

Curriculum Sequence Autumn 2 - Year 3 and 4

‘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.

Sequence of lessons:

1) Discover where the Stone Age gets its name from, what humans needed for survival in the Stone Age and which tools were crucial to the survival of early man.

2) Learn how Skara Brae was discovered and name some items found at Skara Brae. Explain how Skara Brae shows that Stone Age people were beginning to change how they lived.

3) Understand what copper mining meant to the people of the Bronze Age and discuss some of the jobs that copper miners used to do, including why children worked in copper mines.

4) Learn how evidence about Stonehenge can give us different answers about the past such as why there are many ideas about how Stonehenge was used as well as suggesting reasons why people think Stonehenge might have been built.

5) Explain how homes changed from the Stone Age to the Iron Age, give reasons why Iron Age people wanted to protect their homes and explain how hillforts were designed to protect Iron Age tribes.

6) Find out how evidence about the Druids can give us different answers about the past and what archaeologists have learnt about the Druids. Discover why the evidence we have from the Romans about Iron Age Druids might be unreliable.

Outcomes/composite

Be able to discuss their learning through:

- Models they make of Stone Age/Iron Age tools and housing
- A television advert they create, selling the newly invented ‘bow and arrow’.
- Planning and presenting a news report on the discovery of Skara Brae

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 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.

Outcome/composite

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

DT

Prior knowledge

Continue to develop understanding of forces linked to science for the first half term. Children will build on their knowledge and understanding of magnetism.

INTENT

Children will learn how to research, design, make and evaluate a game using magnetism. Children will use woodwork tools and learn about safety around using tools when constructing their games

Sequence of lessons:

1) I will research magnetic games and give reasons why I like them.

2) I will research magnetic games, explore and explain how they work.

3) I will design my own magnetic game based on the research I have done.

4) I will use woodwork tools to make my own magnetic game.

5) Evaluate our games against the success criteria.

Outcome/composite


Use woodwork tool safely and successfully working with wood.

Create a magnetic game that can be played with friends.

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.

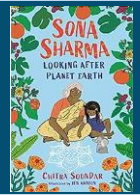
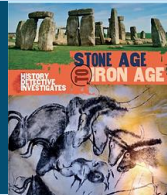
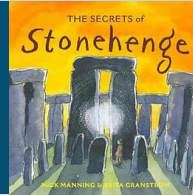
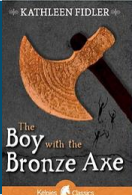
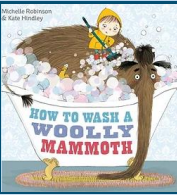
5) I can identify what is special about me and value the ways in which I am unique. I can identify what is special about me and value the ways in which I am unique.

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.

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 3 and 4

‘Stone Age to Iron Age’



RE What do Christians learn from the Creation story?	PE Build on prior knowledge of team games and team work	Computing Internet safety	French Introduction to basic French
INTENT To make clear links between Genesis 1 and what Christians believe about God and Creation. To describe what Christians do because they believe God is Creator. To ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.	INTENT To learn to play street hockey through developing ball and stick control. To develop team work skills and tactics linked to team games.	INTENT To provide our children with the correct information to stay safe when being online.	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: <ul style="list-style-type: none">1 – I can experience nature and identify ‘wow factors’ in nature to share with my peers. Read the Jewish/Christian creation story, Genesis 1. Learn about what the story suggests us wonderful about the world.2- I can make clear links between Genesis 1 and what Christian’s believe about God and creation. Think about ‘wow’ things people have created and how they have been looked after.3- I can research how Christian’s try to look after the world. Find and listen to some songs and hymns that celebrate the Christian idea of God as Creator. Collect examples of things that Christians thank God for.4- I can consider what Christians might learn about God, humans, animals, nature, creation and caring for the world from the creation story. Reflect on whether believing in God might make a difference to how people treat the Earth or not.5- I can ask questions and suggest answers about what might be important in the Creation story for Christians and non-Christians living today and why we should look after the world and each other.6- I can understand and interpret the story of ‘The Fall’ and how this changed the relationship Adam and Eve had with God. I can describe how and why Christians may pray to God	Sequence of lessons: <ol style="list-style-type: none">We are learning to use a hockey stick and ball with control.We are learning to dribble a ball using a hockey stick.We are learning to shoot at a target using a hockey stick and ball.We are learning to play small sided games in street hockeyWe are learning to work as a team using simple tactics within a game.We are learning to develop small sided games using the skills we have learnt.	Sequence of lessons: <ol style="list-style-type: none">We are learning about what we should accept when being online.We are learning what we can trust and is reliable online.We are learning what information we should keep safe online.We are learning who we should tell about things we see onlineWe are learning how to safe when gaming online.We are learning how to be safe when meeting people we talk to online.	Sequence of lessons: <ol style="list-style-type: none">We are learning simple greeting and starting a conversation in French.We are learning to read and write simple greetings in French.We are learning to ask someone's name and respond to questions.We are learning to counts to 20 and talk about our age in French.We are learning to say colours in French.We are learning to link colours, numbers and objects together in a sentence.
Outcome/composite Children choose a charity to support in the run up to Christmas ie The Shoebox Appeal, and organise collection of items to donate.	Outcome/composite To play small sided street hockey games while working as a team.	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?