



<u>Year group: 3</u>	<u>Term: 1</u>		<u>Enquiry Question: Early Civilisations – how did they influence our lives today?</u>
	<u>Essential knowledge:</u>	<u>Essential vocabulary</u>	<u>Essential Skills:</u>
Creative development	<p><u>Art</u></p> <p><u>Drawings- Cave Paintings</u></p> <ul style="list-style-type: none"> - Know how to record ideas and create a sketchbook. - Know how to use drawing to create interesting pieces of artwork. - Know how to use a range of materials within drawing. - Know how to select materials appropriately to create products. <p><u>Music – Glockenspiel Stage 1</u></p> <p><u>Playing</u></p> <ul style="list-style-type: none"> - To know and be able to talk about the instruments used in class (a glockenspiel, a recorder) <p><u>Improvising</u></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> - Improvisation is making up your own tunes on the spot - When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to 	<p>Tone Texture Shape Grade Line Pattern Sketch</p> <p>Structure intro/introduction Verse Chorus Improvise Pulse Rhythm Pitch Tempo Dynamics Imagination</p>	<p><u>Art</u></p> <p><u>Drawings- Cave Paintings</u></p> <ul style="list-style-type: none"> - Experiment with different grades of pencil & pastels and other implements. - Plan, refine and alter their drawings as necessary. - Use their sketchbook to collect and record visual information from different sources. - Draw for a sustained period of time at their own level. - Use different media to achieve variations in line, texture, tone, colour, shape and pattern. <p><u>Music- Glockenspiel Stage 1</u></p> <p><u>Playing</u></p> <ul style="list-style-type: none"> - To play differentiated parts on a tuned instrument using notation - To rehearse and perform their part <p><u>Improvising</u></p> <ul style="list-style-type: none"> - To improvise using instruments (in the context of the song they are learning to perform) using up to three different notes

