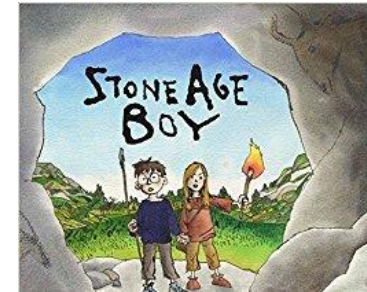




# Land Before Time

## Year 3/4 Cycle 1

### Autumn 1



#### Land Before Time

##### Science

Animals Including Humans

##### History

Chronology, lifestyle changes

##### Art and Design

Experimenting with colour

##### PE

Football

##### Music

African Drumming

##### RE

Hinduism: Divali

##### Computing

Programming: Making My Program in Scratch

##### PSHE

Being me in my world

##### French

Letters, Numbers, classroom instructions, Christmas

Science

<b>Animals including humans</b>		<b>Term: 1</b>	<b>Year: 3/4 Cycle 1</b>	
<b>Foundations of previous learning:</b> <b>Year 1</b> Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.		<b>Year 2</b> Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene		
<b>Unit Learning</b>				
<b>NC Objective - Coverage</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Vocabulary</b>	
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  Identify that humans and some animals have skeletons and muscles for support, protection and movement	Begin to use a science model Use frames to construct tables & bar charts Remember science words	To know what animals need to eat to stay healthy. To understand what a balanced diet is. To know what a skeleton is and why we have one. To understand how we move.	Nutrition Nutrients diet balanced unbalanced sugar protein fat vitamins minerals water energy oxygen feeding	
	<b>Assessment of Skills</b>  Explaining science. Data, tables and graphs. (See Phil Watkins Assessment boards)	<b>Assessment of Knowledge</b>  What do animals need to eat to stay healthy? What is a balanced diet? Why do we have skeleton? How do we move?	eating photosynthesis circulation blood heart vertebrate invertebrate skeleton bones support protection movement	

## History

Chronology, Lifestyle changes	Topic: Land Before time	Term: Autumn 1	Year 3/4 Cycle 1	
<p><b>Foundations of previous learning:</b>            Know about different periods of time e.g. BC/AD/Prehistoric            Know how to sequence ideas within an event or person's lifetime            Know how sources of information can present in a variety of ways and can help us to understand the past.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Changes in Britain from the Stone Age to the Iron Age	<p><b>Year 3</b>  <u>Chronological understanding</u>            Understands timeline can be divided into BC and AD.            Uses words and phrases: century, decade.  <u>Knowledge and understanding</u>            Uses evidence to describe past.            Uses evidence to find out how any of these may have changed during a time period. Describes similarities and differences between people, events and objects.  <u>Historical interpretation</u>            Looks at 2 versions of same event and identifies differences in the accounts.  <u>Historical enquiry</u>            Asks questions such as 'how did people ....? What did people do for ....?'            Suggests sources of evidence to use to help answer questions.  <u>Organisation and communication</u>            Presents findings about past using speaking, writing, ICT and drawing skills.</p> <p><b>Year 4</b>  <u>Chronological understanding</u>            Uses words and phrases: century, decade, BC, AD, after, before, during.  <u>Knowledge and understanding</u>            Shows knowledge and understanding by describing features of past societies and periods            Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past  <u>Historical interpretation</u>            Gives reasons why there may be different accounts of history.  <u>Historical enquiry</u>            Understands the difference between primary and secondary sources of evidence</p>	<p>To know that the Stone Age occurred before written records were kept.            To know that the Stone Age occurred after the Ice Age.            The Stone Age is divided into three different periods; the Neolithic, Mesolithic and Palaeolithic.            To know that the Stone Age materials progress from stone, to bronze and to metal.            To know that the shelters used in the Stone Age change throughout the time period.            To know that cave paintings and artefacts inform us about the Stone Age.            To know that the people in the Stone Age progressed from hunter gathers to agriculture.            To understand the archaeological importance of Skara Brae.            To know who the Amesbury Archer is and why he is important.</p>	Hunter Gatherer Community Arrow Mesolithic Neanderthal Homo sapien Cave painting Tools Evolve Skara Brae Antler Weapons The Amesbury Archer Stone Age Periods Prehistoric Mesolithic Agriculture Artefacts Cave paintings Stone Bronze Metal	Palaeolithic Shelter Den Survive Neolithic Mammoth Pelt Jewellery Handaxe Borer Hammersmith Hides Hearth Ice Age Decade BC AD After Before During Materials Survival
	Assessment of Skills	Assessment of Knowledge		
	<p><b>Year 3</b>            I can use evidence to describe events from the past.            I can look at two versions of the same event and identify differences between them.</p> <p><b>Year 4</b>            I can describe features of past societies and periods, identifying ideas, beliefs, attitudes and experiences of people from the past.            I can give reasons as to why there may be different accounts of history.</p>	<p>Can you explain when the Stone Age occurred?            What three different periods is the Stone Age split into?            What three different materials did they use in the Stone Age?            How do the Stone Age shelters change over time?            How do we know about the Stone Age?            How did the roles of the Stone Age people change over time?            Why is Skara Brae important?            Who is the Amesbury Archer?</p>		

