



Launch Day: Introduction into Year 3 Trips/Visitors: Literacy topics/Guided Reading Book/Texts: Writing: Stone Age Boy, Autumn is here. Reading: Food, Stone Houses, Krag and the Beast, Skara Brae, The Stone Age.									
	Science	History	Geography	Art	DT	Computing	Music	RE	PE
Prior knowledge	(Year 2) - explore and compare the differences between things that are living, dead, and things that have never been alive		N/A	(Year 2) - That colour wheels show primary and secondary colours - That primary colours can be mixed to make secondary colours - That adding white to a colour is called tinting - That adding black to a colour is called shading - That different combinations of secondary colours produce different outcomes - How to use artists’ work to influence their own productions - Different tones of colour produce different effects when looked at	N/A	(Year 1) – Different types of technology What a computer is and its main parts (Year 2) - Computing systems and networks – IT around us The uses and features of information technology - The uses of information technology in the school - The uses of information technology beyond school	See music curriculum map	(EYFS) – Say how and when Christians like to thank their Creator Talk about what people do to mess up the world (Year 1) – Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) - Retell the story of creation from Genesis 1:1–2:3 simply - Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible - Say what the story tells Christians about God, Creation and the world - Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world Give at least one example of what Christians do to say ‘thank you’ to God for Creation (Year 2) - Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible	

Knowledge	Key Question: What are the key differences between different types of rock? The children will know: • How to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • That soils are made from rocks and organic matter • In simple terms how fossils are formed when things that have lived are trapped within rock	Key Question: The children will know: • That life in the Stone Age was mainly nomadic. • How Stone Age people survived in harsh conditions • That the Stone Age people used natural resources to make weapons, clothes etc. • Use the terms AD and BC • Recognise how Britain changed from the Stone Age to the Bronze Age. • The meaning behind the words, Palaeolithic, Mesolithic and Neolithic. • Identify the changes which occurred throughout the period of the Stone Age		Key Question: The children will know: • How Stone Age people produced sophisticated pieces of art that can still be seen today • That Stone Age people recorded their lives in the form of art • The meaning of the word ‘pigment’ and why this is important in early art forms • How early art was created using available materials and tools • How to use a pestle and mortar to create new types of ‘paint’, predicting the outcome before they produce the material		Key Question: The children will know: • Computing systems and networks – Connecting computers • How digital devices function • How to identify input and output devices • Digital devices can change the way we work • A computer network can be used to share information • Digital devices can be connected • The physical components of a network	See music curriculum map Key Question: The children will know: •	Focus is split over Autumn 1 and 2. Christianity - God Key Question: L2.1 What do Christians learn from the Creation Story? L2.2 What is it like for someone to follow God? Children will be able to: Make sense of belief: • Place the concepts of God and Creation on a timeline of the Bible’s ‘big story’ • Make clear links between Genesis 1 and what Christians believe about God and Creation • Recognise that the story of ‘the Fall’ in Genesis 3 gives an explanation of why things go wrong in the world Understand the impact: • Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God’s creation is; care for the Earth – some specific ways) • Describe how and why Christians might pray to God, say sorry and ask for forgiveness Make connections: • Ask questions and suggest answers about what might be important in the Creation Story for Christians and non-Christians living today. Make sense of belief: • Make clear links between the story of Noah and the idea of covenant Understand the impact: • Make simple links between promises in the story of Noah	https://peplanning.org.uk/
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								and promises that Christians make at a wedding ceremony Make connections: Make links between the story of Noah and how we live in school and the wider world.	
Skills	Children will be able to: - Ask relevant questions and using different types of scientific enquiries to answer them - Use straightforward scientific evidence to answer questions to support their findings - Set up simple practical enquiries, comparative and fair tests Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables - Gather, record, classify and present data in a variety of ways to help answering questions	Children will be able to: - Discuss the validity of historical sources. - Use an increasing range of historical vocabulary. - Use primary and secondary sources to find out about the past. - Ask and answer historical questions. - Present what they know in a variety of ways.		Children will be able to: Research - Use appropriate vocabulary to discuss their findings Painting - Select different tools to produce a desired outcome - Use tools in an appropriate way for how they work - Explore spray diffusers and flicking paint from stiff brushes (or toothbrushes) over stencils (hands for example) - Use marks and lines to create shape and form - Tint (add white) and shade (add black) paint to make backgrounds for printing - Use different media to achieve variations in line, texture, tone, colour, shape and pattern Drawing - Use sketchbooks to record ideas, plan colours and practice shapes		Children will be able to: - Follow a process - Classify input and output devices - Recognise similarities between using digital devices and non-digital tools - Discuss why we need a network switch - Explain how messages are passed through multiple connections - Demonstrate how information can be passed between devices - Explain the role of a switch, server, and wireless access point in a network - Recognise that a computer network is made up of a number of devices - Identify how devices in a network are connected together - Identify networked devices around us Identify the benefits of computer networks	Children will be able to:	Children will be able to:	Children will be able to: - I can identify specific parts of performance to work on. - I understand ways to judge performance. - I use my awareness of space and others to make good decisions deciding what is going well.
Components (teaching sequence)	- I can identify key differences between types of rocks - I can show how different types of rock are formed - I can plan an investigation into how soil is formed and what it is made of	- I can identify when the Stone Age took place - I can recognise the features of the early Stone Age lifestyle - I can compare the Palaeolithic and Neolithic Stone Age lifestyles - I can use sources to describe how life developed towards		- I can explore Stone Age cave paintings and make hidden symbols - I can make my own natural pigment - I can paint using natural materials - I can explore and apply various Stone Age painting techniques to create		Topic outcome: I can	- I can compose a pentatonic ostinato. - I can sing a call-and-response song in groups, holding long notes confidently. - I can play melodic and rhythmic accompaniments to a song. - I can listen and identify where notes in the melody of the	- I can make sense of belief - I can understand the impact of what Christians do - I can make connections by asking what is important in the creation story for Christians and non-Christians living today.	Football: - I can stop the ball with my feet. - I can pass the ball with the inside of my feet. - I can move with the ball. - I can make a standing tackle. - I can shoot a stationary football.

