



<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>
<b>Creative development</b>	<u>Art</u>  <u>Portraits</u> <ul style="list-style-type: none"> <li>- Know how to record ideas and create a sketchbook.</li> <li>- Know how to use drawing and painting to create interesting pieces of artwork.</li> <li>- Know how to use a range of materials within drawing and painting.</li> <li>- Know how to select materials appropriately to create products.</li> <li>- Know how to create a self-portrait using drawing and painting.</li> <li>- Know how to use the correct proportion for facial features.</li> </ul>	Line Shape Pattern Observations Experience Tone Blurred Curved Horizontal Vertical Primary colours Secondary Texture Palette Brush strokes Blend Complementary Saturated Contrasts Block wash	<u>Art</u>  <u>Portraits</u> <ul style="list-style-type: none"> <li>- Experiment with different grades of pencil &amp; pastels and other implements.</li> <li>- Plan, refine and alter their drawings as necessary.</li> <li>- Use their sketchbook to collect and record visual information from different sources.</li> <li>- Draw for a sustained period of time at their own level.</li> <li>- Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li> <li>- Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary.</li> <li>- Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</li> <li>- Work confidently on a range of scales e.g., thin brush on small picture etc.</li> </ul>
	<u>Music – Glockenspiel Stage 1</u>	Structure	<u>Music- Glockenspiel Stage 1</u>  <u>Playing</u> <ul style="list-style-type: none"> <li>- To play differentiated parts on a tuned instrument using notation</li> </ul>



	<p><u>Playing</u></p> <ul style="list-style-type: none"> <li>- To know and be able to talk about the instruments used in class (a glockenspiel, a recorder)</li> </ul> <p><u>Improvising</u></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>- Improvisation is making up your own tunes on the spot</li> <li>- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>- To know that using one or two notes confidently is better than using five</li> <li>- To know that if you improvise using the notes you are given, you cannot make a mistake</li> </ul> <p><u>Composing</u></p> <ul style="list-style-type: none"> <li>- To know that composition is music that is created by you and kept in some way.</li> <li>- To know different ways of recording compositions (letter names, symbols, audio etc).</li> </ul>	<p>intro/introduction Verse Chorus Improvise Pulse Rhythm Pitch Tempo Dynamics Imagination</p>	<ul style="list-style-type: none"> <li>- To rehearse and perform their part</li> </ul> <p><u>Improvising</u></p> <ul style="list-style-type: none"> <li>- To improvise using instruments (in the context of the song they are learning to perform) using up to three different notes</li> </ul> <p><u>Composing</u></p> <ul style="list-style-type: none"> <li>- Composing To help create at least one simple melody using up to five different notes.</li> <li>- To plan and create a section of music that can be performed within the context of the unit song.</li> <li>- To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>- To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>
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	<p><b><u>Listen and Appraise</u></b></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"> <li>- Any musical dimensions featured in the song, and where they are used</li> <li>- Identify the main sections of the song</li> <li>- Name some of the instruments they heard in the song.</li> </ul>		<p><b><u>Listen and Appraise</u></b></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>
Knowledge & Understanding of the world	<p><b><u>History</u></b></p> <p>Early Civilisations – how did they influence our lives today?</p> <ul style="list-style-type: none"> <li>- 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?</li> <li>- 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.</li> </ul>	<p>Neolithic hunters          Bronze          Iron          Stone age          Forts          Tribal kingdoms.</p>	<p><b><u>History</u></b></p> <p>Early Civilisations – how did they influence our lives today?</p> <ul style="list-style-type: none"> <li>- Develop map skills and use larger scale maps to locate place e.g. stone age settlement areas.</li> <li>- 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.</li> <li>- 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?</li> <li>- Use dates and terms related to the study unit and passing of time</li> </ul>



