

Curriculum Converter:



Flying Start Curriculum

Overview:



This project teaches children about British prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle caused by ingenuity, invention and technological advancement.

Pitstop	Why this?	Why now?
<p>Harvest / Farming in the Stone Age Assembly</p> <p>Friday 13th October</p> <p>Parent finale:</p> <p>Building Iron Age Roundhouses</p> <p>Friday 1st December</p>	<p>Children have learned about local history whilst in Year 2 (Stoke Mandeville) but have had no learning of pre-history.</p>	<p>Year 1 – Children learned about the Victorians– this history was highly documented so this area of history asks for children to use their disciplinary knowledge to decipher what they can tell about the past that was not record in a written format.</p> <p>History focus is taught in chronological order – Summer Term, the children will learn about The Romans, which will link closely to the Iron Age as the Roman’s took over at this point.</p> <p>It is important for children to know that the past is still celebrated today and has impacted many inventions that are still used.</p>

Key Texts used in English and Reading lessons:	Linked texts not used in Reading and English: (these need to be displayed with your FOS)	Class Context:
<p>FOS: Tribal Tales</p> <p>Text 1: Stig of the dump by Clive King (4 weeks)</p> <p>Poetry: Question & Answer poetry for the character of Stig (1 week)</p> <p>Text 2: Live like a hunter gatherer by Naomi Walmsley (1 week) <i>Non-Fiction</i></p> <p>Texts to be covered in Reading lessons:</p> <p>Text 1: How to wash a woolly mammoth</p>	<p>Selection of Non-Fiction texts e.g. ‘Find out..’</p> <p>Stone Girl, Bone Girl (Display only – explore more next FOS)</p>	<p>Notable dates:</p>

<p>Text 2: Stone Age Boy Text 3: The first drawing Text 4: <i>Non-Fiction</i> – Explore, Stone, Bronze and Iron Ages</p> <p>Autumn 2:</p> <p>Text 3: The Great Storm by Terry Deary (2 weeks)</p> <p>Text 4: The stolen spear by Saviour Pirotta (2 weeks)</p> <p>Text 5: 24 hours in the Stone Age – Usborne (1 week) <i>Non-Fiction</i></p> <p>Texts to be covered in Reading lessons: Text 1: <i>Non-Fiction</i> – The Secrets of Stone Henge Text 2: Ug, Boy Genius</p>		
<p>Trips / Visitors Trip: Chiltern Open Air Museum – Stone Age workshop</p> <p>Experience: Local walk to see ruins on Berryfields (Free)</p> <p>Visitors:</p>	<p>Local Community link</p> <p>Quarrendon Ruins – take a local walk – what era would they place this in?</p>	<p>Primary/Secondary sources of evidence: Artefact loan Leaflets</p>

<h2 style="margin: 0;">“Tribal Tales”</h2> <p style="margin: 0;">Autumn 1</p>						
	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6
<p>History</p>	<p>Introductory knowledge: + Stone Age Chronology lesson can be completed in one lesson</p> <p>P. of Study Breadth History Aims 13 Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame</p>	<p>Stone Age Tools</p> <p>P. of Study Breadth History Aims 13 Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p>	<p>Cheddar Man</p> <p>P. of Study Breadth History Aims 14 Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and</p>	<p>Bronze Age Chronology</p> <p>P. of Study Breadth History Aims 13 Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p>	<p>Everyday life in the Bronze Age (comparing BA to SA)</p> <p>P. of Study History 11 Learn about changes in Britain from the Stone Age to the Iron Age.</p> <p>Knowledge Year 3 The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the</p>	<p>Wealth & Power</p> <p>P. of Study History 11 Learn about changes in Britain from the Stone Age to the Iron Age.</p>

