

Through the Ages - Curriculum Driver Year 3/4 Autumn Term B

Topic Question: How did Britain change through the Stone age, Bronze Age and Iron age?

Linked texts: Stone Age (DK find out), The Stone Age (Collins Big Cat), Stone Age to Iron Age (The History Detective Investigates), Stone Age Bone Age!: A book about prehistoric people (Wonderwise), The Secrets of Stonehenge, Skara Brae (Prehistoric Britain), Stone Circles (Prehistoric Britain), Stone Age to Iron Age (Fact Cat), Stone, Bronze and Iron Ages (Explore!), The Stone Age & Bronze Age (Discover Through Craft), Stone Age Boy (Satoshi Kitamura), UG: Boy Genius of the Stone Age (Raymond Briggs)

Trips/Visitors:

Topic Composite/Finale: create a way to present knowledge of Stone Age through to Iron Age, e.g., a non-chronological report, poster, fact file, description or presentation.

Prior Learning Topic: (Y3/4) Emperors and Empires (life in ancient Rome and the Roman legacy in Britain), Invasion (Anglo-Saxon and Viking invasions)

Future Learning Topic: (Y5/6) Groundbreaking Greeks, Dynamic Dynasties

History

Intent: the children will learn about British prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle caused by ingenuity, invention and technological advancement.

Hooks from old learning (Y3/4) Emperors and Empires (life in ancient Rome and the Roman legacy in Britain), Invasion (Anglo-Saxon and Viking invasions)

Skills and Knowledge Components Focus

Year 3

Order events over a larger timescale

Question why something happened and how it impacted people.

Year 4

Beginning to think about the impact of historical events/people

Question why something happened and how it impacted people long term.

Sticky Knowledge:

Understand changes in Britain from the Stone Age to the Iron Age. Explore late Neolithic hunter-gatherers and early farmers. Explore Bronze Age religion, technology and travel. Explore Iron Age hill forts: tribal kingdoms, farming, art and culture.

Key Vocabulary: prehistory, archaeologist, artefact, bronze, Celts, circa, hillfort, stone circle, sacrifice, Stone Age, Iron Age, Bronze Age, Stone Henge, farming, settlement.

Subject Composite: the children will create a way to present their knowledge of this topic, e.g., a non-chronological report, poster, fact file, timeline, description, or presentation.

Impact: Children will further develop their historical understanding of chronology, prehistory and the impact of the Stone Age, Iron Age and Bronze Age.

Hooks for new learning (Y5/6): Groundbreaking Greeks, Dynamic Dynasties

RE

Intent: Autumn 1: In 'What kind of world did Jesus want?', children will learn about the concept of 'Gospel'* which tells the story of the life and teaching of Jesus. They will learn about the calling of the first disciples and how Christians today try to follow Jesus. Pupils will find out about Jesus' actions towards other people and what example these set for the actions of Christians today. Pupils will learn about links between the teachings within Bible and what the meaning of Jesus' good news for Christians is. Later in the unit. They will learn about the parable of the Good Samaritan and the importance of charity within the lives of many Christian people.

Autumn 2: In 'When Jesus left; what was the impact of Pentecost?', will find out about the events of Pentecost found in the Bible, considering which events would be needed to retell the story for someone else. They will begin to consider what the events found in Acts 2 might have meant for the first Christians and what they mean for Christians today. They will make links between the description of the day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God. Pupils will learn how Christians today show their beliefs about the Holy Spirit in worship and the way that they live their lives.

Hooks from old learning (YR;Y1/2): What do Christians believe God is like? What is the good news that Jesus brings? Why does Easter matter to Christians?

Skills and Knowledge Components Focus

Year 3

Describe what a believer might learn from a religious story/sacred text. Reflect and respond thoughtfully.

Use religious vocabulary to describe some of the different ways of life and ways of expressing meaning.

Ask important questions about life and compare their ideas with those of other people.

Year 4

Use the correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups.

Verbalise and/or express their own thoughts about belief, ways of living and expressing meaning, using a range of media.

Begin to apply their own and others' ideas to a given question and support their viewpoint with facts and evidence.

Sticky Knowledge: 'Gospel' tells the story of the life and teachings of Jesus, what Jesus means by telling the disciples they can be 'fishers of men, what it means to be an evangelist and spread God's news today.