	<p>them</p> <ul style="list-style-type: none">- To know that using one or two notes confidently is better than using five- To know that if you improvise using the notes you are given, you cannot make a mistake <p><u>Composing</u></p> <ul style="list-style-type: none">- To know that composition is music that is created by you and kept in some way.- To know different ways of recording compositions (letter names, symbols, audio etc. <p><u>Listen and Appraise</u></p> <p>To know songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about:</p> <ul style="list-style-type: none">- Any musical dimensions featured in the song, and where they are used- Identify the main sections of the song- Name some of the instruments they heard in the song.		<p><u>Composing</u></p> <ul style="list-style-type: none">- Composing To help create at least one simple melody using up to five different notes.- To plan and create a section of music that can be performed within the context of the unit song.- To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.- To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). <p><u>Listen and Appraise</u></p> <p>To clap and say back rhythms To listen to and sing back a simple tune without notation To copy back with instruments, without and then with notation</p>
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<p>Knowledge & Understanding of the world</p>	<p><u>History</u></p> <p><u>Who first lived in Britain?</u></p> <ul style="list-style-type: none"> - To understand changes in Britain and be able to place them on a chronological narrative alongside a timeline with other time periods they have already studied – see history progression document to inform resource. E.g. castles and which period? - Know where the main stone age settlements were and act as historical investigators – why here? Children then make the link to locate cities of the UK. Children will ask questions why these cities have been placed here. - To know how the features of an area (physical and human) have been impacted at different points in time and give cause for these e.g. hill forts, burial sites. - To know about ice age effects and how we adapted ourselves to survive in this situation. - Why was the stone age that much larger than the bronze and iron age? - Did everyone experience the stone, bronze and iron ages at the same 	<p>Neolithic hunters Bronze Iron Stone age Forts Tribal kingdoms.</p>	<p><u>History</u></p> <p><u>Who first lived in Britain?</u></p> <ul style="list-style-type: none"> - Develop map skills and use larger scale maps to locate place e.g. stone age settlement areas. - Begin to use a variety of different styles of map e.g. large scale OS, junior atlases, internet map sites, aerial photographs to identify features from and near stone age settlements/locations. - Begin to ask/initiate geographical questions e.g. how may physical features have impacted on localities of eventual settlements? In order to develop settlements, what physical features nearby would have been needed? - Use dates and terms related to the study unit and passing of time - Children place the time period within a chronological framework with other time events that they will study in the future. These are already on the timeline. - Children give reasons for a historical event happening and what the consequences were e.g. why it changes from Stone to Bronze, Bronze to Iron and what are the key differences between these ages. - Children analyse evidence from a period of history answering simple questions about its reliability – children look at archaeology and why pre-history is different to history e.g. primary sources being written down. - Children ask a few relevant historical questions regarding the
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	<p>point in time? If so, why? Could look at Shang Dynasty, Romans and Britain.</p> <ul style="list-style-type: none"> - What change came about when we moved throughout the ages? How did that impact us socially? How did this impact the size of our families? - Children will explore cave men of the early Palaeolithic period of the Stone Age; explore the lives of people in the Mesolithic period of the Stone Age and investigate technological advances in the Neolithic period of the Stone Age and investigating Stonehenge. <p><u>RE</u></p> <p><u>Remembering-why remember?</u></p> <ul style="list-style-type: none"> - Investigate the significance of religious festivals. - Explore religious teachings of forgiveness and reconciliation. - Explore how people express their beliefs through personal symbols and artefacts. <p><u>French</u></p> <p><u>Getting to Know</u></p>	<p>Festival Forgiveness Reconciliation Symbol Artefact</p> <p>Bonjour Je m'appelle... Comment</p>	<p>historical period being studied.</p> <ul style="list-style-type: none"> - Children can give examples of how these ages have left a legacy. - Children can identify social (family size, tools farming etc), military (hill forts, weapons) and cultural (burial) changes. <p><u>RE</u></p> <p><u>Remembering-why remember?</u></p> <ul style="list-style-type: none"> - Compare the experiences of different people participating in a religious festival or celebration. - Describe the ways in which people of faith have demonstrated forgiveness and reconciliation. - Explain how personal symbols and artefacts relate to religious beliefs. <p><u>French</u></p> <p><u>Getting to Know</u></p>
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	<ul style="list-style-type: none"> - To know about different languages and other cultures. - To know some French from around the classroom. - Know some French questions and answers to hold a basic conversation. 	<p>t'appelles-tu? Merci Salut Au revoir</p>	<ul style="list-style-type: none"> - Understand that people speak a different language to my own and identify differences in my own culture with that of another. - Listen to spoken language, including everyday classroom language and show understanding by joining in. - Engage in conversations by asking and answering questions.
<p>SMSC</p>	<p><u>Being Me</u></p> <p>Children are taught what it means to be self-aware and the factors that contribute to this: achievements, personal goals and choices.</p> <p>We will achieve this whilst learning:</p> <ul style="list-style-type: none"> - My attitudes and actions make a difference to the class team - How good it feels to be included in a group and understand how it feels to be excluded try to make people feel welcome and valued - To understand how democracy works through the school council - To recognise my contribution to making a Learning Charter for the whole school - To understand how groups come together to make decisions - To take on a role in a group and contribute to the overall outcome 	<p>Welcome Valued Achievements Proud Pleased Personal goal Praise Acknowledge Affirm Emotions Feelings Nightmare Fears Worries Solutions Support Rights Responsibly Class charter Dreams Behaviour Rewards Consequences Actions</p>	<p><u>Being Me</u></p> <ul style="list-style-type: none"> - I can self-reflect, empathise (with those in my class) and differentiate between positive and negative feelings - I can review my own and the rights and responsibilities of others as a member of my school - I can cooperate within a team to achieve a joint outcome - I can verbalise a time when my words affected someone else's feelings - I can give examples of consequences - I can give and receive compliments - I can tell you about my first impression of someone