	<p>historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Knowledge Year 3 Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE.</p> <p>Specific knowledge Year 3 BC stands for 'before Christ' meaning the time before Jesus Christ was born. BCE means 'before common era', which is an alternative version of BC. AD means '<i>anno Domini</i>', which is the Latin for 'in the year of our Lord' meaning after Jesus Christ was born. CE means 'common era' and indicated the time after AD 1, which is an alternative version of AD.</p> <p>Skill Year 3 Use historical terms to describe different periods of time</p> <p>P. of Study Breadth History Aims 13 Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Knowledge Year 3 Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar.</p> <p>Specific knowledge Year 3 The Stone Age in Britain began c750,000 BC and ended when metalworking technology arrive c2500 BC. The Stone Age is split into three periods, the Palaeolithic, the Mesolithic and the Neolithic.</p> <p>Skill Year 3 Sequence dates and information from several historical periods on a timeline</p>	<p>Knowledge Year 3 Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution.</p> <p>Specific knowledge Year 3 Stone Age tools were made from stone, wood and bone. They became more sophisticated and efficient over time. Palaeolithic tools were simple. Mesolithic tools were shaped and sharpened by removing flakes of flint from the edges of stones. Neolithic tools were sharpened, polished and mounted on handles.</p> <p>Skill Year 3 Describe ways in which human invention and ingenuity have changed how people live.</p> <p>Stone Age settlements (Skara Brae)</p> <p>P. of Study Breadth History Aims 14 Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Knowledge Year 3 Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.</p> <p>Specific knowledge Year 3 Skara Brae is a Neolithic settlement on the Orkney Islands in Scotland. Well preserved dwellings and artefacts have been discovered there, which have helped historians and archaeologists to understand more about life in the Neolithic.</p> <p>Skill Year 3 Make deductions and draw conclusions about the reliability of a historical source or artefact.</p>	<p>interpretations of the past have been constructed.</p> <p>Knowledge Year 3 Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.</p> <p>Specific knowledge Year 3 Cheddar Man was discovered in Gough's Cave in Cheddar Gorge, Somerset in 1903. Archaeologists have recently used reliable evidence from radiocarbon dating, genetic analysis, bone analysis and facial reconstruction to find out more about Cheddar Man. He lived over 10,000 years ago, was in his 20s when he died, had blue or green eyes, dark wavy hair and black skin.</p> <p>Skill Year 3 Make deductions and draw conclusions about the reliability of a historical source or artefact.</p> <p>End of the Stone Age</p> <p>P. of Study Breadth History Aims 13 Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Knowledge Year 3 The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.</p> <p>Specific knowledge Year 3 By the end of the Stone Age, humans had started to live</p>	<p>Knowledge Year 3 Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar.</p> <p>Specific knowledge Year 3 The Bronze Age started c2500 BC, when the Bell Beaker folk brought metalworking skills from Europe to Britain. It ended when society in Britain and Europe collapsed.</p> <p>Skill Year 3 Sequence dates and information from several historical periods on a timeline.</p> <p>Beaker Folk</p> <p>P. of Study History 11 Learn about changes in Britain from the Stone Age to the Iron Age.</p> <p>Knowledge Year 3 Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life.</p> <p>Specific knowledge Year 3 The Bell Beaker folk introduced metalworking, Bell Beaker pottery and new religious beliefs to Britain.</p> <p>Skill Year 3 Describe the everyday lives of people from past historical periods</p>	<p>discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land.</p> <p>Specific knowledge Year 3 The discovery of bronze changed the way that people lived, farmed, fought, traded and dressed.</p> <p>Skill Year 3 Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.</p> <p>Metal working</p> <p>P. of Study Breadth History Aims 13 Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Knowledge Year 3 Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution.</p> <p>Specific knowledge Year 3 During the Bronze Age, tools and weapons were made from metals, such as bronze. Metal tools and weapons were more efficient than stone, so farming, trade and wealth increased.</p>	<p>Knowledge Year 3 Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments.</p> <p>Specific knowledge Year 3 In the Bronze Age, for the first time in Britain, there was a difference between the wealth and status of people. People who controlled metal mines were rich and powerful. People without access to metal ores were poor. An increase in wealth lead to conflicts between tribes and the need for defensive walls around settlements.</p> <p>Skill Year 3 Describe the roles of tribal communities and explain how this influenced everyday life</p> <p>Amesbury Archer</p>