Key Vocabulary: Jesus, disciples, follower, clergy, Galilee, vicar, parable, Samaritan, Gospel, Evangelist.

Subject Composite: Children will be able to explain the key messages of the Gospel stories and how Christians use them as guidance to live their lives. They will demonstrate this in an explanation and presentation in class.

Impact: children learn the stories of the Gospel, how Jesus chose his disciples to be 'fishers of men' and help spread the good news of God. Children also learn how the Gospel stories of how Jesus acted are used by Christians today as guidance for how to live their lives.

Hooks for new learning (Y5/6): What does it mean if God is Holy and loving? What would Jesus do?

Science

Intent: children learn to describe the simple functions of the basic parts of the digestive system in humans. They will identify the different types of teeth in humans and their simple functions. The Children will also construct and interpret a variety of food chains, identifying producers, predators and prey.

Hooks from old learning: animals including humans (Year 1), living things and their habitats (Year 2), animals including humans (Year 2), animals including humans (Year 3).

Skills and Knowledge Components Focus

Year 3

Set up simple practical enquiries, comparative and fair tests,

Suggest how findings could be reported

Identify differences, similarities or changes related to simple scientific ideas and process, identify that animals including humans.

Year 4

Describe the simple functions of the basic parts of the digestive system in humans.

Identify the different types of teeth in humans and their simple functions.

Construct and interpret a variety of food chains, identifying producers, predators and prey.

Sticky Knowledge:

Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.

Key Vocabulary: digestion, digestive system, organ, saliva, peristalsis, oesophagus, stomach, acid, intestines, faeces, saliva, peristalsis, enzymes, gastric acid, bowels, villi, colon, rectum, anus, jaw, incisors, molars, premolars, canines, tear, grind, chew, gums, enamel, acid, bacteria, tooth decay, herbivore, carnivore, omnivore, diet, features, adaptations, life style, survival, predator, prey

Subject Composite: children will be able to describe the simple functions of the basic parts of the digestive system in humans, identify the different types of teeth in humans and their simple functions, construct and interpret a variety of food chains, identifying producers, predators and prey.

Impact: children will learn about electrical appliances and safety. They construct simple series circuits and name their parts and functions, including switches, wires and cells. They investigate electrical conductors and insulators and identify common features of conductors.

Hooks for new learning (Y5/6): animals including humans (Year 5), animals including humans (Year 6)

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Future Learning Topic: (Y5/6) Groundbreaking Greeks, Dynamic Dynasties

Learning Topic: (Y5/6) Groundbreaking Greeks, Dynamic Dynasties

Art and Design

Intent: Contrast and complement (Y3) project teaches children about colour theory by studying the colour wheel and colour mixing. It includes an exploration of tertiary colours, warm and cool colours, complementary colours and analogous colours, and how artists use colour in their artwork.

Autumn 2 - Prehistoric pots teaches children about Bell Beaker pottery. It allows the children to explore different clay techniques, which they use to make and decorate a Bell Beaker-style pot.

Hooks from old learning: (YR, Y1/2) Mix it (Year 1) and Mix it (Year 2).

Skills and Knowledge Components Focus

Year 3

Introduce sculpture materials including clay and tools to create decorations on clay including engravers and embossing tools.

Different pencils for different purpose and effects.

Respond to the work of others and say how it makes them feel or think and give reasons as to why.

Begin to use a sketchbook for practice and to show development of their own ideas and to explore technique and composition.

Manipulating clay using fingers and tools.

Draw outlines with reference to size and shape.

Begin to research great artists and designers through time.

Be able to appraise the work of other artists and designers and architects, and to say how their work links to their own.

Year 4

Begin to experiment with different tools for line drawing.

Talk about their intention and how they wanted their audience to feel or think.

Begin to critique their own and others' work alongside set criteria.

Key Vocabulary: artists, sketch, analogous, complementary, harmonious, hue, primary colour, secondary colour, tertiary colour.

Subject Composite: children explore tertiary colours, warm and cool colours, complementary colours and analogous colours, and how artists use colour in their artwork.

Impact: Children explore different colours and how artists use colour. They will also explore different clay techniques, which they use to make and decorate a Bell Beaker-style pot.

Hooks for new learning (Y5/6): Tints, tones and shades (Year 5 and Year 6), taotie.

