

History - Driver

- To understand how Britain changed between the beginning of the Stone Age and the end of the Iron Age. To know the impact of the discovery of the wheel and the finding of iron ore. To understand the past is divided into differently named periods of time on a timeline. To put artefacts or information in chronological order.
- Examples (non-statutory) This could include: - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae - Bronze Age religion, technology and travel, for example, Stonehenge - Iron Age hill forts: tribal kingdoms, farming, art and culture
- Can I plot the Stone, Bronze and Iron Ages on a timeline and learn how far apart they were in time?
- Can I understand what is meant by 'huntergatherers'?
- Do I know the impact of the discovery of the wheel and the finding of iron ore?
- Do I understand what life was like for men, women and children at these different times in their home settlements and daily life during these times?
- Do I know the main differences between the Stone, Bronze and Iron Ages including styles of writing and use of weapons and tools?
- Can I learn about local Stone Age settlement 'Star Carr' as an important archaeological dig sites?
- Key Skills**
- Compare how people live at these different times (Stone Age, Bronze Age and Iron Age)
- Study Stone Age artefacts or pictures of stone tools, pottery, cave paintings (build up evidence of life and show on a map where they come from)
- Investigate Skara Brae writing and the changes in writing from Stone Age to Bronze Age .
- Compare Bronze Age weapons with those from Stone and Iron Age

Geography – Supporting the History driver

- Can I know the names of four countries from the southern hemisphere and four from the northern hemisphere.
- Can I know the name of four countries on the Equator?
- Can I compare the climates of countries on the Equator to those in the tropics?
- Can I explore significant physical and human features of the countries I locate?
- Can I give reference points of longitude and latitude for famous landmarks in my countries?

Computing

- iData unit – Information Technology
- Lesson 1: iRecord • To understand how information in a database is organised
- Lesson 2: iCompare • To understand the advantages of a computer based database over a paper one
- Lesson 3: iAdd • To find and enter information to create additional records in a database
- Lesson 4: iTravel • To demonstrate the knowledge skills and understanding they have learned during this unit

Year 3 Curriculum Map – Spring 1

Who first lived in Britain?

Music

- Talk about what the song or piece of music means
- Sing expressively, with attention to the meaning of the words.
- Identify and understand the differences between crotchets and paired quavers.
- Rehearse and learn a simple instrumental part by ear or from notation, using the notes C, D, E, F, F#, G, G#, A, B and Bb
- Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in wholeclass/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.
- Use music technology, if available, to capture, change and combine sounds. • Create a simple melody using crotchets, minims and perhaps paired quavers:
 - C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (Pentatonic on C)
- Talk about what the song means and why it was chosen to share

PSHE

Knowledge

- Know about specific people who have overcome difficult challenges to achieve success
- Know what dreams and ambitions are important to them
- Know how they can best overcome learning challenges
- Know that they are responsible for their own learning
- Know what their own strengths are as a learner
- Know what an obstacle is and how they can hinder achievement
- Know how to take steps to overcome obstacles
- Know how to evaluate their own learning progress and identify how it can be better next time

Social and Emotional Skills

- Recognise other people's achievements in overcoming difficulties
- Imagine how it will feel when they achieve their dream / ambition
- Can break down a goal into small steps
- Recognise how other people can help them to achieve their goals
- Can manage feelings of frustration linked to facing obstacles
- Can share their success with others
- Can store feelings of success (in their internal treasure chest) to be used at another time

Water Safety Curriculum

Can I become familiar with how to stay safe around the water including beaches, canals and rivers?
Two lessons! beach water safety and flags. 2: canals and rivers – activities resource 1- see teacher guidance.

PE

- make body curled, tense, stretched and relaxed
- control body when travelling and balancing
- copy sequences and repeat them
- roll, curl, travel and balance in different ways
- throw underarm
- throw and kick in different ways
- perform own dance moves
- copy or make up a short dance
- move safely in a space
- I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.

RE

- Recognise and identify some differences between religious festivals and other types of celebrations (B2).
- Retell some stories behind festivals (e.g. Christmas and Easter)
- Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).
- Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter) (B2).
- Identify similarities and differences in the way festivals are celebrated within and between religions (A3).
- Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).
- Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2).
- Suggest how and why religious festivals are valuable to many people (B2).

Art

- know how to identify the techniques used by different artists
- know how to compare the work of different artists
- recognise when art is from different cultures
- recognise when art is from different historical periods
- use layers of two or more colours to print • replicate patterns from nature or built environments
- create a weaving

MFL

- Name, recognise and remember up to 10 fruits in French.
- Attempt to spell some of these nouns with their correct article/determiner.
- Ask somebody in French if they like a particular fruit.
- Say what fruits we like and dislike in French.