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	<p>Everyday life in the Stone Age</p> <p>P. of Study History 11 Learn about changes in Britain from the Stone Age to the Iron Age.</p> <p>Knowledge Year 3 Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life.</p> <p>Specific knowledge Year 3 The Stone Age is named after the materials humans used to make their tools and weapons. During this time, life changed and became more sophisticated as new tools, homes and food producing techniques were invented.</p> <p>Skill Year 3 Describe the everyday lives of people from past historical periods.</p>		<p>in permanent settlements and farm crops and animal.</p> <p>Specific knowledge Year 3 The Stone Age ended when metalworking skills were introduced to Britain by the Bell Beaker folk, c2500 BC.</p> <p>Skill Year 3 Explain the cause and effect of a significant historical event.</p>		<p>Skill Year 3 Describe ways in which human invention and ingenuity have changed how people live.</p>	<p>P. of Study History 11 Learn about changes in Britain from the Stone Age to the Iron Age.</p> <p>Knowledge Year 3 Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life.</p> <p>Specific knowledge Year 3 The Amesbury Archer is the name given to a set of Bronze Age human remains found in Amesbury, Wiltshire. The remains were buried with objects, including flint arrow heads, a metalworking tool and Bell Beaker pottery.</p>
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<p>Art</p> <p>Prehistoric Pots This project teaches children about Bell Beaker pottery. It allows the children to explore different clay techniques, which they use to make and decorate a Bell Beaker-style pot.</p> <p>Note: This is to be taught in the extra week as a full day</p>	<p>Engage: Bell Beaker Pottery P. of Study Art and design 6 Create sketchbooks to record their observations and use them to review and revisit ideas. Knowledge Year 3 Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil. Specific knowledge Year 3</p> <p>Around 4700 years ago, a new bell-shaped pottery style appeared in what is now Andorra, Portugal, Spain and Gibraltar. These bell beakers quickly spread across Europe, reaching Britain in around 2500 BC. Specific knowledge Year 3 The Bell Beaker culture is an archaeological culture named after the bell beaker drinking vessel used at the beginning of the Bronze Age. Skill Year 3 Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.</p>	<p>Lesson 1: Exploring Clay P. of Study Art and design 17 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 3 Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques. Specific knowledge Year 3 Coiling is a method of creating pottery. It has been used to shape clay into vessels for thousands of years. To make a clay coil, the clay is rolled gently and evenly until it forms a long roll. By placing one coil on top of another, different shapes can be formed. Slip is a slurry of clay and water, which can be used to join coils of clay. Specific knowledge Year 3 A pinch pot is a simple form of handmade pottery produced by pinching the clay with thumb and forefinger. Skill Year 3 Create a 3-D form using malleable or rigid materials, or a combination of materials.</p>	<p>Lesson 2: Styles and Patterns P. of Study Art and design 17 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 3 Nature and natural forms can be used as a starting point for creating artwork. Specific knowledge Year 3 Bell Beaker pottery was often highly decorated. Objects, such as fingernails, stones, shells, twigs, combs, rope and cord were used to create a range of patterns and marks including geometric shapes, zigzags, herringbone patterns, dots and lines. Skill Year 3 Use nature and natural forms as a starting point for artwork</p>	<p>Innovate: Making Bell Beaker Pots (2 hours) P. of Study Art and design 17 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 3 Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques. Skill Year 3 Create a 3-D form using malleable or rigid materials, or a combination of materials</p>	<p>Evaluate</p> <p>P. of Study Breadth Art and design Aims 5 Evaluate and analyse creative works using the language of art, craft and design. Knowledge Year 3 Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading. Skill Year 3 Make suggestions for ways to adapt and improve a piece of artwork.</p>	
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<p>Geography Companion project: "One planet, Our World"</p> <p>Note: To be taught in the extra week over TWO afternoons</p>	<p>Locating countries on maps</p> <p>P. of Study Geography Fieldwork 1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Knowledge Year 3 Maps, globes and digital mapping tools can help to locate and describe significant geographical features.</p> <p>Specific knowledge Year 3 Countries are located within continents. Countries</p>	<p>Using 4 figure grid references</p> <p>P. of Study Geography Fieldwork 3 Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Knowledge Year 3 A four-figure grid reference contains four numbers. The first two numbers are called the easting and are found along the top and bottom of a map. The second two numbers are called the northing and are found up both sides of a map. Four-figure grid references give</p>	<p>Compass points</p> <p>P. Study Geography Fieldwork 2 Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Knowledge Year 3 The eight points of a compass are north, south, east, west, north-east, north-west, south-east and south-west.</p>	<p>Latitude and Longitude</p> <p>P. Study Geography Location 3 Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Knowledge Year 3 Latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian.</p>		

