

Stone Age to Iron Age

Year 3 Autumn 1 2023



Science

Intent: To compare and group together different kinds of rocks on the basis of their appearance and physical properties.

SEQUENCE OF LESSONS

1. To describe and classify basic features of rocks.
2. Describe how sedimentary rocks are formed.
3. Describe how metamorphic rocks are formed.
4. To describe features of sedimentary and metamorphic rocks.
5. Describe how igneous rocks are formed.
6. To describe features of igneous rocks.

Key Vocabulary: attract, bendy, friction, force, gravity, magnet, magnetic field, metal, motion, non-magnetic, opposite, position, pull, push, resistance, squash, stretchy, surface, twist

Impact: Children can explain what forces are and how different surfaces affect the motion of an object and how magnets work.

History

Intent: To use enquiry style questions to what life was like during the Stone Age through to the Iron Age.

SEQUENCE OF LESSONS

1. Was Stone age man simply a hunter/gatherer concerned only with survival?
2. How different was life in the Stone Age when man started to farm?
3. What can we learn about life in the Stone age from a study of Skara Brae?
4. Why is it so difficult to work out why Stonehenge was built?
5. How much did life really change the Iron Age and how can we possibly know?
6. Can you solve the mystery of the 52 skeletons of Maiden Castle?

Key Vocabulary: archeologists, artefact, barrow, B.C. forge, henge, hunter-gatherers, Mesolithic, neolithic, paleolithic, prehistoric, prey, ritual, tribe.

Impact: Children can recall key facts about the Stone Age to the Iron Age and understand the changes throughout.

Art - Painting and mixed media

Intent: To recognize and explore the processes involved in creating prehistoric art.

SEQUENCE OF LESSONS

1. To apply an understanding of prehistoric man-made art.
2. To understand and use scale to enlarge drawings in a different medium.
3. To explore how natural products produce pigments to make different colours.
4. To select and apply a range of painting techniques.
5. To apply painting skills when creating a collaborative artwork.

Key Vocabulary: charcoal, composition, negative image, pigment, positive image, prehistoric, proportion, scaled up, sketch, smudging, texture, tone

Impact: To produce prehistoric art, making choices about equipment or paint and applying knowledge of colour mixing to make natural colours.

RE - Diwali (Hinduism)

Intent: To know about the practices and ways of life of a Hindu.

SEQUENCE OF LESSONS

1. To understand what it feels like to have a sense of belonging.
2. To know the story of Rama and Sita which represents good versus evil.
3. Learn how Hindus celebrate Divali.
4. To understand the strong sense of belonging both to the families and the Hindu community.
5. To understand why Hindus celebrate Divali and how it is different for a Hindu child.
6. To bring together all that has been learnt.

Key Vocabulary: Brahman, life cycle, Vishnu, Shiva, qualities, role, Ganesha, Lakshmi

Impact: To investigate what happens during the festival of Divali and whether the celebrations bring a sense of belonging to Hindus.

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PSHE - getting to know each other

Intent: to understand what makes us special and what makes us work together as a group.

SEQUENCE OF LESSONS

1. Getting to know each other recognizing worth and achievements.
2. Learning to face new challenges positively, making responsible choices.
3. To understand why rules are needed and how they relate to rights and responsibilities.
4. To understand how actions affect myself and others.
5. To make responsible choices and take action.
6. Understand how actions affect others.

Key Vocabulary: welcome, valued, achievements, proud, pleased, personal goal, praise, acknowledge, affirm.

Impact: To make everyone feel welcomed and valued and to create a class charter to respect and follow.

Computing - Coding

Intent: To understand how alternative planning allows us to build ideas and how coding can effect changes that happen.

SEQUENCE OF LESSONS

1. To understand what a flowchart is and how flowcharts are used in computer programming.
2. To understand that there are different types of timers and select the right type for purpose.
3. To understand how to use the repeat command.
4. To understand the importance of nesting.
5. To design and create an interactive scene.

Key Vocabulary: action, background, click event, command, alert, bug, code, debug/debugging, algorithm, button, collision detection event.

Impact: Children understand why a flowchart is useful when designing and how to repeat when programming, along with knowing the difference between 'timer after' and 'timer every'.

PE - Outdoor Adventure Activities and Gymnastics

Intent: to identify and demonstrate teamwork skills.

Intent: to show good control and coordination when carrying out movements.

SEQUENCE OF LESSONS

1. To take part in challenges both individually and within a team.
2. To follow multi-step instructions.
3. Solve a range of problems when working with others.
4. To follow and give directions.
5. To follow a simple map.

Key Vocabulary: conditional instructions, control points, OAA, orienteering, orienteering map symbols.

SEQUENCE OF LESSONS

1. Perform static body shapes.
2. Make body shapes in the air.
3. Carry out rhythmic gymnastics moves.
4. Perform a rhythmic gymnastics routine.
5. Create symmetrical shapes.
6. Apply the gymnastics skills learnt.

Key Vocabulary: Straddle jump, straight jump half turn, squat on vault, take-off, tucked backward roll, unison, vaulting box, handstand, hurdle step, landing, lunge, pike, rebound, springboard.

Impact: Children can be part of a team and work cooperatively.
Impact: Children can perform a gymnastics routine.

Music - Let your spirit fly

Intent: to learn, improvise and compose an R&B song

SEQUENCE OF LESSONS

1. Listen and appraise the song 'Let your Spirit Fly'.
2. Musical activities - learn to sing the song.
3. Musical activities - Improvise with the song.
4. Musical activities - Compose with the song.
5. Perform the song.

Key Vocabulary: keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody.

Impact: Children can sing and play instruments to accompany a song