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| **History Focus – Enquiry Question:**  **Which was more impressive – the Bronze Age or the Iron Age?** | **Year 3** | **The Curriculum – Threshold Concepts** |
| **History**  **Enquire historically**  In this unit, the children will explore the key features of the Bronze and Iron Ages, and come to conclusions about the developments within the periods. Links will be made to the Stone Age period, which they have studied in the autumn term.  **Image result for communicate icon**  **Communicate historically**   * To be able to ask and answer historically valid questions about the periods from Bronze Age to the Iron Age in Britain * To be able to describe the cultural differences as they appeared during the Bronze Age and why.   **Study chronologically**   * Develop a chronologically secure knowledge and understanding of British, local and world history. * Develop the appropriate use of historical terms.   **Science**  **Physics Forces and magnetism**   * Compare how things move on different surfaces. * Know how a simple pulley works and use making lifting an object simpler * Notice that some forces need contact between two objects, but magnetic forces can act at a distance. * Observe how magnets attract and repel each other and attract some materials and not others. * Compare and group together a variety of everyday materials based on whether they are attracted to a magnet and identify some magnetic materials. * Describe magnets as having two poles. * Predict whether two magnets with attract or repel each other, depending on which poles are facing. | **English focus text:** The Boy with the Bronze Axe.  A classic story is set in the ancient Stone Age village of Skara Brae on Orkney. This is a fascinating and vividly portrayed story of life nearly 3,000 years ago.  Writing outcome:  Descriptive writing  Short writing outcome:  Explanation text – A written explanation of the key features of life in the Bronze to Iron ages.  Purpose: To compose an engaging (and whenever possible, historically accurate) setting description.  Audience: Year 3  Genre: creative writing  Children will create a variety of descriptive paragraphs focusing on the main characters from The Boy with the Bronze Axe alongside a detailed setting description.  Link Reading:  ‘Secret Tales from Wales’ Daniel Morden ‘Assassin’ Tony Bradman ‘Magical Celtic Tales’ Una Leavy  **Maths:** White Rose  Unit: Multiplication and Division A and B  Length and Perimeter | **P.E:**  **Dance led by an external Coach**  This unit focuses on simple cheerleading arm positions and basic movement actions. Pupils will have the opportunity to perform solo, in partners, groups and as a whole class.  **ICT**  This lesson sequence starts off by looking at E-Safety within the Project Evovle scheme and finishes off with an Introduction to Lightbot within the Computer Science category.  **RE:** Theme: Jesus’ miracles  Concept: Incarnation  Key Question: Could Jesus heal people?  Were these miracles or was there some other explanation?  Religion: Christianity  **PSHE:**  Jigsaw – Dreams and Goals   * Learn about aspirations, how to achieve goals and understanding the emotions that go with this.   **Music:**  Musical notation  Learning to play the recorder  Music Express.   * China * Time   **MFL:**  Language Angels - Shapes  **Art:**  Telling Stories through Drawing and Making  This pathway introduces children to the idea that we can use literature and film to inspire our making and that through making we can retell/invent stories.  **DT:**  Food - Healthy and Varied Diet.  Children will analyse what alternative ingredients choices they could make to improve their snack or pack lunch to a more balanced and varied diet. |