



Stone Age to Iron Age

Year 3 & 4, Autumn 1 2021

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RE	Computing	History	Art & DT	PE
Key Vocabulary Gospel, leper, good news, clergy, Jesus, disciples, Jesus' teaching, love, actions	Key Vocabulary safe password, Internet, communicate, blog, website, spoof, age-restrictions, PEGI, content	Key Vocabulary bronze, alloy, bone marrow, earthwork, Celt, sacrifice, tribe, iron	Key Vocabulary Charcoal, rubbing, prehistoric, animal, cave artist, cave art, pigment, composition, stone age	Key Vocabulary Pulse, heart rate, meditation, resting heart rate, muscles, endurance, co-ordination, cardio-vascular
<ul style="list-style-type: none"> Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. Make simple links between Bible texts and the concept of 'Gospel' (good news). Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly. 	<ul style="list-style-type: none"> To learn about the meaning of age restrictions symbols on digital media and devices. To discuss why PEGI restrictions exist. To know where to turn for help if they see inappropriate content or have inappropriate contact from others. To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away. To understand how the Internet can be used to help us to communicate effectively. To understand how a blog can be used to help us communicate with a wider audience. For children to consider if what they read on websites is true. To look at some 'spoof' websites. To create a 'spoof' webpage.. 	<ul style="list-style-type: none"> Surviving the Stone Age, understanding what was required to survive in these times. Skara Brae and the importance of the discovery, expanding understanding of the Stone Age and its people. Becoming a copper child, learning how mining in the Bronze Age was crucial to people in this time Stonehenge and its significance, exploring theories about its construction. Hillforts, trends and contrasts over time. Why they were a popular place to live in the Iron Age. 	<ul style="list-style-type: none"> understand how prehistoric man created art and reflect this style in our work •Scale up drawings and sketches in a different medium •Apply and blend charcoal to create tone and texture experiment with the pigments in natural products to make different colours develop painting skills 	<ul style="list-style-type: none"> Develop knowledge of how the body functions/changes during exercise Develop ability to exercise at different intensities follow instructions and participate effectively show an awareness of the change in heart rate during exercise find pulse and explain <u>why</u> heart rate increases participate in all 4 tests independently, counting their score effectively name at least 2 major muscles
End Point: Children design and describe what kind of world they would like to see	End To Point: Design own webpage blog giving advice on how to stay safe online	End Point: Design and create an interactive book on Iron Age Hillforts.	End Point: Create charcoal sketches and cave paintings of animals	End Point: Show an improvement in endurance and physical strength
Impact: Children will learn that Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.	Impact: Children will gain a greater knowledge of how to stay safe online both by securing their own information and in terms of what they search for themselves.	Impact: Children should have a secure understanding of the key moments in this period and talk confidently about what allowed the progression from the Stone Age to the Iron Age.	Impact: Children will have the opportunity to experiment with charcoal, berries, leaves, homemade paints and more, children get a sense of what it was like to create art thousands of years ago and why these pieces were created.	Impact: Children will see how physical activity affects the body and how regular physical activity can improve not only speed but endurance and strength.


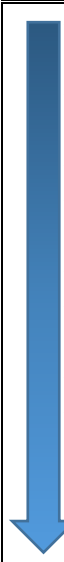
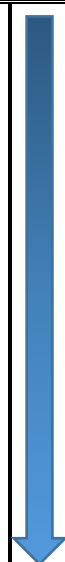
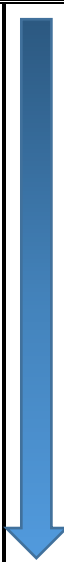

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PSHCE	Music	French	Geography	Science
Key Vocabulary Friend, feelings, conflict, disagreement, resolution, respect, values, earned, values	Key Vocabulary Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison	Key Vocabulary Bonjour, Salut, Merci, Au' revoir, À bientôt, Comment t'appelles tu? Je m'appelle... Et toi? Comment ça va? Ça va très bien, Ça va bien, Ça va mal, Ça va très mal, Ça va comme ci, comme ça Où habites-tu? J'habite à... Aujourd'hui	Key Vocabulary Atlas, Compass, Digital maps, Easting, Grid References, National Grid, Nothing, Ordnance survey maps, Symbols,	Key Vocabulary Organism, Life Processes, Respiration, Sensitivity, reproduction, Excretion, Nutrition, Habitat, Environment, Endangered species, Extinct, Classification, Vertebrates, Invertebrates
 <ul style="list-style-type: none"> Understand what makes a good friend. Recognise conflict and think about how we can resolve difficult situations. To respect ourselves and those around us. Understand that respect must be earned and consider ways in which this may happen. 	 <ul style="list-style-type: none"> Listen and appraise Mamma Mia by Abba Begin to recognise the basic style indicators Find the pulse of the song Listen and Appraise Waterloo by Abba Compare with Mamma Mia Embed musical activities within the song Learn to sing the song Recognise and name instruments used in the songs. 	 <ul style="list-style-type: none"> Ask and answer name Ask and answer simple feelings Asking someone's age Have you ...? I have/ have not Numbers Classroom objects Listening and responding to target language Practising sounds 	 <ul style="list-style-type: none"> Using Atlases Finding places in Europe and America using an Atlas Reading and understanding symbols on a map Learning and using the 8 compass points Finding and using 4 and 6 digit grid references 	 <ul style="list-style-type: none"> Sort living things into groups Generate criteria to sort living things using a Venn diagram Generate questions about animals Use questions to sort animals in a key To see similarities and differences between vertebrates. To use a key to name invertebrates that they have found To be able to use characteristics of living things to sort them using a key. To be able to create a classification table.
End Point: Successfully role play fictional scenarios to explore situations of conflict and respect.	End To Point: Perform Mamma Mia by Abba	End Point: To have a simple conversation in French	End Point: To use directions to move from one point to the next and confidently use atlases to find places.	End Point: To produce their own classification key

<p>Impact:</p> <p>Children are sensitive to the feelings of those around them and can empathise with those in their class and community.</p>	<p>Impact:</p> <p>The children are able to recognise the style of music performed and find the pulse of a song.</p>	<p>Impact:</p> <p>Children become more fluent and confident in simple French phrases</p>	<p>Impact:</p> <p>Children can recognise the 8 points on the compass and remember the position.</p>	<p>Impact:</p> <p>The children will recognise that living creatures have features that make them different from others.</p>
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