

HISTORY (See Kapow planning)	
<i>Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</i>	
Connections	Episodes of learning
What have the children learnt before this- what will they learn next?	
Children have placed periods of history on a time line and understand the term AC.	To recognise that prehistory was a long time ago and was the beginning of the history of mankind Use archaeological evidence to learn about prehistoric house- Skara Brae..
Children will build a timeline and make comparisons between historical periods.	To use archaeological evidence to investigate the Bronze Age and explain the limitations of this evidence. Explain how bronze transformed prehistoric life. Understand the importance of trade in the Iron Age. Compare settlements in the Neolithic and the Iron Age.
Vocabulary: Stone Age, BC, AD, prehistory, Ancient Egypt, Ancient Greece, Romans, Anglo-Saxons, Vikings, Tudors, Victorians, period, Palaeolithic, Mesolithic, Neolithic, Skara Brae, settlement, archaeological evidence, limitations, Amesbury Archer, Stonehenge, artefacts, deduction, flint, bronze, copper, tin, trade, import, export, goods, tribes, king/chief	
Assessment: Pre assessment picture task/ end of unit quiz	

COMPUTING (See Teach Computing scheme)
Connecting computers- Episodes of learning
1 How does a digital device work?
2 What parts make up a digital device?
3 How do digital devices help us?
4 How am I connected?
5 How are computers connected?
6 What does our school network look like?

Music (See Charanga planning)
Let Your Spirit Fly- 3 lessons Harvest festival

 YEAR 3 Autumn 1 			
<i>Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</i>			
Significant individuals: William Watt (discovered Skara Brae)			
Beautiful books: Stig of the Dump (Class reader), Skara Brae articles (WCGR), How to Wash a Woolly Mammoth (Instruction writing), Stone Age Boy			
LOCAL & GLOBAL CONNECTIONS, TRIPS & OUTDOOR LEARNING Outdoor learning afternoon- charcoal making- mark making with natural materials, fire lighting with flint and steel.			
LITERACY (see Literacy MTP)			
Genre	Narrative	Non narrative	Poetry
Outcome:	Based on Stone Age Boy- Description of setting, planning of oral storytelling	Based on unit 'How to wash a Woolly mammoth' Instruction writing	'I was born in the Stone Age' Michael Rosen Performance poetry
Assessment:	Narrative to bring to moderation		

PHSE (see Jigsaw planning)
Jigsaw Piece 1: Episodes of learning: Getting to know each other
1.Help others to feel welcome: <i>Getting to Know Each Other</i>
2.Try to make our school community a better place.: <i>Our Nightmare School</i>
3.Think about everyone's right to learn: <i>Our Dream School</i>
4.Care about other people's feelings: <i>Rewards and Consequences</i>
5.Work well with others: <i>Our Learning Charter</i>
6.Choose to follow the Learning Charter: <i>Owning our Learning Charter</i>

MATHS (see Power Maths planning for episodes of learning)
TEXTBOOK A Unit 1: Place Value within 1000 Unit 2: Addition and subtraction

SCIENCE (see Science MTP for episodes of learning)
<i>Animals including Humans</i>
Identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat Diet of a Stone age/Iron Age/Bronze man
Identify that humans and some other animals have skeletons and muscles for support, protection and movement- skeletons from the past

ART (See Kapow Planning)
Episodes of learning: Cave Art <i>Investigate, Explore, Create</i>
1.Exploring prehistoric art- artist
2. Charcoal animals/Fire making
3. Investigating making natural paints/ mark making
4. Painting on a cave wall

MFL (see Language Angels for episodes of learning)
I'm learning French- 6 lessons

RE (See new scheme)
Episodes of learning: I belong to a Muslim family
1. What is the difference between the terms Islam and Muslim?
2. What are the five pillars of Islam?
3. What is a mosque and what happens there?
4. Where are Islamic traditions?
5. What makes someone a role model?

PE (see PE for 6 episodes of learning)
Tag rugby

