



## 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	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	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).	Human and Physical 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.

<b>Computing</b> 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.
<b>DT</b> Healthy and varied diet (including cooking and nutrition requirements for KS2)	Children are aware that there is a need for a variety of foods in a healthy diet Y3  Children will use their knowledge of the food wheel to understand what ingredients contribute to make a healthy dip.	To Evaluate a range of bought dips, recording opinions on appearance, smell, taste and texture.	To design their own healthy dip.	To learn about the importance of hygienic food preparation and storage.	To identify a purpose for their dip e.g. <i>for a Christmas party</i> and establish criteria for a successful product.	To evaluate their product against original design criteria.			Children will be confident in evaluating their own healthy dip after planning, preparing and then making.
<b>Music</b> 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.
<b>French</b> Animals	Children will be introduced to ten different animals in French.	To learn five animals in French with the correct indefinite article/determiner.	To learn five different animals in French with the correct indefinite article/determiner.	To consolidate all ten animals learnt by learning how to spell and say these words out loud.	To explore and understand that there are more indefinite articles in French compared to English.	To become familiar with the 1st person high frequency irregular verb 'je suis' (I am) from the verb être (to be).	To revise over units.		Children will be able to confidently identify the animal names in French, understanding how to spell and say these words out loud.
<b>RE</b> 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 idea of the cycle of life.	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.	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.
<b>RSHE</b>	Valuing and respecting one another.								



