



Year 3 – Autumn 2

Land before our time



SMSC Links
<p>Spiritual</p> <p>Develop a sense of fascination, curiosity and mystery of how and why events in the past happened.</p>
<p>Moral</p> <p>Listen and respond appropriately to the views of others, when working as part of a team. Gain the confidence to cope with setbacks and learn from their mistakes.</p>
<p>Social</p> <p>Children will explore the similarities and contrasts between past and present societies and what these societies have contributed to Britain today.</p>
<p>Cultural</p> <p>Begin to understand the culture of past civilizations and how life was different.</p>

<p>Trips and experiences</p> <p>Use the dome to transport children back to the Stone Age.</p>
<p>Celebrations</p> <p>Art showcase to parents.</p>
<p>British Values</p> <p>Democracy The rule of law Individual liberty Mutual respect Tolerance of those of different faiths</p>



Nature



Place



Comparison



Significance



Change



Humankind



Processes



Creativity



Investigation



Materials

History – How did life change from the Stone Age to the Iron Age?

Foundations of previous learning.

Sequence photographs from different periods of their lives and those of other people (Yr 2)
 Understand that we use dates to describe events in time i.e. 1666 Great Fire of London (Yr2)
 Make picture observations, compare photographs and raise questions (Yr 2)
 Recognise why events happened and what happened as a result (Yr 2)

Overview and rationale	Skills	Knowledge
<p>In this unit, the children will learn that people have been living in Britain for a very long time. They will investigate the changes that occurred over a time span of 10,000 years during the three main periods in prehistory: the Stone Age, Bronze Age and Iron Age. During the Stone Age, the Neolithic Revolution changed the way people lived from hunter-gatherers to farmers. In the Iron Age, the Celts built hill forts for protection from their enemies, some of which contained entire villages within their imposing walls. Copper, then bronze and finally iron started to be used to make weapons and tools. This topic prepares children for their later learning and can be referred to when studying the Romans, Egyptians and Ancient Greeks.</p> <p>Key concepts: Continuity and change</p>	<p>Chronology: Place events on a time line using dates and times Begin to understand the concept of change over time</p> <p>Investigate and interpret the past: Use evidence to ask questions and find answers to questions about the past. Use a range of sources to find out about a period and observe small details in artefacts, pictures, etc.</p> <p>Depth of historical knowledge: Find out about every day lives of people in period studied and compare with our life today. Identify reasons for and results of people’s actions.</p>	<p>The Stone Age is divided into three different periods; the Neolithic, Mesolithic and Palaeolithic. The Stone Age occurred before written records were kept. Cave paintings and artefacts inform us about the Stone Age. Skara Brae is of archaeological importance because it provides us an insight into what life was like in Britain during this time. People in the Stone Age progressed from hunter gathers to farmers due to the changes in agriculture. The Stone Age materials progress from stone, to bronze and to metal. This changed the type of weapons and tools that could be made. Shelters/homes changed from the Stone Age to the Iron Age.</p>
National curriculum coverage	Assessment Tasks	
Changes in Britain from the Stone Age to the Iron Age.	<p>1 - Chronology: Use dates and terms related to the three periods and passing of time. 2- Continuity and change: Changes in homes across prehistoric Britain. 3– Significance: Describe and identify the most significant Stone Age events and the impact these had.</p>	
Sequenced Learning activities	Vocabulary	Big Ideas
<ol style="list-style-type: none"> 1. To place this ancient period of early human history on a timeline and to understand how early humans arrived in Britain. 2. To interpret and infer from the evidence found at Skara Brae. 3. To find out about how hunter-gatherers lived in Stone Age Britain 4. To understand the methods of food collection in prehistoric Britain and how this changed over time from the Stone Age to the Iron Age. 5. To understand the changes in housing in each period of prehistoric history. 6. To understand the significant achievements of the Stone Age man and the impact these had. 	Stone age Bronze Age Iron Age Pre-history Hunter-gatherer Farming, Crops Archaeologists Settlements Materials	<p>Change – What changes occurred during prehistoric Britain?</p> <p>Comparison – Which change was the most significant why?</p> <p>Significance – Why is Skara Brae a significant archaeological site?</p> <p>Materials – What materials were used in the different prehistoric ages?</p>
Curriculum drivers		
<p>Emotional Intelligence - Is change important? How do we feel about change? How do we manage when things change?</p>	<p>Aspirations and possibilities for all – What is the role of an archaeologist? Why is their job important? What achievements have you made that are important to you?</p>	<p>Oracy - Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.</p>