	<p>have capital cities and geographical features.</p> <p>Skill Year 3 Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied</p>	<p>specific information about locations on a map.</p> <p>Skill Year 3 Use four-figure grid references to describe the location of objects and places on a simple map.</p>	<p>Skill Year 3 Use the eight points of a compass to locate a geographical feature or place on a map</p>	<p>Skill Year 3 Locate significant places using latitude and longitude.</p>		
PE – Basketball (ML)	<ol style="list-style-type: none"> 1. Use basic ball-handling skills 2. Pass and receive to score points 3. Dribble and work collaboratively to keep possession 	<ol style="list-style-type: none"> 1. Using short passes to keep possession and assist 2. Working as a pair to attack to net 3. Look to 1) Shoot 2) Pass 3) Dribble 	<ol style="list-style-type: none"> 1. Moving into defensive play 2. Showing good defensive posture 3. Use contact rules for defending 4. Reinforce shoot, pass, dribble principle 	<ol style="list-style-type: none"> 1. Create opportunities to shoot 2. Use two hands to play basketball shot 3. Assist teammates in a game to shoot 	<ol style="list-style-type: none"> 1. Practise the techniques for a jump ball 2. Use a jump ball to start a game 	<ol style="list-style-type: none"> 1. Apply basic rules and skills learned in a game 2. Determine when to run into space and receive a ball 3. Suggest ways to improve own and others game
PE - Unit 1 Dance (Class PE)	<ol style="list-style-type: none"> 1. Explore creating characters and narratives 2. Select and apply actions to a dance phrase 3. Discuss your own and others' work with some awareness of dance choreography 	<ol style="list-style-type: none"> 1. Explore characters using descriptive keywords 2. Use performance skills to communicate character 3. Perform to the count of 8 	<ol style="list-style-type: none"> 1. Perform and communicate ideas as part of a group 2. Develop movements using improvisation 3. Use an arabesque balance 	<ol style="list-style-type: none"> 1. Introduce the use of a prop 2. Work with others to improve a four-action routine 3. Linking sections of dance together 	<ol style="list-style-type: none"> 1. Incorporate facial expressions into a dance phrase 2. Describe ways to improve self and others' performances 3. Build a dance with multiple phrases 	<ol style="list-style-type: none"> 1. Perform to an audience 2. Describe and evaluate features in a dance 3. Watch and make decisions on how to improve your own performance
Music 50 minute lessons	<ul style="list-style-type: none"> • Get to know the song. Begin to learn the song <i>I've been to Harlem</i>. • Listen carefully to the shape of the melody, representing the pitches using body ladder actions. • Listen to <i>Tongo</i> and compare two different versions. 	<p>Sing I've been to Harlem showing the shape of the tune with voices and add an accompaniment using notes from the pentatonic scale.</p> <ul style="list-style-type: none"> • Recap singing the song <i>I've been to Harlem</i> and show the shape of the tune with their voices. • Listen to, and talk about, two pieces that use the pentatonic scale: <i>Tongo</i> and 'Morning mood' from <i>Peer Gynt Suite No. 1</i>. • Make up an accompaniment for the singing using notes from the pentatonic scale. 	<p>Progression snapshot 1. Make a video recording of children singing.</p> <ul style="list-style-type: none"> • Practise singing <i>I've been to Harlem</i>. • Practise keeping a steady beat. • Learn the melody of <i>Tongo</i>. • Sing <i>Tongo</i> in call-and-response, holding notes at the end of phrases for the full length. • Progression snapshot 1. 	<p>Invent 3-note melodies to accompany I've been to Harlem.</p> <ul style="list-style-type: none"> • Practise singing <i>I've been to Harlem</i>, from memory and unaccompanied. • Invent three-note melodic ostinatos to accompany I've been to Harlem. • Play an ostinato, note cluster chord together with singing. 	<p>Learn cup rhythms to I've been to Harlem.</p> <ul style="list-style-type: none"> • Learn a series of rhythms using a firm plastic cup to play along with I've been to Harlem. • Keep a beat using a 'prop' cup. 	<p>Create and perform a class arrangement of I've been to Harlem.</p> <ul style="list-style-type: none"> • Practise body percussion patterns to <i>Born to be wild</i>. • Invent melodic and rhythmic accompaniments to <i>I've been to Harlem</i>. • Perform the song in