	I can sequence the order of how fossils are created Topic outcome: Children to discuss the umbrella question and use their learning as evidence.	the end of the Stone Age. (Museum Visit) I can assess the historical validity of Stone Age films and stories Topic outcome: Children to write a diary entry for a day in the life of the Stone Age. (Combine with Literacy Progress Write)		my own prehistoric-inspired artwork. - I can create a Stone Age style cave painting - I can evaluate my artwork Topic outcome: Children to create their own Stone-Age style cave painting inspired by those found at Lascaux, using similar tools, techniques and materials.			song go down and up. Topic outcome: Learners will develop musical skills by composing pentatonic ostinatos, singing call-and-response songs confidently, and playing melodic and rhythmic accompaniments. They will also enhance their listening skills by identifying the direction of notes in a melody	Topic outcome:	- I can participate in games controlling the ball. Handball: - I can pass/send a ball with increasing accuracy. - I can move with the ball keeping it under control. - I can pass the ball over different distances. - I can dribble the ball with control. - I can defend by marking. - I can play handball games against others. Topic outcome: Football – Learners will develop fundamental soccer skills, including stopping, passing, and moving with the ball, making standing tackles, shooting a stationary football, and effectively participating in games with ball control. Handball – Learners will develop key handball skills, including accurate passing, controlled dribbling, and effective defense through marking. They will also learn to play handball games with increasing confidence and skill.
Key Vocabulary	rocks, igneous, sedimentary, metamorphic, formation, natural, man-made, properties, permeable, impermeable, hard, soft, fossil, sedimentary, fossilisation, soil, formation, organic matter, top soil, sub soil, base rock, rock cycle, magma, cooling, melting, erosion, weathering.	ancient, archaeologist, artefact, century, circa, civilisation, climate, era, discovery. Extinct, farming, flint, gather, hearths, island, Mesolithic, migration, Palaeolithic, Neolithic, Neanderthal, nomad, settler, settlement, Skara Brae.		Cave Painting Prehistoric Stone Age Symbol Natural Pigment Palaeolithic Neolithic Charcoal Brushstroke Texture Technique Inspiration Evaluate Representation Replica Stencil			Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1.	Christianity, creation, stewardship	Football – Speed • Dribble • Movement • Shoot • Space • Marking • Attack • Defend • Decision • Accuracy • Tackle • Strike • Power • Receive • Position • Experiment Handball – Aim • Dribble • Intercept • Tactics • Position • Receive • Skill • Court • Space • Accuracy • Power • Score • Defend • Possession • Support • Technique