		Fairness Choices Challenge Group dynamics Teamwork	
Scientific & technological understanding	<p><u>Science</u></p> <p><u>Rocks and Soils</u></p> <ul style="list-style-type: none"> - Know the different rock types. - Look at what fossils are and know how they are formed. - Know that soils are made from rocks and organic matter. - What is a fair test? <p><u>Computing</u></p> <p><u>Online Safety (Unit- 3.2)</u></p> <ul style="list-style-type: none"> - To know what makes a safe password and how to keep passwords safe. - Understand how the internet can help us to communicate and consider the reliability of web pages. - To learn the meaning of age restrictions, symbols on digital media and devices. <p><u>Touch Typing (Unit-3.4)</u></p> <ul style="list-style-type: none"> - Introduce typing terminology - Improve speed and efficiency of typing skills 	<p>Names of rocks Group Classify Fossils Soil Decay</p> <p><u>Online Safety (Unit- 3.2)</u> Password Secure Communicate Appropriate Website Spoof Mock up</p> <p><u>Touch Typing (Unit-3.4)</u> Top row</p>	<p><u>Science</u></p> <p><u>Rocks and Soils</u></p> <ul style="list-style-type: none"> - Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties - Recognise that soils are made from rocks and organic matter. - Recording findings - Label diagrams - Identifying difference/similarities - Recording & classifying to help answer questions <p><u>Computing</u></p> <p><u>Online Safety (Unit- 3.2)</u></p> <ul style="list-style-type: none"> - Create a good password - Explain the key features of a secure password - Recognise how accurate a website is - Explain the key features of a 'spoof' website and create own - Outline strategies for dealing with online bullying <p><u>Touch Typing (Unit-3.4)</u></p> <ul style="list-style-type: none"> - Use top row, home row, bottom row and space bar effectively - Use two hands when typing - Type full words using the correct fingering



		<p>Bottom row Home row Space bar Correct fingering Speed Accuracy Efficiency</p>	
<p>Physical development</p>	<p><u>Physical Development</u></p> <p><u>Multi- Skills (Unit 3.1)</u></p> <ul style="list-style-type: none"> - Know how to change and maintain a centre of balance - Know when to use all ABC skills learned so far <p><u>Boot Camp (Unit 3.1)</u></p> <ul style="list-style-type: none"> - Understand how to prepare the body for exercise - Understand what fitness means - Experience some of the changes that occur during exercise - Understand what happens to the heart rate during exercise 	<p><u>Multi- Skills (Unit 3.1)</u></p> <p>Agility Balance Bounce Concentrate Control Dribble Focus Send Travel Travelling Utilise</p> <p><u>Boot Camp (Unit 3.1)</u></p> <p>Circuit Exercises Stations Basic circuit moves Running Jumping jacks</p>	<p><u>Physical Development</u></p> <p><u>Multi- Skills (Unit 3.1)</u></p> <ul style="list-style-type: none"> - Change the centre of balance to different parts of the body - Develop coordination whilst moving an object - Use hand-eye coordination to keep control of an object - Demonstrate agility by being able to twist and turn and change direction - Use agility, stopping and turning in a game - Practise coordination and moving with others - Observe and be aware of others' speed and try to match it - Use coordination skills to move an object - Use hand-eye coordination to balance, carry and travel with an object <p><u>Boot Camp (Unit 3.1)</u></p> <ul style="list-style-type: none"> - Develop agility and coordination - Perform simple patterns of movement - Develop agility and coordination - Perform simple patterns of movement - Improve on prior scores

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	- Learn new moves and perform them with good technique and balance	Ball pass Jumping from side to side	
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<u>Guided Reading and other linked books.</u>	<u>Previous Learning Links</u>	<u>Adaptations to the curriculum for SEND</u>	<u>Key questions:</u>
Stig of the Dump Stone Age Boy Cave Baby Stone girl, bone girl How to wash a woolly mammoth Ug	Developing concept of time and the past. Significant people throughout history.	Using appropriately detailed maps with illustrations Managed timeline with manageable jumps and identified points in history Investigative science – making fossils for example Pictures wherever possible to support historical work	What came before the Stone Age? What would you need to survive in the Stone Age?