						unison, as a round, and with accompaniment.
<p>Connecting computers</p> <p>Learners will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. Next, learners will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, learners will discover the benefits of connecting devices in a network.</p>	<p>To explain how digital devices function</p> <ul style="list-style-type: none"> I can explain that digital devices accept inputs I can explain that digital devices produce outputs I can follow a process 	<p>To identify input and output devices</p> <ul style="list-style-type: none"> I can classify input and output devices I can describe a simple process I can design a digital device 	<p>To recognise how digital devices can change the way that we work</p> <ul style="list-style-type: none"> I can explain how I use digital devices for different activities I can recognise similarities between using digital devices and using non-digital tools I can suggest differences between using digital devices and using non-digital tools 	<p>To explain how a computer network can be used to share information</p> <ul style="list-style-type: none"> I can recognise different connections I can explain how messages are passed through multiple connections I can discuss why we need a network switch 	<p>To explore how digital devices can be connected</p> <ul style="list-style-type: none"> I can recognise that a computer network is made up of a number of devices I can demonstrate how information can be passed between devices I can explain the role of a switch, server, and wireless access point in a network 	<p>To recognise the physical components of a network</p> <ul style="list-style-type: none"> I can identify how devices in a network are connected together I can identify networked devices around me I can identify the benefits of computer networks
<p>SCIENCE</p> <p>Animals incl. humans:</p> <ul style="list-style-type: none"> Nutrition (3.1) 	<p>The different nutrient groups and their functions. (3.1)</p>	<p>The different food groups and the nutrients contained in them. (3.1)</p>	<p>Investigation into the amount of vitamin C in different fruit juices. (3.1)</p>	<p>The function of the skeleton. Naming different bones and learning their functions. (3.2)</p>	<p>Set up investigation into the effects of different substances on bone strength. (3.2)</p>	<p>Analyse results of bone strength investigation</p>