## Art and Design

Experimenting with colour		Topic: Land Before Time	Term: Autumn 1	Year: 3/4 Cycle 1
<p><b>Foundations of previous learning:</b>            Year 3 children will have created and experimented with shades of colour and be able to name some of these.            Year 4 children will have mixed and matched colours to create palettes to match images.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>Pupils should be taught:</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p><u>Year 3</u>            Mix and match colours (create palettes to match images).            Experiment with water colour exploring intensity of colour to develop shades            Develop in confidence when adding greater detail and texture to 3D work</p> <p><u>Year 4</u>            Begin to experiment with colour to create more abstract colour palettes            Lighten and darken tones using black and white.            Experiment with a wider range of materials.            Begin to suggest improvements to own work</p>	<p>To know that natural materials were used to create colour in Stone Age cave paintings.            To know that the purpose of Stone Age cave paintings was to record stories during that period.            To know that Stone Age people mixed different natural materials to make different shades and intensities of colour.            To know that the Stone Age paintings were created on different surfaces with different textures.</p>	<p>Mix            Water colours            Match            Natural materials            Texture            Shade            Cave painting            Surface            Artwork            Creation            Natural            Layer</p>	
	Assessment of Skills	Assessment of Knowledge		
	<p><u>Year 3</u>            Mix and match colours creating palettes to match images            Develop in confidence when adding greater detail and texture to 3D work</p> <p><u>Year 4</u>            Experiment with water colour exploring intensity of colour to develop shades            Begin to suggest improvements to own work</p>	<p>How did they create the colour for Stone Age cave paintings?            Why did they create Stone Age cave paintings?            What did the Stone Age people do to create different colours?            Where did the Stone Age people create their artwork?</p>		

Physical Education

<b>Football</b>		<b>Term: Autumn 1</b>	<b>Year: 3/4 cycle 1</b>
<p><b>Foundations of previous learning:</b></p> <p><b>Year 1:</b></p> <p>Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles.          Pat, throw, kick, stop and sometimes catch a ball.          Run a short distance with some control.          Throw a projectile in a given direction.          Show control and co-ordination when moving or standing still.          Move fluently, changing direction and speed easily and avoiding collision          Show control and accuracy with the basic actions for rolling, under arm throwing, striking a ball and kicking.          Understand the aspects of tracking, and get in line with the ball to receive it          Understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming          Use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent's actions.          Recognise space in their games and use it to their advantage planning where to stand to make it difficult for opponents          Describe what it feels like when they breathe faster during exercise          Explain why running and playing games is good for them          Watch others movements carefully          Describe what they have done or seen others doing.          Copy what they see and say why it is good          To identify and show understanding.          To perform as part of a team.  <i>Assessment: Pat, throw, kick, stop and sometimes catch a ball.</i></p>			
<b>Unit Learning</b>			
<b>NC Objective - Coverage</b>	<b>Skills and Knowledge</b>	<b>Vocabulary</b>	
<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>Use a range of techniques when passing, e.g high, low, bounced, fast, slow            Change direction and speed when dribbling the ball            Show growing consistency and control in games            Play with greater speed and flow            Keep and use rules they are given            Suggest how rules could be changed to improve the game            Adapt rules in agreement with others and, later, make rules for their own games, which they explain and teach to others            Use a range of tactics to keep possession of the ball and get into position to shoot and score            How simple plans that they know that they can make work            Use the knowledge they are learning in P.E to make up suitable warm up activities for the games they are playing</p>	<p>pass            shoot            strategy            teamwork            cooperation            posture            position</p>	
	<b>Assessment</b>		
	Pass, receive and dribble a ball to keep possession in invasion games, heading towards a goal.		

