

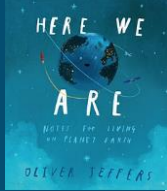
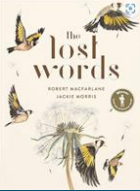
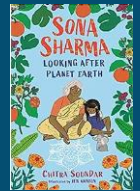
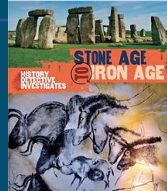
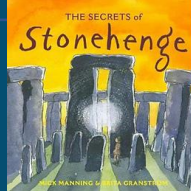
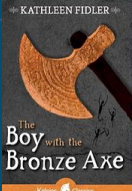
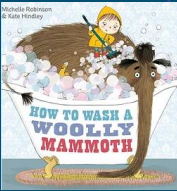
Curriculum Sequence Autumn 2 - Year 2 and 3

‘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.	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.	DT Prior knowledge Continue to develop understanding of Iron age civilization linked to previous history work.	PSHE Prior knowledge Know why rules are needed and how they relate to rights and responsibilities.
INTENT Children will learn about the changes in Britain from the Stone Age to the Iron Age.	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.	INTENT Children will learn how to research, Design, construct and evaluate an Iron Age inspired shield, experimenting with everyday materials.	 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.
Sequence of lessons: 1. WAL how hunter gatherers became farmers. 2. WAL how bronze replaced stone. 3. WAL what "grave goods" tell us about the Bronze Age. 4. WAL how the discovery of iron changed Britain. 5. WALA Iron Age hill forts. 6. WAL what Iron Age people believed.	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 stave. 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.	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.	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.
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,	Outcome/composite Compose a short piece of music to play on the glockenspiel and perform to another class.	Outcome/composite Children will research Iron Age designs and everyday materials to design a decorative or functional Iron Age shield.	Outcome/composite Create a ‘Hall of Fame’ display.

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



Curriculum Sequence Autumn – Year 2 and 3

‘Stone Age to Iron Age’



RE To ask questions and understand Muslin and Christian beleifs.	PE Build on prior knowledge of ball skills, team games and team work	Geography Build on our knowledge of the United Kingdom	French Introduction to basic French
INTENT To be able to explore and answer the following questions: Why does Christmas matter to Christians? How do festivals and family life show what matters to Jewish people?	INTENT To learn to throw and catch accurately and consistently using different types of throws and different ball sizes.	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.	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: <div><div>1.</div><div>I can understand who Muslims believe created the world.</div></div> <div><div>2.</div><div>I can explain the Muslim story, The Night of Power and why Muhammad (Peace Be Upon Him) was chosen by the Angel Jibril.</div></div> <div><div>3.</div><div>I can discuss the importance of the Five Pillars of Islam.</div></div> <div><div>4.</div><div>We are learning about Muslim prayer – Salah, the second Pillar of Islam.</div></div> <div><div>5.</div><div>We are learning about the Jewish Festival of Rosh Hashanah.</div></div> <div><div>6.</div><div>We are learning about the Jewish festival Yom Kippur and the story of Jonah and the Whale.</div></div> <div><div>7.</div><div>WALT understand why Christmas is special to Christians.</div></div>	Sequence of lessons: <div><div>1.</div><div>WALT improve our individual catching skills</div></div> <div><div>2.</div><div>WALT improve our throwing skills at a target</div></div> <div><div>3.</div><div>WALT improve our paired catching skills</div></div> <div><div>4.</div><div>WALT improve our throwing skills with a partner</div></div> <div><div>5.</div><div>WALT improve our catching skills within a group or game situation</div></div> <div><div>6.</div><div>WALT to improve out throwing accuracy within a group or game situation.</div></div>	Sequence of lessons: <div><div>1.</div><div>I can name and locate the major seas surrounding the UK.</div></div> <div><div>2.</div><div>I can name the 5 oceans and 7 continents of the world and locate them on a map, understanding that the UK lies in the Atlantic Ocean.</div></div> <div><div>3.</div><div>I can recognise the continent of Europe and some of the key physical and human features.</div></div> <div><div>4.</div><div>recognise some human and physical features found in the continent of Africa.</div></div> <div><div>5.</div><div>We are learning about the diverse continent of Asia.</div></div> <div><div>6.</div><div>I can recognise the continent of Antarctica and some of the animals found there.</div></div>	Sequence of lessons: <div><div>1.</div><div>We are learning simple greeting and starting a conversation in French.</div></div> <div><div>2.</div><div>We are learning to read and write simple greetings in French.</div></div> <div><div>3.</div><div>We are learning to ask someone's name and respond to questions.</div></div> <div><div>4.</div><div>We are learning to counts to 20 and talk about our age in French.</div></div> <div><div>5.</div><div>We are learning to say colours in French.</div></div> <div><div>6.</div><div>We are learning to link colours, numbers and objects together in a sentence.</div></div>
Outcome/composite Design a prayer mat considering things that are special to us such as friends, family and the environment. Design and make Happy New Year cards – Shana Tova, to celebrate the festival of Rosh Hashanah.	Outcome/composite To play small sided throwing and catching games using different sixed balls.	Outcome/composite Children to become responsible online citizens and are able to use the internet in a safe way.	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?