• Skeletons (3.2)						. The role of joints. (3.2)
PSHE						
German						

Autumn 2						
	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12
History	<p>End of the Bronze Age</p> <p>P. of Study Breadth History Aims 13 Understand and historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Knowledge Year 3 The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.</p> <p>Specific knowledge Year 3 The Bronze Age collapse is the name given to a period of time when society collapsed in Britain and Europe. The weather, natural disasters in Europe and rebellion by the poor against the rich are all theories given for the Bronze Age collapse.</p>	<p>Farming Boom</p> <p>P. of Study Breadth History Aims 13 Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Knowledge Year 3 Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live.</p> <p>Specific knowledge Year 3 Farming became more efficient in the Iron Age, due to stronger, more durable iron tools. Farmers used fields outside hillforts to raise cattle and crops and began to use fertilisers. They traded surplus crops with other tribes. Efficient farming led to more free</p>	<p>Hillforts & Homes</p> <p>P. of Study History 11 Learn about changes in Britain from the Stone Age to the Iron Age.</p> <p>Knowledge Year 3 Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life.</p> <p>Specific knowledge Year 3 Hillforts were Iron Age settlements that were built on top of a hill. The height of a hillfort gave tribespeople a good view of the surrounding area and the ditches and ramparts around the edge provided protection.</p> <p>Skill Year 3 Describe the everyday lives of people from past historical periods</p> <p>Celtic Warriors</p>	<p>Celtic beliefs</p> <p>P. of Study Breadth History Aims 14 Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Knowledge Year 3 Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.</p> <p>Specific knowledge Year 3 Historical sources for Celtic beliefs include written texts from Roman and Greek authors, human remains, artefacts and mythology. These sources may not be reliable on their own, but can be used together to build a picture of Celtic beliefs.</p> <p>Skill Year 3 Make deductions and draw conclusions about the reliability of a historical source or artefact.</p> <p>End of the Iron Age</p>		