Music

<b>Topic: African Drums</b>		<b>Year: 3</b>	<b>Autumn 2</b>
<b>Foundations of previous learning: I can play a variety of classroom instruments, playing whole class musical instruments as an ensemble. I can understand the various music language to describe the musical dimensions of a piece. I can listen to music and understand the different musical dimensions running through it.</b>			
<b>Unit Learning</b>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p>	<p>To play a range of African instruments.</p> <p>To be able to follow the conductor's instructions to start and stop together, maintain speed and pulse during an ensemble.</p>	<p>To know how to play a range of African drums.</p> <p>To know how different timbres and dynamics are created on African instruments.</p>	<p>Djembe</p> <p>Bass sound (Low pitch)</p> <p>Tone sound (Medium Pitch)</p> <p>Slap sound (High Pitch)</p> <p>Rhythm</p> <p>Posture</p> <p>Djembefola</p> <p>Call and response</p> <p>Polyrhythms</p> <p>Djembe Skin</p> <p>Striking</p> <p>Edge of the Skin</p> <p>Middle of the skin</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>I can play African drums with increased confidence as part of an ensemble.</p> <p>I can follow the instructions of the conductor to start, stop and maintain speed and the pulse during a performance.</p>	<p>Do you understand the language of music through playing the glockenspiel?</p>	

Religious Education

<b>Topic: Hinduism: Divali</b>		<b>Year: 3/4 Cycle 1</b>	<b>Term: Autumn 1</b>
<b>Foundations of previous learning:</b> To understand that Hinduism is one of the key religions in the UK. To understand that faith can form an essential part of everyday life.			
<b>Unit Learning</b>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<b>Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</b> <ul style="list-style-type: none"> <li>To investigate what happens during the festival of Divali and whether the celebrations bring a sense of belonging to Hindus.</li> </ul>	<b>Thinking about religion and belief</b> make links between beliefs, stories and practices identify the impacts of beliefs and practices on people's lives identify similarities and differences between religions and beliefs <b>Enquiring, investigating and interpreting</b> investigate and connect features of religions and beliefs ask significant questions about religions and beliefs describe and suggest meanings for symbols and other form of religious expression <b>Beliefs and teachings (what people believe)</b> describe some religious beliefs and teachings of religions studied, and their importance <b>Practices and lifestyle (what people do)</b> describe how some features of religions studied are used or exemplified in festivals and practices <b>Expression and language (how people express themselves)</b> make links between religious symbols, language and stories and the beliefs or ideas that underlie them <b>Identity and experience (making sense of who we are)</b> compare aspects of their own experiences and those of others, identifying what influences their lives	To know that a belief gives us an identity. To understand the theme behind the story of Rama and Sita as good v evil. To know that Hindus try to bring as much good to the world as possible. To know that Divali is a Hindu celebration. To know what happens at home and at temple during Divali. To identify key things that are made during Divali celebrations. To know why Hindus celebrate Divali. To understand how Divali helps children to develop a sense of belonging.	Divali Ramayana Rama Sita Lakshmi Rangoli patterns Diva lamp Puja tray Mandir Worship Prosperity Temple Community
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	I can tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my group's symbol. I can start to say why Divali might bring a sense of belonging to Hindus.	I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali.	

