



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 →

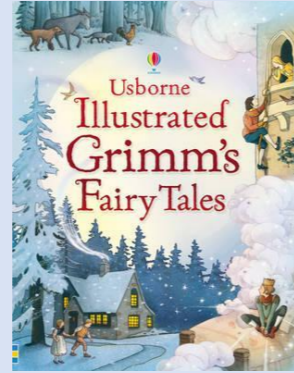
Subject	Intent and links to previous learning	1	2	3	4	5	6	7	Outcome/Composite
History Changes in Britain from the Stone Age to the Iron Age	Children will expand their learning and develop their understanding of the Stone Age, Bronze Age and the Iron Age. They will develop their awareness on the impact 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? - Timeline Chronology of Stone Age, Bronze Age and Iron Age	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?	Do you think the Bronze Age or Iron Age is more impressive and why?			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.	Can a picture move? To create their own animation flip book by drawing a sequence of pictures.	Frame by Frame To be able to explain and understand why little changes are needed for each frame	What's the story? To create a storyboard, breaking down the story into characters, settings and events.	Picture Perfect To be able to use onion skinning to help make small changes between frames	Evaluate and make it great To evaluate ways to make my own animation better.	Lights, camera, action 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 How can we use gestural drawing with charcoal to make drawings full of energy and drama?	Previous learning: Children explored how to use gestural and expressive marks to make drawings, including using their whole body to make drawings.	To be able to identify the properties of charcoal and artists who use it in their work.	To be able to discover the different things that I can do with charcoal through gestural mark making.	To be able to experiment with the types of marks of charcoal, using my hands as well as the charcoal.	To be able to create dynamic, atmospheric gestural drawings with charcoal.	To be able to use light and dark tonal values in my work, to create a sense of drama.			Children use skills learnt to make drawings at a larger scale, and develop their understanding / ability to make art which contains a sense of drama/story telling. Children also develop their understanding of how to use light and dark within their work.
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	To learn 10 familiar activities that they are able or are not able to do in French.	To be able to recognise, recall and spell five different verbs in the foreign language.	To be able to recognise, recall and spell five further verbs in the foreign language.	To be able to know how to use the verb 'je peux' (I am able)	To be able to learn how to use the negative structure so they are able to say what they can do as well as what they cannot do.	To be able to use the conjunctions 'and' and 'but' to form complex sentences			The Children will be able to build more interesting and complex sentences including the option of using conjunctions.
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.	To be able to recognize Hindu symbols and explain how they link to the God Brahman.	To be able to identify some Hindu deities and say how they help Hindus describe God.	To be able to explore the Trimurti and the importance of Brahma, Vishnu, and Shiva in the context of the	To be able to investigate a number of statues and pictures of Gods and Goddesses to find out what they show	To be able to explain how Hindus show worship in their home	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.

				idea of the cycle of life.	about the nature of God.				
RSHE Similarities and Differences	Valuing and respecting one another.								
Esafety		Making New Friends Online To understand the risks associated with meeting and talking to people that I don't know.	Affect and Reflect To be able to explore cyberbullying and describe how our actions online affect others.	Buy or sell To understand that the internet can be used to buy and sell things					
PE Football		To be able to travel with the ball under control (dribbling, looking up) To be able to change direction away from other players.	To be able to pass accurately. To be able to receive and stop the ball. To be able to pass and receive the ball over different distances, on the move.	To be able to travel quickly with the ball under control I can strike the ball towards a target.	To be able to shoot / strike accurately. To be able to use techniques to keep the ball low (leaning over the ball)	To be able to throw (in) accurately to players from behind the head To be able to receive the ball thrown in to my feet	To be able to apply learnt skills and simple tactics in small football game situations		
Real PE - Real P.E Unit 2 Social Jumping & seated balance		Jump & land To be able to: Jump forwards, backwards, side to side.	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	Jump & land To be able to: Jump ½ turn, both directions. Tucked jump. Tucked jump ½ turn, both directions.	Seated balance To be able to: Hold a seated balance with 2, 1 or 0 hands and/or feet down	Seated balance To be able to: Move an object from one side to the other: - swap hands - same hand reaches across	Seated balance To be able to: Hold dish shape for 5 seconds		

Reading Opportunities

Class text: Ruth Brocklehurst: Grimm's Fairy Tales



Shared Reading text: So you Want to Be an Owl by Jane Porter