Art and Design – Stone Age Drawings

Foundations of previous learning:

Children have previously developed their drawing techniques in creating drawings of buildings (Yr 1) and portraits (Yr 2). They have experimented with using lines of different sizes and thickness and using dots to add texture (Yr 2)

Overview and rationale	Skills	Knowledge
In this unit, the children will continue to build on and further develop their drawing skills. They will explore the work of different artists, thinking about what they like or dislike about their work. They will experiment further with materials such as chalk, oil pastels and charcoal thinking about how they mix and blend them to create a desired effect. Children will develop their understanding of line and tone when drawing. They will investigate paintings from ancient times and use a range of techniques to create their own drawings using different effects and textures.	<p>Drawing: Draw accurately and begin to talk about their use of line and tone. Sketch lightly</p> <p>Painting: Be able to mix and blend chalk pastels to make coloured drawings.</p> <p>To develop ideas and take inspiration: Have opportunities to talk about what art is, where it can be found and why it exists across times and culture. Begin to talk about choices they've made in art, what they like about these and the effect. Work safely Evaluate their work and make improvements Use a sketchbook to record ideas, try new things and keep a record of what they have made.</p>	<p>Natural materials were used to create colour in Stone Age cave paintings. The purpose of Stone Age cave paintings was to record stories during that period. Stone Age people mixed different natural materials to make different shades and intensities of colour. The Stone Age paintings were created on different surfaces with different textures.</p>
National curriculum coverage	Assessment opportunities	
To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	<p>1 - Inspiration: To explore the style of Stone Age art and discuss how the cave paintings were created. 2 - Drawing: Experiment and create a range of marks discussing the effect of line and tone. 3 - Painting: Mix and blend chalk and pastels to create a desired effect. 4 - Final piece: Children to create their own cave drawings using different techniques and materials i.e. chalk and pastels.</p>	
Sequenced Learning activities	Vocabulary	Big Ideas
<ol style="list-style-type: none"> 1. Evaluate and analyse artists creative work using the language of art, craft and design. 2. Exploring mark making and symbols using a variety of tools. 3. Refining tonal skills and ability to successfully sketch lightly. 4. Create view finder and practice smaller element of still life. 5. Make- Use their still life from prior lesson to make final piece. 6. Evaluate piece. (See year group evaluation guidance for what to include.) 	Water colours, natural materials, shade, line, tone, Cave painting, natural, layer	<p><i>Significance, creativity, investigation, processes and materials runs throughout all art units.</i></p> <p>Humankind – how did the first humans express their thoughts and feelings?</p> <p>Nature – What materials did they use? Why was this?</p> <p>Place – Where was prehistoric art found?</p>
Curriculum drivers		
Emotional Intelligence - How does this piece of art make you feel? Why? What feelings and emotions do we associate with these colours?	<p>Aspirations and possibilities for all –</p> <p style="text-align: center;"><i>Art showcase to celebrate work</i></p>	Oracy - Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.