	<ul style="list-style-type: none"> <li>- 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.</li> <li>- To know about ice age effects and how we adapted ourselves to survive in this situation.</li> <li>- Why was the stone age that much larger than the bronze and iron age?</li> <li>- Did everyone experience the stone, bronze and iron ages at the same point in time? If so, why? Could look at Shang Dynasty, Romans and Britain.</li> <li>- 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?</li> <li>- 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.</li> </ul> <p><b><u>RE</u></b> Unit 3.1- Remembering, why remember?</p>		<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> <li>- Children ask a few relevant historical questions regarding the historical period being studied.</li> <li>- Children can give examples of how these ages have left a legacy.</li> <li>- Children can identify social (family size, tools farming etc), military (hill forts, weapons) and cultural (burial) changes.</li> </ul> <p><b><u>RE</u></b></p>
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	<p><u>Religion and world view focus: Christianity, Islam and Humanism.</u></p> <ul style="list-style-type: none"> <li>- Investigate the significance of religious festivals.</li> <li>- Explore religious teachings of forgiveness and reconciliation.</li> <li>- Explore how people express their beliefs through personal symbols and artefacts.</li> </ul> <p><b><u>French</u></b> <b><u>Getting to Know</u></b></p> <ul style="list-style-type: none"> <li>- To know about different languages and other cultures.</li> <li>- To know some French from around the classroom.</li> <li>- Know some French questions and answers to hold a basic conversation.</li> </ul>	<p>Festival Forgiveness Reconciliation Symbol Artefact</p> <p>Bonjour Je m'appelle... Comment t'appelles-tu? Merci Salut Au revoir</p>	<p><u>Key Question- Why remember?</u> <u>Religion and world view focus: Christianity, Islam and Humanism.</u></p> <ul style="list-style-type: none"> <li>- Compare the experiences of different people participating in a religious festival or celebration.</li> <li>- Describe the ways in which people of faith have demonstrated forgiveness and reconciliation.</li> <li>- Explain how personal symbols and artefacts relate to religious beliefs.</li> </ul> <p><b><u>French</u></b> <b><u>Getting to Know</u></b></p> <ul style="list-style-type: none"> <li>- Understand that people speak a different language to my own and identify differences in my own culture with that of another.</li> <li>- Listen to spoken language, including everyday classroom language and show understanding by joining in.</li> <li>- Engage in conversations by asking and answering questions.</li> </ul>
<b>SMSC</b>	<p><b><u>Being Me</u></b></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"> <li>- My attitudes and actions make a difference to the class team</li> <li>- 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</li> </ul>	<p>Welcome Valued Achievements Proud Pleased Personal goal Praise Acknowledge Affirm Emotions Feelings Nightmare Fears Worries</p>	<p><b><u>Being Me</u></b></p> <ul style="list-style-type: none"> <li>- I can self-reflect, empathise (with those in my class) and differentiate between positive and negative feelings</li> <li>- I can review my own and the rights and responsibilities of others as a member of my school</li> <li>- I can cooperate within a team to achieve a joint outcome</li> <li>- I can verbalise a time when my words affected someone else's feelings</li> <li>- I can give examples of consequences</li> <li>- I can give and receive compliments</li> <li>- I can tell you about my first impression of someone</li> </ul>



	<ul style="list-style-type: none"> <li>- To understand how democracy works through the school council</li> <li>- To recognise my contribution to making a Learning Charter for the whole school</li> <li>- To understand how groups come together to make decisions</li> <li>- To take on a role in a group and contribute to the overall outcome</li> </ul>	<p>Solutions Support Rights Responsibly Class charter Dreams Behaviour Rewards Consequences Actions Fairness Choices Challenge Group dynamics Teamwork</p>	
<b>Scientific &amp; technological understanding</b>	<p><b><u>Science</u></b> <b><u>Rocks and Soils</u></b></p> <ul style="list-style-type: none"> <li>- Know the different rock types.</li> <li>- Look at what fossils are and know how they are formed.</li> <li>- Know that soils are made from rocks and organic matter.</li> <li>- What is a fair test?</li> </ul> <p><b><u>Computing</u></b> <b><u>Online Safety (Unit- 3.2)</u></b></p> <ul style="list-style-type: none"> <li>- To know what makes a safe password and how to keep passwords safe.</li> </ul>	<p>Names of rocks Group Classify Fossils Soil Decay</p> <p><b><u>Online Safety (Unit- 3.2)</u></b> Password Secure Communicate Appropriate Website</p>	<p><b><u>Science</u></b> <b><u>Rocks and Soils</u></b></p> <ul style="list-style-type: none"> <li>- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>- Recognise that soils are made from rocks and organic matter.</li> <li>- Recording findings</li> <li>- Label diagrams</li> <li>- Identifying difference/similarities</li> <li>- Recording &amp; classifying to help answer questions</li> </ul> <p><b><u>Computing</u></b> <b><u>Online Safety (Unit- 3.2)</u></b></p> <ul style="list-style-type: none"> <li>- Create a good password</li> <li>- Explain the key features of a secure password</li> <li>- Recognise how accurate a website is</li> <li>- Explain the key features of a 'spoof' website and create own</li> </ul>



