



Chacewater School LEAP Curriculum



Class: Y3 Curriculum Driver: History Curriculum Theme: Changes in Britain from the Stone Age to Iron Age British values: Liberty Term: Autumn 2

Local Engaging Aspiring/ambitious Powerful/purpose

Sequence of Learning

Subject	Intent and links to previous learning	1	2	3	4	5	6	7	Outcome/Composite
History Changes in Britain from the Stone Age to the Iron Age	Children will expand their learning and develop their understanding of the Stone Age, Bronze Age and the Iron Age. They will develop their awareness on the impact that each period had and why it caused the other periods to happen.	When did the Stone Age, Bronze Age and Iron Age take place and which period lasted the longest? Chronology 	Which period of the Stone Age would you rather live in and why? 	What were the major changes from the Stone Age to Bronze Age? 	How much did life really change in the Iron Age, and how would we possibly know? 	What sources of evidence have survived and how were they discovered? primary and secondary sources	How did life change from The Stone Age to Iron Age? 		Children will understand the major changes from the Stone Age through to the Iron Age, identifying what effect these changes had on society.
Geography Stone Age settlements	Human and physical features Builds upon place knowledge of the UK (Y1 & 2).	<u>Human and Physical</u> Why did the stone age civilization choose to settle where they did? 							Children will be able to identify 5 different Stone Age architecture sites from around the UK, and explain why they think people chose to settle there.
Computing Stop-Frame Animation	Children will learn the skills to set up and create a storyboard. They will learn the importance of small changes to make each frame different and effective to their story.	To be able to create their own animation flip book by drawing a sequence of pictures.	To be able to explain and understand why little changes are needed for each frame	To be able to create a storyboard, breaking down the story into characters, settings and events.	To be able to use onion skinning to help make small changes between frames	To be able to evaluate ways to make my own animation better.	To be able to evaluate the impact of adding other media to an animation		Children will use a variety of techniques learnt from this unit to create a stop frame animation based on their own story using tablets to record and present to others.
Art Gestural Drawing with Charcoal	Previous learning: Children explored how to use gestural and expressive marks to	To be able to explore an artist's work: Laura Mckendry	To be able to discover the different markings that I	To be able to experiment with the types of marks of	To be able to create dynamic, atmospheric gestural	To be able to use light and dark tonal values in my	To be able to reflect on my own artwork		Children use skills learnt to make drawings at a larger scale.

	make drawings, including using their whole body to make drawings full of energy and drama		can make with charcoal through gestural mark making.	charcoal, using my hands as well as the charcoal to create texture and tone.	drawings with charcoal.	work, to create a sense of drama.	-in the forms of post it notes		
Music Singing - performance	Children will be introduced to a variety of songs to learn as a group.	Begin singing. Singing performance and recording.	Learn song words - including structures of songs.	Learning song words - including parts.	Learning song words - Performance techniques	Learning song words - voice projection in different acoustics	Critique performance and improve	Be able to confidently sing as part of a large group in front of an audience.	Sing songs as part of the whole school performance by heart.
French I am learning French	I am learning French Pupils will have the knowledge to be able to introduce themselves, say how they feel, and have a wider appreciation for the countries where French is spoken.	To be able to locate France and other French speaking countries on a map of the world.	To be able to ask and answer the question 'how are you?' in French	To be able to say 'Hello' and 'Goodbye' in French	To be able to ask and answer the question 'comment tu - t'appelles?' (what is your name?) in French.	To be able to count numbers 1 - 10 in French	To be able to say ten key colours in French and say 'my favourite colour is...' in French.		Children will be able to say their name and to ask others what their name is in French. They will know numbers 1-10 in French. Children will be able to say what their favourite colour is and learn to listen to others, identifying what their favourite colour is.
RE What do Hindus believe God is like? 2.7	Children will be introduced to Hinduism, developing their awareness for other beliefs and Gods in the Hindu religion.	<u>What do Hindu symbols and stories show about belief in Brahman?</u> To be able to recognize Hindu symbols and explain how they link to the God Brahman. 	<u>What can we find out about Hindu ideas about Brahman from looking at images of deities?</u>  To be able to identify some Hindu deities and say how they help Hindus describe God.	<u>What does the Trimurti represent?</u> To be able to explore the Trimurti and the importance of Brahma, Vishnu, and Shiva in the context of the idea of the cycle of life. 	<u>What do Hindu deities show about Brahman?</u> To be able to investigate a number of statues and pictures of Gods and Goddesses to find out what they show about the nature of God.	<u>How do Hindus show worship in their homes?</u> To be able to explain how Hindus show worship in their home	<u>How does the Diwali story link to a Hindu deity?</u> To be able to explore the story of Rama and Sita and the link to the celebration of Diwali.		Children will be able to discuss the belief in Brahman and the impact he has for people who celebrate the Hindu religion.
RSHE Similarities and Differences	Valuing and respecting one another.	To be able to describe what makes us different and explain the differences in others, showing respect.	To be able to describe what a community is and explain how we are linked in our school community.	To be able to show respect and describe what it may be like for someone when they are not valued or respected					

Esafety		<p>Making New Friends Online</p> <p>To understand the risks associated with meeting and talking to people that I don't know.</p>	<p>Affect and Reflect</p> <p>To be able to explore cyberbullying and describe how our actions online affect others.</p>	<p>Buy or sell</p> <p>To understand that the internet can be used to buy and sell things</p>					
SPORT REAL Gymnastics	<p>Developing the fundamental skills of balance and floor work. Working collaboratively to create and perform movement sequences.</p>	<p>To be able to travel on the floor</p>	<p>To be able to travel using hand apparatus</p>	<p>To be able to perform a travelling sequence using hand apparatus</p>	<p>To be able to explore and use rotation within floor work</p>	<p>To be able to explore and use rotation within partner work</p>	<p>To be able to perform a sequence using rotation within partner work</p>		
Real PE - Real P.E Unit 2 Social Jumping & seated balance	<p>Developing the fundamental skills of jumping and seated balance.</p>	<p>Jump & land To be able to: Jump forwards, backwards, side to side.</p>	<p>Jump & land To be able to: Jump 2 feet to 2 feet ¼ turn Stand on a line and jump from 2 feet to 1 foot-freeze on landing</p>	<p>Jump & land To be able to: Jump ½ turn, both directions. Tucked jump. Tucked jump ½ turn, both directions.</p>	<p>Seated balance To be able to: Hold a seated balance with 2, 1 or 0 hands and/or feet down</p>	<p>Seated balance To be able to: Move an object from one side to the other: -Swap hands, - same hand reaches across</p>	<p>Seated balance To be able to: Hold dish shape for 5 seconds</p>		
Reading Opportunities									