listen to Flea Fly, discussing what they hear. Play with the note names C, D, E, F and G. Practice several times and then try to play from memory. Play again with notes and note names. Look at playing first few bars with notation. Musical language – rhythm. Match rhythms to the countries.
- 5) Find out information about Purcell and his music. Learn to play Rigadoon, an old dance tune by Purcell using notation. Sing to Mamma Mia and play along using notes learnt. Discuss song rhythms. Match well known songs to their rhythm.
- 6) Children work in small groups to compose a short piece of music using the notes they have learnt throughout the unit. They practice and then perform their composition to another class.

Outcome/composite

Compose a short piece of music to play on the glockenspiel and perform to another class.

Reading opportunities across the curriculum:
Books about Stone Age, Bronze Age and Iron Age...
Books about diversity and bullying...
Books about protecting the planet...



DT

Prior knowledge
Continue to develop understanding of Iron age civilization linked to previous history work.

INTENT

Children will learn how to research, Design, construct and evaluate an Iron Age inspired shield, experimenting with everyday materials.

Sequence of lessons:

Researching

1. I can research the purpose of Iron Age shields and their design features.
2. I can coil, roll and carve clay to recreate Iron Age Celtic knot designs.

Designing

3. I can experiment with construction techniques to create a 3D effect.

Making

4. I can consider which materials we will use I can construct my shield using simple joins.

Decorating and assembling

5. I can choose and use appropriate finishing techniques to complete my shield.

Evaluating

6. I can evaluate the design and finished product.

Outcome/composite

Children will research Iron Age designs and everyday materials to design a decorative or functional Iron Age shield.

PSHE

Prior knowledge
Know why rules are needed and how they relate to rights and responsibilities.



INTENT In this puzzle, we will challenge assumptions and how first impressions of someone can change when we get to know them. We will share ideas about bullying and why it might be difficult to spot and we can do about it. We will identify how special and unique everyone is and why it is good to accept ourselves and others for who they are.

Celebrating Difference

Sequence of lessons:

1) I understand that, sometimes, we make assumptions based on what people look like and I try to accept people for who they are.

2) I understand what influences me to make assumptions based on how people look. I can question why I think what I do about other people.

3) I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure. I know how it might feel to be a witness to and a target of bullying.

4) I can tell you why witnesses sometimes join in with bullying and sometimes don't tell. I can problem-solve a bullying situation with others.

5) I can identify what is special about me and value the ways in which I am unique. I can identify what is special about me and value the ways in which I am unique.

6) I can tell you a time when my first impression of someone changed when I got to know them. I can explain why it is good to accept people for who they are.

Outcome/composite
Create a 'Hall of Fame' display.

Curriculum Sequence Autumn 1 – Year 3



‘Stone Age to Iron Age’

RE

What do Christians learn from the creation story?

INTENT

- To describe what Christians do because they believe God is Creator. To describe how and why Christians might pray to God, say sorry and ask for forgiveness.

Sequence of lessons:

1. I can understand who Christians believe created the world.
2. I can explain the Christians story, The creation story.
3. I can Place the concepts of God and Creation on a timeline of the Bible’s ‘big story’ •
4. I can make clear links between Genesis 1 and what Christians believe about God and Creation.
5. I can recognise that the story of ‘the Fall’ in Genesis 3 give.



Outcome/composite

To create a collaborative piece of art, telling the story of Creation story.

PE

Build on prior knowledge of ball skills, team games and team work

INTENT

To learn to throw and catch accurately in Netball, as well as how to control a ball with our feet when playing football..

Sequence of lessons:

Football – I know:

1. To be on the balls of my feet when waiting to receive a pass
2. To know Why it's important to take touches with different parts of the foot when dribbling
3. To get the ball out wide and use the full width of the pitch
4. How to defend against someone in a 1v1 situation
5. The team needs to be balanced and that means sometimes playing a position which isn't my favourite
6. The importance as a defender of getting into a sideways position to see the ball and your opponent

Netball – I know:

1. Which type of passing technique to use depending on the distance I am sending the ball
2. How to stand in a good position to receive a ball
3. The importance of quick passing and varying my passing
4. The correct technique for shooting
5. Play a game of Bee Flier Netball, abiding by the rules of the game
5. Pivot having landed in possession of the ball
6. More of the rules of netball and recognise how to apply them

Outcome/composite

To play small sided throwing and catching games using different sized balls. To participate in small football activities during PE.

Geography

Build on our knowledge of the United Kingdom

INTENT

Name and locate the major seas surrounding the UK. Name and locate the five oceans and seven continents of the world. Identify key human and physical features. Identify native wildlife.

Sequence of lessons:

1. I can locate countries using maps and atlases.
2. I can identify similarities and differences between places.
3. I can use the 8 point of a compass.
4. I can use 4 figure grid references.
5. I can label the cities of the UK.



Outcome/composite

For children to understand how to use a map/atlas and have a clear understanding of settlements.

French

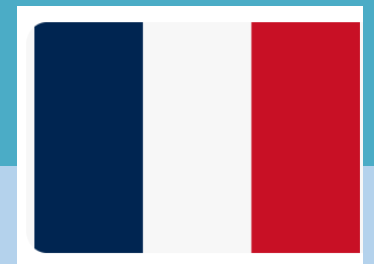
Introduction to basic French

INTENT

To learn some of the basics of the French language: greetings, exchange names, ask how someone is, count to 10 and say how old they are.

Sequence of lessons:

1. We are learning simple greeting and starting a conversation in French.
2. We are learning to read and write simple greetings in French.
3. We are learning to ask someone's name and respond to questions.
4. We are learning to counts to 20 and talk about our age in French.
5. We are learning to say colours in French.
6. We are learning to link colours, numbers and objects together in a sentence.



Outcome/composite

Children to have a short conversation in French and answer simple questions such as What is your name and how old are you?