Design Technology

Intent: Cook Well, Eatwell, children learn about food groups and the Eatwell guide. They learn about methods of cooking and explore these by cooking potatoes and ratatouille. The children choose and make a taco filling according to specific design criteria.

Hooks from old learning: (YR, Y1/2) Remarkable recipes

Skills and Knowledge Components Focus

Year 3

Understand what a healthy, varied and balanced diet is.

Choose, prepare and cook dishes using some colling techniques.

Understand where fruit, vegetables, meat and meat products come from.

Year 4

Understand why we need to eat a healthy, varied and balanced diet.

Understand why we need particular food groups.

Choose, prepare and cook dishes using different cooking techniques.

Know which foods can be grown or reared locally.

Key Vocabulary: mineral, nutrient, vitamin, boiling, steaming, frying, baking, roasting, grilling, microwave, slow cooking and barbecuing, fruits, vegetables, carbohydrates, proteins, dairy, oils and spreads.

Subject Composite: The children design and choose a taco filling according to specific design criteria.

Impact: children will learn children learn about food groups and the Eatwell guide. They learn about methods of cooking

Hooks for new learning (Y5/6): Eat the seasons

Computing

Intent: In coding (Y4), children begin to understand selection in computer programming, understand how an IF statement works, understand how to use co-ordinates in computer programming, understand the 'repeat until' command, understand how an IF/ELSE statement works, understand what a variable is in programming, use a number variable and create a playable game.

Summer 2: In online safety (Y4) children understand how children can protect themselves from online identity theft., understand that information put online leaves a digital footprint or trail and that this can aid identity theft, identify the risks and benefits of installing software including apps, understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism, identify appropriate behaviour when participating or contributing to collaborative online projects for learning, identify the positive and negative influences of technology on health and the environment and understand the importance of balancing game and screen time with other parts of their lives.

Hooks from old learning: (YR, Y1, Y2, Y3) Coding, Online Safety, Lego builders, Maze explorers, questioning, branching databases, external devices.

Skills and Knowledge Components Focus

Year 3

Use different font sizes, colours and images purposefully.

Choose recipient, forward and add attachments to an email. Save an email to draft and retrieve it before sending.

Open received emails and save attachments to appropriate place.

Year 4

Know how to use digital tools responsibly to communicate

Use search technologies effectively and safely.

Use technology to collect and present data and digital content.

Key Vocabulary: AdFly, attachment, citation, collaborate, cookies, copyright, digital format, malware, phishing, plagiarism, ransomware, SMART rules, spam, virus, watermark.

Subject Composite: Children use coding structures for selection and repetition and identify an error within a program that prevents it following the desired algorithm. They then then fix it and apply techniques to their own code to fix bugs.

Impact: Children begin to understand selection in computer programming, understand how an IF statement works, understand how to use co-ordinates in computer programming, understand the 'repeat until' command, understand how an IF/ELSE statement works, understand what a variable is in programming, use a number variable and create a playable game.

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Hooks for new learning (Y4, 5/6): Logo, animation, external devices, text adventures and binary.

Music

Intent: 'Let your spirit fly' is on focused around one song: Let Your Spirit Fly. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.

Summer 2: Glockenspiel 1 introduces the children to learning about the language of music through playing the glockenspiel.

The children will learn:

- Lyrics: what the song is about
- Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)
- Identify the main sections of the song (introduction, verse, chorus etc.)
- Name some of the instruments they heard in the song

Hooks from old learning: (YR, Y1, Y2) All previous music units.

Skills and Knowledge Components Focus

Year 3

Sing songs from memory with accurate pitch and in tune. Show control in voice and pronounce the words in a song clearly (diction). Maintain a simple part within an ensemble.

Play notes on instruments clearly and including steps/ leaps in pitch.

Improvise (including call and response).

Compose and perform simple melodies (limited notes).

Start to use musical dimensions vocabulary to describe music-duration, timbre, pitch, dynamics, tempo, texture, structure. Use these words when analysing music/performances

Use musical dimensions together to compose music Describe different purposes of music in history/ other cultures.

Year 4

Sing in tune, breathe well, and pronounce words, change pitch and dynamics.

Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture). Perform with control and awareness of what others are singing/ playing. Improvise within a group using more than 2 notes.