## Computing

Making My Program in Scratch		Topic: Programming	Year: 3	Term: Autumn 1	
<b>Foundations of previous learning:</b> Children from Year 2 are be able to... <ul style="list-style-type: none"> <li>• give instructions to my friend (using forward, backward and turn) and physically follow their instructions.</li> <li>• tell you the order I need to do things to make something happen and talk about this as an algorithm.</li> <li>• program a robot or software to do a particular task.</li> <li>• look at my friend’s program and tell you what will happen.</li> <li>• use Coding software to make objects move.</li> <li>• watch a program execute and spot where it goes wrong so that I can debug it.</li> </ul>					
Unit Learning					
NC Objective - Coverage	Skills	Knowledge	Vocabulary		
To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  To use sequence, selection, and repetition in programs; work with variables and various forms of input and output  To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	<b>Computer Science:</b> Understand that code can be programmed to execute at different times. Work with various forms of input/ output. Can program a sequence of actions, making different pieces of code execute at different times. Can understand conditional events in the background. Can write and debug programs that accomplish specific goals.	To break an open-ended problem up into smaller parts. To put programming commands into a sequence to achieve a specific outcome. To detect a problem in an algorithm which could result in unsuccessful programming. To keep testing my program and can recognise when you need to debug it. To use repeat commands. To describe the algorithm you will need for a simple task.	Algorithm Background Block Collaboration Control Costume Debug Event Forever Imagine Implement Input	Make mistakes Movement Pattern Output Persevere Repeat Rotation Sequence Sprite Stage Wait / Pause	
	Assessment of Skills/Assessment of Knowledge				
	Can you use a sequence of steps to make things happen? Can you create a sequence to make the cat keep walking backwards and forwards across the stage? <b>Can you explain the algorithm you will use to make the cat sprite dance to a beat and say something?</b> Can you program your own joke with two selected characters, continually trying out the programming and debugging any mistakes? Can you plan an interactive story with more than one sprite? Can you program more than one sprite?				



[PSHE](#)

<b>Being me in my world</b>		<b>Jigsaw</b>	<b>Year: 3/4 Cycle 1</b>	<b>Term: Autumn 1</b>
<b>Foundations of previous learning:</b> Y1 - To know the rights and responsibilities of being a member of my class. Y2 - To listen to other people and contribute my own ideas about rewards and consequences.				
<b>Unit Learning</b>				
Themes (Puzzle pieces)	Outcomes	Vocabulary		
Getting to know each other Our nightmare school Our dream school Rewards and consequences Our learning charter Owing our learning charter	I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals I know how to use my Jigsaw Journal I value myself and know how to make someone else feel welcome and valued I can face new challenges positively, make responsible choices and ask for help when I need it I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions I understand why rules are needed and how they relate to rights and responsibilities I know how to make others feel valued I understand that my actions affect myself and others and I care about other people's feelings I understand that my behaviour brings rewards/consequences I can make responsible choices and take action I can work cooperatively in a group I understand my actions affect others and try to see things from their points of view I am choosing to follow the Learning Charter	Worth Positive Goals Value Welcome Challenge Positive Responsible Choices Happy Sad Scared Emotions Rules Rights Responsibilities Rewards Consequences Actions		
	Assessment			
	<b>Year 3</b> To understand that actions affect myself and others. <b>Year 4</b> To care about other people's feelings and empathise with them.			

MFL

Numbers, greetings, classroom instructions, Christmas.		Lessons 1 -4 plus Christmas lessons	Year: 3	Term: Autumn 1
<b>Foundations of previous learning:</b> We begin to teach French in KS2, however we start to familiarise the children in KS1 with basic greetings.				
<b>Unit Learning</b>				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions</p>	<p>Letter strings – oi, eu</p> <p>Links between sounds and spellings.</p> <p>Listen to and respond to rhymes</p> <p>Imitate pronunciation</p> <p>Participate in a short exchange.</p> <p>Discriminate between un/une</p>	<p>Know numbers 0-10</p> <p>Know how to say yes and no.</p> <p>Be able to greet someone.</p> <p>Follow classroom instructions</p> <p>To know ask for and give name.</p> <p>Know the names of some characters in the nativity play.</p>	<p>Un</p> <p>Deux</p> <p>Trois</p> <p>Quatre</p> <p>Cing</p> <p>Six</p> <p>September huit</p> <p>Nerf</p> <p>Dix</p> <p>Oui</p> <p>Non</p> <p>Bonjour</p> <p>Au revoir</p> <p>Comment ça va?</p> <p>Très bien</p> <p>Bien</p> <p>Comme ci comme ça</p>	<p>Mal</p> <p>Salut</p> <p>Ecoutez</p> <p>Regardez</p> <p>Asseyez vous</p> <p>Levez vous</p> <p>Repetez</p> <p>Venez ici</p> <p>Silence</p> <p>Comment t'appelles-tu?</p> <p>Je m'appelle</p> <p>Monsieur</p> <p>Madame</p> <p>Mademoiselle</p>
	Assessment of Skills	Assessment of Knowledge		
	<p>Listen, recognise and respond to simple commands and questions.</p>	<p>Can you count to 10 in French.</p> <p>How do you say yes/no?</p> <p>What is your name?</p>		