	<p>Skill Year 3 Explain the cause and effect of a significant historical event.</p> <p>Iron Age Chronology & Cause & Effect can be completed in one lesson</p> <p>P. of Study Breadth History Aims 13 Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Knowledge Year 3 Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar.</p> <p>Specific knowledge Year 3 The Iron Age in Britain started c700 BC when Celts from Europe settled in Britain and brought their ironworking skills with them. It ended after the invasion of the Romans in AD 43.</p> <p>Skill Year 3 Sequence dates and information from several historical periods on a timeline</p> <p>Breadth History Aims 13 Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Knowledge Year 3 Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve</p>	<p>time for feasting, playing games and learning new skills and crafts.</p> <p>Skill Year 3 Describe how a significant event or person in British history changed or influenced how people live today.</p> <p>Invention & Ingenuity</p> <p>P. of Study Breadth History Aims 13 Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Knowledge Year 3 Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution.</p> <p>Specific knowledge Year 3 Invention and ingenuity in the Iron Age led to the development of blacksmithing, the preservation of food, the development of Celtic pattern and decoration, improvements in pottery, woodworking and weaving and the creation of poetry, games and music.</p> <p>Skill Year 3 Describe ways in which human invention and ingenuity have changed how people live</p>	<p>P. of Study Breadth History Aims 14 Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Knowledge Year 3 Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.</p> <p>Specific knowledge Year 3 Written evidence about Celtic warriors comes from Roman invaders or Greek historians. This evidence may be unreliable, because the writers were making assumptions about Celtic warriors or they were trying to make their enemies sound frightening.</p> <p>Skill Year 3 Make deductions and draw conclusions about the reliability of a historical source or artefact.</p>	<p>P. of Study History 11 Learn about changes in Britain from the Stone Age to the Iron Age.</p> <p>Knowledge Year 3 Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life.</p> <p>Specific knowledge Year 3 The Iron Age ended in AD 43 when the Roman emperor, Claudius, successfully invaded Britain.</p> <p>Skill Year 3 Describe the everyday lives of people from past historical periods</p>		
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	<p>health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live.</p> <p>Specific knowledge Year 3 Knowledge of ironworking arrived with the Celts. It improved tools and weapons, so farming became more efficient. It increased conflict, because all tribes had access to strong, sharp weapons that they could use to attack neighbouring tribes. Celts in Britain also traded metal, cloth and luxury goods with other Celts in Europe.</p> <p>Skill Year 3 Describe how a significant event or person in British history changed or influenced how people live today</p>					
<p>Geography Companion project: “One planet, Our World”</p>					<p>Climate zones</p> <p>P. of Study Geography Features 15 Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Knowledge Year 3 The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical.</p> <p>Skill Year 3 Identify the five major climate zones on Earth.</p> <p>Locating European countries and cities</p> <p>P. Study Geography Location 8 Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>	<p>UK Counties</p> <p>P. of Study Geography Location 2 Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Knowledge Year 3 Counties of the United Kingdom include Derbyshire, Sussex and Warwickshire. Major cities of the United Kingdom include London, Birmingham, Edinburgh, Cardiff, Manchester and Newcastle.</p> <p>Specific knowledge Year 3 Counties have distinct characteristics according to their size, population, industries, location and physical and human features.</p>

					<p>Knowledge Year 3</p> <p>Countries in Europe include the United Kingdom, France, Spain, Germany, Italy and Belgium. Russia is part of both Europe and Asia.</p> <p>Specific knowledge Year 3</p> <p>Europe is a continent in the Northern Hemisphere. It has over 50 countries (including transcontinental countries).</p> <p>Skill Year 3 Locate countries and major cities in Europe (including Russia) on a world map.</p>	<p>Specific knowledge Year 3A A county is an area of land according to political divisions. Counties are governed by local governments.</p> <p>Skill Year 3 Name, locate and describe some major counties and cities in the UK.</p> <p>UK Cities</p> <p>P. of Study Geography 2 Year 3 Location Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>7 Year 3 Features Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Knowledge</p> <p>Year 3 Counties of the United Kingdom include Derbyshire, Sussex and Warwickshire. Major cities of the United Kingdom include London, Birmingham, Edinburgh, Cardiff, Manchester and Newcastle.</p> <p>Year 3 Different types of settlement include rural, urban, hamlet, town, village, city and suburban areas. A city is a large settlement where many people</p>
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						<p>live and work. Residential areas surrounding cities are called suburbs.</p> <p>Year 3 Cities have distinct characteristics according to their size, population, industries, landmarks, location and physical and human features.</p> <p>Year 3 A city is a large human settlement, where lots of people live and work. Significant cities of the UK include London, Birmingham and York.</p> <p>Skill(s)</p> <p>Year 3 Name, locate and describe some major counties and cities in the UK. View progression</p> <p>Year 3 Describe the type and characteristics of settlement or land use in an area or region.</p>
Art						
<p>DT</p> <p>Note: This is to be taught in the extra week as a full day and then ½ day</p>	<p>Healthy balanced diets</p> <p>P. of Study Design and technology 1 Year 3 Food Understand and apply the principles of a healthy and varied diet.</p> <p>2 Year 3 Evaluate Understand how key events and individuals in design and technology have helped shape the world.</p> <p>P. of Study RHE – Health education</p> <p>3 Year 3 Healthy Know what constitutes a healthy diet (including</p>	<p>Using cooking appliances</p> <p>P. of Study Breadth Design and technology</p> <p>1 Year 3 Aims Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.</p> <p>3 Year 3 Food Prepare and cook a variety of predominantly savoury</p>	<p>Making a ratatouille</p> <p>P. of Study Design and technology Food 3 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Knowledge Year 3 Preparation techniques for savoury dishes include peeling, chopping, deseeding, slicing, dicing, grating, mixing and skinning.</p> <p>Specific knowledge Year 3 Slow cookers cook food on a low heat over several hours.</p>	<p>Planning a taco filling</p> <p>P. of Study Design and technology</p> <p>3 Year 3 Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>3 Year 3 Design Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded</p>	<p>Making a taco filling</p> <p>P. of Study Design and technology Food 3 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Knowledge Year 3 Preparation techniques for savoury dishes include peeling, chopping, deseeding, slicing, dicing, grating, mixing and skinning.</p> <p>Skill Year 3 Prepare and cook a simple savoury dish.</p>	<p>Evaluation</p> <p>P. of Study Design and technology Evaluate 4 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Knowledge Year 3 Asking questions can help others to evaluate their products, such as asking them whether the selected materials achieved the purpose of the model.</p>