Compose and perform melodies using three or four notes

Create accompaniments for tunes using drones or melodic ostinatos Listen to several layers of sound (texture) and talk about the effect on mood and feelings. Use more musical dimensions vocabulary to describe music-duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.

Key Vocabulary: beat, pace, rhythm, pulse, melody, texture, timbre, pitch, dynamics, tempo, structure, shape, pattern, notate, phrase

Subject Composite: Children will be able to create their own sounds, based on the style they have listened to. They will prepare this for a performance.

Impact: To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.

Hooks for new learning (Y5/6): All future units. Introduce new rhythm syllables. Introduce a new genre of listening pieces. Use different stimulus to inspire composition.

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Spanish

Intent: In 'My Town', children learn to develop their intercultural understanding by being introduced to the sights of some typical Spanish-speaking cities. They will also learn to describe places in a town, count to 100 and give their address in Spanish.

Hooks from old learning: (YR, Y1/2) Spanish not taught in KS1

Skills and Knowledge Components Focus

Year 3 and 4

listen attentively to spoken language and show understanding by joining in and responding

explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

speak in sentences, using familiar vocabulary, phrases and basic language structures

develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

describe people, places, things and actions orally and in writing

Key Vocabulary: un coche [car], un autobús [bus], una bicicleta [bicycle], a pie [on foot], un tren [train], un camión [lorry], un avión [plane], un monopatín [scooter], un taxi [taxi], una moto [motorbike], los medios de transporte [transport].

Subject Composite: children will present their knowledge of the time in Spanish to another class.

Impact: all children should locate some key Spanish-speaking cities, say in Spanish what amenities or features are found in their own town, use multiples of ten and number operations to do simple calculations and vary sentences, asking and giving simple addresses.

Hooks for new learning (Y5/6): All future Spanish lessons.

PSHE

Intent: Summer 1: In 'Being me in my World', children learn the rights and responsibilities as a member of my class, learn how views are valued and contribute our school Learning Charter, the choices we make and their consequences and our rights and responsibilities within our Learning Charter

Summer 2: In 'Celebrating difference', children learn all families are different, the differences in their own family, what to do if they witness bullying, words that can cause harm to others, How our words might affect someone's feelings

Hooks from old learning: Previous 'Being me in my World' units for each Year Group. Previous 'Celebrating differences' units for each Year Group.

Skills and Knowledge Components Focus

Year 3/4

explain how their life is influenced positively by people they know and also by people from other countries.

explain why their choices might affect their family, friendships and people around the world who they don't know.

Summer 2:

explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.

recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.

Key Vocabulary: Welcome, Valued, Achievements, Proud, Pleased, Personal goal, Praise, Acknowledge, Affirm Emotions, Feelings, Nightmare, Fears, Worries, Solutions, Support Rights, Responsibilities, Learning, Charter, Nightmare, Dream

Summer 2: Family, Loving, Caring, Safe, Connected, Difference, Special Family, Conflict, Solve it together, Solutions, Resolve Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell

Subject Composite: children learn to recognise their self-worth and identify positive things about themselves and their achievements. They talk about new challenges and how to face them with positivity. The children talk about the need for rules and how these relate to rights and responsibilities. They talk about choices and consequences, working collaboratively and seeing things from other people's points of view. The children talk about different feelings and the ability to recognise these feelings in themselves and others. They set up their Jigsaw Journals and establish the Jigsaw Charter

Summer 2: children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They talk about being different and how that makes everyone special but also recognising that we are the same in some ways. The children talk about their homes and are asked to explain why it is special to them. They talk about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.

Impact: children: Understand that they are important, Know what a personal goal is, Understanding what a challenge is, Know why rules are needed and how these relate to choices and consequences, Know that actions can affect others' feelings, Know that others may hold different views, Know that the school has a shared set of values

Summer 2: Children: Know what being proud means and that people can be proud of different things, Know that people can be good at different things, Know what being unique means, Know that families can be different, Know that people have different homes and why they are important to them, Know different ways of making friends, Know different ways to stand up for myself, Know the names of some emotions such as happy, sad, frightened, angry, Know that they don't have to be 'the same as' to be a friend, Know why having friends is important · Know some qualities of a positive friendship

Hooks for new learning (Y5/6): All future 'Being me in my world' and 'Celebrating difference' units.