	<ul style="list-style-type: none"> <li>- Understand how the internet can help us to communicate and consider the reliability of web pages.</li> <li>- To learn the meaning of age restrictions, symbols on digital media and devices.</li> </ul> <p><u>Touch Typing (Unit-3.4)</u></p> <ul style="list-style-type: none"> <li>- Introduce typing terminology</li> <li>- Improve speed and efficiency of typing skills</li> </ul>	<p>SpooF Mock up</p> <p><u>Touch Typing (Unit-3.4)</u></p> <p>Top row Bottom row Home row Space bar Correct fingering Speed Accuracy Efficiency</p>	<ul style="list-style-type: none"> <li>- Outline strategies for dealing with online bullying</li> </ul> <p><u>Touch Typing (Unit-3.4)</u></p> <ul style="list-style-type: none"> <li>- Use top row, home row, bottom row and space bar effectively</li> <li>- Use two hands when typing</li> <li>- Type full words using the correct fingering</li> </ul>
<b>Physical development</b>	<p><b><u>Physical Development</u></b></p> <p><b><u>Fundamental Movement Skills</u></b></p> <ul style="list-style-type: none"> <li>- Know how to run for long distances.</li> <li>- Know how to change stride length when needed.</li> <li>- Know how to change jumping technique.</li> <li>- Remain in control of their body when jumping.</li> <li>- Expand on the hand-eye &amp; foot-eye coordination developed in previous years, explaining what they are, and giving examples of where they'd be used.</li> </ul>		<p><b><u>Physical Development</u></b></p> <p><b><u>Fundamental Movement Skills</u></b></p> <ul style="list-style-type: none"> <li>- Show balance, coordination and technique when running at different speeds, stopping with control, and consistently avoiding peers.</li> <li>- Show hopping and jumping actions, attempting different take offs and landings, while generally maintaining balance.</li> <li>- Jump for distance and height with an awareness of technique, balance and coordination.</li> <li>- Throw a variety of shape &amp; size balls, or beanbags, at a target or for distance, changing action for accuracy and distance.</li> </ul>



	<ul style="list-style-type: none"> <li>– Understand which muscles are working when performing different balances and exercises.</li> <li>– Know how to change through different speeds in different situations.</li> <li>– Develop foot speed.</li> <li>– Know different catching techniques.</li> <li>– Learn the differences on the body when exercising.</li> </ul> <p><b><u>Multi- Sports</u></b></p> <ul style="list-style-type: none"> <li>– Know how to kick a ball accurately.</li> <li>– Learn to correctly dribble the ball with your dominant foot.</li> <li>– Know how to shoot accurately.</li> <li>– Learn how to defend the opposing team successfully.</li> <li>– Learn to pass in different ways.</li> <li>– Understand how to make decisions quickly about what kind of pass will be more successful in different situations.</li> <li>– Learn to shoot at a goal.</li> <li>– Understand how to correctly pivot and when to use it.</li> <li>– Learn how to dodge a ball coming towards you.</li> <li>– Understand the rules of dodgeball.</li> </ul>		<ul style="list-style-type: none"> <li>– Show coordination of their body with increased consistency in a variety of activities.</li> </ul> <p><b><u>Multi- Sports</u></b></p> <ul style="list-style-type: none"> <li>– Dribble the ball with one hand with some control in game situations.</li> <li>– Dribble a ball with feet with some control in game situations.</li> <li>– Use a variety of throwing techniques in game situations.</li> <li>– Kick towards a partner in game situations.</li> <li>– Catch a ball passed to them using one and two hands with some success.</li> <li>– Receive a ball sent to them using different parts of the foot, with some success.</li> <li>– Strike a ball with varying techniques &amp; success.</li> <li>– Change direction with increasing speed in game situations.</li> <li>– Use space with some success in game situations.</li> <li>– Use simple tactics individually and within a team.</li> </ul>
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## Autumn 1



	<ul style="list-style-type: none"><li>– Learn which balls are the correct ones to try catch.</li><li>– Know how to throw the ball accurately.</li></ul>		
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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>
Guided Reading- 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?