	<p>understanding calories and other nutritional content).</p> <p>P. of Study Science</p> <p>4 Year 3 Animals Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Knowledge Year 3 There are five main food groups that should be eaten regularly as part of a balanced diet: fruit and vegetables; carbohydrates (potatoes, bread, rice and pasta); proteins (beans, pulses, fish, eggs and meat); dairy and alternatives (milk, cheese and yoghurt) and fats (oils and spreads). Foods high in fat, salt and sugar should only be eaten occasionally as part of a healthy, balanced diet.</p> <p>Year 3 Key inventions in design and technology have changed the way people live.</p> <p>Year 3 Humans have to get nutrition from what they eat. It is important to have a balanced diet made up of the main food groups, including proteins, carbohydrates, fruit and vegetables, dairy products and alternatives, and fats and spreads. Humans need to stay hydrated by drinking water.</p> <p>Skill(s) Year 3 Identify the main food groups (carbohydrates, protein, dairy, fruits and vegetables, fats and sugars). View progression</p> <p>Year 3 Describe how key events in design and technology have shaped the world. View progression</p> <p>Year 3 Explain the importance and characteristics of a healthy, balanced diet.</p>	<p>dishes using a range of cooking techniques.</p> <p>Knowledge Year 3 Electrical appliances must only be used under the supervision of an adult. Safety rules must also be followed when using electricity: fingers and other objects must not be put into electrical outlets, anything with a cord or plug should never be used around water and a plug should never be pulled out by its cord.</p> <p>Year 3 Preparation techniques for savoury dishes include peeling, chopping, deseeding, slicing, dicing, grating, mixing and skinning.</p> <p>Skill(s)</p> <p>Year 3 Use appliances safely with adult supervision. View progression</p> <p>Year 3 Prepare and cook a simple savoury dish.</p>	<p>Specific knowledge Year 3 Ratatouille is a vegetarian dish made from onions, aubergines, courgettes, peppers and tomatoes.</p> <p>Skill Year 3 Prepare and cook a simple savoury dish.</p>	<p>diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>1 Year 3 Food Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Knowledge</p> <p>Year 3 Design criteria are the exact goals a project must achieve to be successful. These criteria might include the product's use, appearance, cost and target user.</p> <p>Year 3 The types of food that will grow in a particular area depend on a range of factors, such as the rainfall, climate and soil type. For example, many crops, such as potatoes and sugar beet, are grown in the south-east of England. Wheat, barley and vegetables grow well in the east of England.</p> <p>Year 3 Tacos are a traditional Mexican street food made from wheat or corn tortillas, filled with a meat or vegetarian filling and topped with salsa, lettuce or cheese.</p> <p>Skill(s)</p> <p>Year 3 Develop design criteria to inform a design. View progression</p> <p>Year 3 Identify and name foods that are produced in different places.</p>		<p>Skill Year 3 Suggest improvements to their products and describe how to implement them, beginning to take the views of others into account.</p>
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PE – Football (ML)	1. Pass and receive the ball around the playing area showing some control. 2. Work collaboratively to keep possession by passing accurately.	1. Control the ball and pass unchallenged. 2. Move into space to receive the ball unchallenged. 3. Work together as a team to score points	1. Using short passes to keep possession 2. Work as a team to move towards the goal 3. Look to shoot, 2 pass, 3 dribble	1. Recognise where there is space in a game. 2. Move into space to receive the ball. 3. Send the ball and move into a new space.	1. Control the ball at your feet and dribble unchallenged. 2. Receive the ball and dribble into space. 3. Use control of the ball to keep possession in a game.	1. Use short passes and dribbling to build an attack. 2. Determine when to run into space to receive the ball. 3. Suggest ways to improve the skills they have learnt.
PE – Netball (Class PE)	Learning Intentions 1. Pass and receive the ball using a chest pass 2. Work collaboratively to keep possession and score points by passing accurately 3. Explain how accurate passes help when attacking	1. Recognise the need to get 'free' from opposition players 2. Demonstrate dodging techniques to get 'free' 3. Discuss & explain why you need to be free from a player when receiving a ball	1. Demonstrate catching in isolation 2. Demonstrate catching under pressure 3. Show awareness of footwork rules	1. Introduction to the role of goal shooter 2. Work to get the ball to the goal shooter 3. Use a bounce pass to feed the ball to the goal shooter	1. Throw over longer distances using shoulder pass 2. Recognise which throw is needed over shorter & longer distances 3. Use shoulder pass in a game to build attacking play	1. Use a range of passes to build an attack 2. Collect a loose ball that is rolling or bouncing 3. Play in a game attacking and defending
Stop-frame animation Unit introduction Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.	To explain that animation is a sequence of drawings or photographs <ul style="list-style-type: none"> I can draw a sequence of pictures I can create an effective flip book—style animation I can explain how an animation/flip book works 	To relate animated movement with a sequence of images <ul style="list-style-type: none"> I can predict what an animation will look like I can explain why little changes are needed for each frame I can create an effective stop-frame animation 	To plan an animation <ul style="list-style-type: none"> I can break down a story into settings, characters and events I can describe an animation that is achievable on screen I can create a storyboard 	To identify the need to work consistently and carefully <ul style="list-style-type: none"> I can use onion skinning to help me make small changes between frames I can review a sequence of frames to check my work I can evaluate the quality of my animation 	To review and improve an animation <ul style="list-style-type: none"> I can explain ways to make my animation better I can evaluate another learner's animation I can improve my animation based on feedback 	To evaluate the impact of adding other media to an animation <ul style="list-style-type: none"> I can add other media to my animation I can explain why I added other media to my animation I can evaluate my final film
Music	Listen to <i>Mingulay boat song</i> and sing <i>Skye boat song</i>. <ul style="list-style-type: none"> Learn about folk music. Sing a Scottish folk song. Listen to Scottish folk songs. 	Listen to <i>Nao chariya de</i> and sing <i>Under the lemon tree</i>. <ul style="list-style-type: none"> Learn about a Bengali folk song. Sing a traditional Bengali song. Compare two folk songs: one from Scotland and the other from Bengal. Identify similarities and differences between folk songs from different places. 	Write a school folk song. <ul style="list-style-type: none"> Discuss and develop ideas for a school folk song. Pick a local traditional song or a traditional song from the Song Bank (e.g. <i>Roll the old chariot along</i>) and learn the tune. Write new words to fit this tune. 	Recognise symmetrical patterns in songs – <i>Dr Knickerbocker</i>. <ul style="list-style-type: none"> Listen to a song, identifying symmetry in the melody and lyrics. Compose a symmetrical warm-up. Sing a song with a symmetrical melody. 	Improvise and sing simple melodies and rhythms <ul style="list-style-type: none"> Recognise a symmetrical structure in a song (ABA – ternary form). Improvise a symmetrical melody and rhythm.. 	Compose a simple symmetrical song. <ul style="list-style-type: none"> Sing, improvising melodies and rhythms. Compose music using symmetry. Perform to an audience.
RE						
German						

SCIENCE	How muscles enable movement. (3.3)	Investigating the way different animals move.	Classifying rocks based on their features.	How sedimentary rocks are formed. (3.5)	Investigating the porosity of sedimentary rocks.	Metamorphic rock formation. Practical	Extrusive and intrusive igneous rock formation.
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<p>Animals incl. humans:</p> <ul style="list-style-type: none"> • Muscles (3.3) <p>Rocks:</p> <ul style="list-style-type: none"> • Introduction to rocks (3.4) • Sedimentary and metamorphic rocks (3.5) • Igneous rocks and minerals (3.6) 		(3.3)	(3.4)		(3.5)	demonstration of the process. (3.5)	The rock cycle. (3.6)
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