	Computing Journey inside a computer	Music Glockenspiel Stage 1
Overview	By knowing how computers work, children can better understand how to instruct them to achieve a desired result. Assuming the role of computer parts and creating paper versions of computers helps pupils to consolidate their understanding of how a computer works, as well as identifying similarities and differences between various models. In line with our curriculum driver of developing aspirations, children will explore the key significant computer designers.	This unit introduces the children to learning about the language of music through playing the glockenspiel. The learning is focused around exploring and developing playing skills through the glockenspiel.
Key Knowledge and assessment	A computer follows instructions. An input is a way of telling a computing what you want it to do. A mouse and keyboard are a part of this input. An output is a way of seeing whether the computer has done what you have asked. A screen does not give the computer instructions but shows us the output A laptop is made up of many different parts including a hard drive, RAM, ROM, GPU and CPU. A hard drive is where photos and games are carefully stored in this memory. ROM – important instructions, like what to do when the on button is pressed, are saved in this memory. RAM – the memory of what is happening right now. Laptop and tablets are types of computers.	To know and understand how the language of music is used when playing the glockenspiel. To know musical notation for C,D, E,F
Key Skills and assessment	Learn about inputs and outputs. Consolidate understanding of different components of a computer. Create artwork by following an algorithm. Develop understanding of the purpose of different components of computers. Draw comparisons across different types of computers.	To play the glockenspiel solo or in an ensemble. To be able to play C,D,E, and F on the Glockenspiel. To compose using the above notes. To play my composition in time with the ensemble.
Key Vocabulary	Computer, input, outputs, instructions, RAM, ROM, GPU, CPU, hard drive, laptop, tablet	Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody, glockenspiel
Big Ideas	<i>Processes runs throughout all computing units</i> Comparison – How are a computer, laptop and tablet similar and different? Significance – Why was the invention of the computer so significant? Investigate – What are the different parts of a computer?	<i>Creativity runs throughout all music units</i> Humankind
Curriculum Drivers	Emotional Intelligence - Did these inventors ever give up? What can we do when we find things difficult? How can we overcome challenges? Aspiration and possibilities for all – How have these designers and inventors inspired you? What are your passions or interests?	Emotional Intelligence - How does this song make you feel? Why? Aspiration and possibilities for all – Who is your favourite artist? Why? What have they achieved?
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	PSHE Celebrating differences – What is diversity?	RE The Christian Bible and stories from Jesus
Overview	In this unit, children learn about diversity and why it is important. They build upon their learning in Year 2, where they discovered what makes them unique whilst recognising the similarities and differences between people. They will understand that our community is diverse identifying and recognising different cultures. They will begin to understand that families are also diverse. The children will continue to build upon their understanding that stable and caring relationships, which may be of different types, are at the heart of happy families. This prepares the children for subsequent learning, when they begin to discover that stereotypes ignore the fact that everyone is different and unique.	In this unit, the children make connections between Jesus’ teachings, events from his life, and the Christian belief that God is loving and forgiving. They make further connections between the Bible and the decisions and actions of Christians in their daily lives. They build upon their previous learning in KS1, where they learnt how belonging to a Christian ‘family’ means living in the way that Jesus taught through the stories in the Bible.
Key Knowledge	Everyone is unique and different. Identify that people living in the UK come from different origins. Participate in celebrating the range of different identities and cultures in the UK. All families are characterised by love even when they may look different to other families. Know how families show love and care to one another. Begin to understand and value all families and identify difference in families without prejudice. Value and respect differences amongst their peers. Describe what changes when ‘joking’ or ‘playful teasing’ becomes hurtful to another.	For Christians the Bible is a book of guidance for living. The Christian Bible has two main parts, the Old and New Testaments. Parables are stories told by Jesus, which had a hidden meaning. Christians believe that God will forgive people for what they have done wrong, if they are sorry and turn from doing wrong. The parable of the Prodigal Son teaches Christians that God is loving and forgiving and that people should love and forgive others in the same way. Advent is a season of looking back to Christmas, the first coming of Jesus, but also looking forward to the second coming of Jesus. Christians believe that they will be saved because of Jesus’s death.
Key Skills	Identify who to ask for help or report to, what to say and what will happen next.	Learning about religion: Present the key beliefs of a religion. Identify religious symbolism in literature and arts. Explain some of the religious practices of individuals. Learning from religion: Ask questions. Describe how some of the values held by communities affect behaviour and actions. Describe and give opinions on stories. Begin to understand and reflect on the challenges of commitment both in their own lives and within religious traditions.
Key Vocabulary	Similarities, differences, family, community, culture, respect, kind, diversity, bullying, help, report	Bible, parable, Old Testament, New Testament, forgiveness, meaning, advent, Christmas, belief, death, image
Big Ideas	<i>Humankind runs throughout all RE lessons</i> Comparison – How we are similar and different? How do our families compare? Significance – Who are the significant people in our lives? Why are they important to us?	<i>Humankind runs throughout all RE lessons</i> Significance – Why are parables significant for Christians? Investigation – What does the Bible teach Christians about what God wants people to do? Comparison – How do Christian beliefs compare to your beliefs?
Curriculum Drivers	Emotional Intelligence - How should we treat people who are different from us? How can we manage our feelings when we are treated unfairly? What should we do and where should we go for help? Aspiration and possibilities for all – Who are the people who inspire us? How can we ensure we are treating everyone with respect? Why is this important?	Emotional Intelligence - What does it mean to be kind? How can be kind? When we help others, how does this make us feel? Aspiration and possibilities for all – What values do you inspire to have? Have the teachings inspired us in anyway? How do these values help us?

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