

Year 3/4 – Cycle B- Autumn- Half Term 1

Where did we come from?

CHRISTIAN VALUES: 'LIFE'

LOVE, INTEGRITY, FORGIVENESS, EQUALITY

This Unit explores the lives & legacy of early Britons & settlers, including those who lived during the Stone, Bronze & Iron Ages. Pupils will have the opportunity to consider how & why the ways of life adopted by prehistoric people slowly changed over time. Inspired by the Lascaux caves, pupils will create their own cave paintings & clay tiles. They will visit to Butser Ancient Farm where they will have the opportunity to see where the ancient people lived & how they survived. At the farm they will experience a range of practical skills used by people of the Bronze Age, an archaeological dig, pot making & jewellery making. Pupils will design & make their own roundhouse from natural materials. This topic is designed to help children understand about the. The children will learn about how man has evolved from Hunter Gatherers to Settlers.

Big Question: What changed people from being 'animals' to early humans?

SMSC: Mirror moment: Time to reflect on what we have learned, and others points of view: There is evidence in this period that Communities came together regularly to feast, exchange gifts and perhaps marriage partners. Significant places in the landscape were elaborated with stone or earth monuments, often associated with the dead. How does these bear similarities to their lives today?

Rich Texts:

The Tunnel by Anthony Browne
The Secret Garden by Frances Hodgson Burnett
The Lion, the Witch and the Wardrobe by C.S Lewis
Five Children & It by E.Nesbit
Granny's Wonderful Chair by Frances Browne

Our Learning Values: 'REACHING'

The children will:

- . **R**esponsibility - be in control of their own learning,
- . **E**valuative - evaluate what they have done and make changes if they need to
- . **A**mbitious - always want to do my best to reach my goals.
- . **C**ollaborative - work with others, sharing my strengths and ideas.
- . **H**ardworking - strive to do their best in all they do
- . **I**ndependent - find and use what I need to help me.
- . **N**imble-minded - be open to new ideas and ways of doing things.
- . **G**ritty - have a go and persevere especially when I find it difficult or don't enjoy it.

As Readers and Writers we will:

- Read and explore our key texts and use drama, discussion and descriptive tasks to generate engaging extracts linked to the characters in the books.
- Refine skills in story writing, such as using speech.
- Read and evaluate a range of portal stories, and discuss the themes used within them.
- Plan and write our own portal story back to the Stone, Bronze or Iron Age.

As Mathematicians we will:

Year 3

- Understand that the value of a digit is determined by its position in a number.
- Understand that place value is based on unitising, treating a group of things as one 'unit'.
- Relate numbers to 5 & 10 to develop knowledge of number bonds within 20, & use these to help calculate with larger numbers.
- Use counting on as a strategy for subtraction, & recognise when to use this.
- Recall times tables facts & use these to help with calculations involving larger numbers.
- Understand what multiplication means, see division as both grouping & sharing, & see division as the inverse of multiplication.

Year 4

- Imagine the position of numbers on a horizontal number line to help us order them.
- Round numbers in context & understand that this may mean rounding up or down depending on the question.
- Partition numbers in different ways.
- Use rounding to estimate answers before calculating.
- Recall times tables facts & find links within the tables.
- Understand what multiplication means & see division as both grouping & sharing.
- Understand that division is the inverse of multiplication.
- Partition numbers in different ways to create equivalent calculations.

As Historians we will:

- Describe and make links between main events, situations and the significant changes in Britain from Stone Age through the Bronze and Iron Age. There will be a specific focus on changes in settlements, farming and culture. This will include a visit to Butser Ancient Farm.
- Understand that evidence for prehistory is essentially material, rather than written. It is the record of human impact on the landscape and the artefacts they made, used and left behind.
- Identify and give reasons for historical events, situations and changes, including the results of each.
- Understand that Britain was once covered in ice and that early settlers were hunter-gatherers living in caves.

As Geographers, we will:

- Consider how and why the ways of life adopted by prehistoric people slowly changed over time.
- Learn about where ancient people lived and how they survived.
- Consider why early settlers chose certain locations to settle, considering the natural resources.

As Scientists we will:

- Begin to learn about bones, soils and fossils.
- Learn about different types of rocks and how they are formed, and sort these according to their properties.
- Explore how fossils are formed
- Investigate the components of soil.
- Identify the three functions of the skeleton and compare the skeletons of different animals.
- Explore how muscles work within our bodies.
- Understand that materials change state through heating and cooling, and that some of these changes are reversible and some are permanent.
- Know that when two or more substances are mixed and remain present, the mixture can be separated.

As British & Global Citizens we will:

- consider and debate whether humans and other animals should be treated with equal respect. Should all lives be valued and treated equally?

Computing:

Children will learn simplistic coding and be able to repeat instructions to create a project, using commands. This will include making predictions with increasing accuracy regarding the end result. E-safety – Develop an understanding of the potential risks of plagiarism and re-structuring materials online.

RE:

Children will look at Christian and Jewish perspectives of promises throughout their holy books. They will discuss why it is important for many Christians and Jews to have covenants and how we can apply this to our own lives today. The children will also explore Hannukah and why it is celebrated.

MFL: Getting to Know You

The children will learn basic conversation starters and learn how to greet different people. They will learn how to express their likes and dislikes for different topics and be able to listen and follow instructions in French.

MUSIC: In our 'Mystic Moments' unit, the children learn about the Solstice and its links to Stonehenge. They will learn to sing 'Solstice Light' & 'Sun Arise' in unison, add an accompaniment & then perform these as a round.

In our 'Rock, paper, scissors' unit, the children will link back to their learning on 'Rocks and Soils'. They will use the syllables of these words to make some clapping and chanting patterns and begin to use a grid to explore simple musical notation by putting the rhythms on a grid.

PE/GAMES:**Football**

- Use a combination of skills within a game.
- Send and receive to travelling targets.
- Understand the different positions within a game.

Gymnastics and Dance:

- Perform jumps and rolls.
- Put four moves together to create sequences and routines and perform these.
- Evaluate their own and others' performances.

Basketball:

- Understand the rules and principles of dribbling, including swapping hands to protect the ball and change direction.
- Shoot and score effectively.

RSHE: This term will be considering: 'How do we treat each other with respect?'. We will be discussing how people's behaviour affects themselves and others, including online. The children will learn about the relationship between rights and responsibilities, the right to privacy and how to recognise when a secret should be kept (such as a nice birthday surprise everyone will find out about) and when to tell (e.g. if someone is being upset or hurt). They will consider how everyone should feel included, respected and not discriminated against, and how to respond if they witness this. They will also learn how to report their concerns about aggressive or inappropriate behaviour (including online and unwanted physical contact). The children will also learn how regular physical activity benefits them both physically and emotionally. They will explore how the lack of physical activity and sleep can affect their body and mood, and learn about some simple routines that can help with this.

Design and Technology: Children will make their own design with moving parts out of paper. They will explore different levers and linkages and which would work best in their Christmas card design.

ART: Children will create their own cave paintings. Throughout the topic, the children will refine their pencil control whilst using Lascaux images as inspiration. They will also explore pencil techniques through our still life drawing unit.