

Learning Flow

Term 3 Stone Age, Bronze Age & Iron Age

What do we already know?

Topic Page - Prior knowledge, What does Ancient mean? What do we already know? What questions do we have?

When were the Stone, Iron and Bronze Ages?

- Place on a timeline.
- Map out to show how they account for most of human history.
- How long did the Stone Age last?
- 3 parts of Stone Age

What was daily life like in the Mesolithic period?

- hunter gatherers
- nomadic existence, moving with the seasons
- Tools began being fashioned (hand axe)
- flint tools

What was daily life like in the Mesolithic period?

- build settlements, houses were built of wood and wattle and daub, sometimes made of stones. The roofs were made of straw.
- keep animals
- building materials
- Beakers and pots.

What was daily life like in the Neolithic period?

- agriculture began,
- crops were grown
- permanent structures of community built (Stonehenge)

What is the significance of Stone Henge?

- origin of stones
- alignment
- what do historians think?

How do we know about the lives of these people?

- Skara Brae
- Cave paintings
- What do artefacts tell us?
- Are they reliable sources of information?

Learning Flow

Yr3-Term 3- RE- L2.1 What do different people believe about God?

What do we already know?

Topic Page - Prior knowledge, What is RE?

Why is it important? What do we know about Christianity. What do we already know? What questions do we have?

What is faith?

Talk about ways in which we exercise trust and faith in our everyday lives.

• Find some examples of how we know about something we have not seen or experienced for ourselves.

What do people believe about God?

Name and descriptions of the attributes of God? Christians - God as Trinity - Father, Son and Holy Spirit; the 99 Names of Allah; or Hindu beliefs about the Trimurti - Brahma (creator), Vishnu (preserver), Shiva (destroyer). Art (Christians), calligraphy (Muslims) and/or murtis (Hindus) used to represent ideas about God

What do people believe about God?

Stories/narratives: e.g. encounters which help believers to understand God's relationship with people e.g. Moses and the Burning Bush (Exodus 3:1-15), Jonah (book of Jonah in the Old Testament); Baptism of Jesus (Mark 1:9-11); Pentecost (Acts 2:1-21) and Paul's conversion (Acts 9:1-19); 9:1-19); Stories Jesus told which teach about God e.g. the parable of the Lost Son (or the Forgiving Father) (Luke 15:11-32).

How do stories help Hindus to understand the indescribable?

• Hindu texts which describe the indescribable (e.g. extract some of the more concrete metaphors from Bhagavad Gita 7:8-9 and 10:21-41; [www.asitis.com/7/] or the poem 'Who?' by Sri Aurobindo).

How do stories help Muslims to understand the nature of God?

• The story of the Night of Power - the revelation of the Qur'an to Muhammad, and the story of Muhammad's night journey and ascension.

Examine similarities and differences between these views of God.

How does believing in God influence the lives of believers - how it affects their personal worldviews.

Why do many people not believe in God?

What do you believe about God?

ASSESSMENT FOCUS

• I can identify and describe beliefs about God that are held by Christians, Hindus and Muslims

I can retell and suggest the meanings of stories from sacred texts about people who encountered God.

I can identify how and say why it makes a difference in people's lives to believe in God.

Learning Flow

Term 3 – Instruments

What do we already know?

Topic Page - Prior knowledge, What do we already know? Do you know any instrument words in French?

Les instruments

- What does les instruments mean?
- Can you identify any of the instruments labelled in French? (max 5)
- Identify an instrument from hearing and reading the word

Les instruments

- Recap the 5 instruments taught last time
- Can you identify any of the instruments labelled in French? (next lot of 5)
- Identify an instrument from hearing and reading the word (all 10)

How many can you remember?

- Recap the 10 instruments taught in French
- Identify the correct instrument after hearing the word spoken to you
- Identify the correct instrument after reading it

Je joue

- Recap the 10 instruments in French, reading and orally rehearsing the words
- What does 'Je joue' mean?
- Apply your knowledge of instruments by orally rehearsing sentences saying what instruments you play

Recap

- What instruments can you say in French?
- Read, say and write 10 instruments in French, using the correct indefinite article/ determiner
- Respond with a simple phrase or sentence to a question about what instrument you play

Learning flow

Art – Term 3– Bernard Leach Beaker

What do we already know?
Topic Page - Prior knowledge, What Tradition
do we already know? What questions do we have? What is 3D form? Do you know any artists?

Step 1

- Bernard Leach Time line of life
- use of pottery through history
- Artwork examples and speech bubble comments

Step 2

Media & Techniques workshop

- pinch pot is a simple hand-made way of creating a pot
- Know using cross hatching and a slip creates a longer lasting clay join

Step 3

- Small scale individual composition

Step 4

- [Who is Yayoi Kusama? | Tate Kids](#)
- Time line of life
- Artwork examples and speech bubble

Step 5.

Media & Techniques workshop

- colour mixing
- surfaces
- painting over found images

Step 6.

- Large scale individual composition

ASSESSMENT FOCUS How are these techniques similar different? Which did you prefer? How would you do something differently?

Learning Flow

Term 3– Rocks

What do we already know?

- Topic Page - Prior knowledge ,
- What do we already know? What questions do we have? What is a significant individual? How might they have changed our world?

Explore and investigate

- Explore different types of rocks.
- Use senses to describe and sort.
- How are rocks useful?
- Have a go at classifying different types of rocks.

Soil– Explore & test

- How is soil formed?
- Why is it important?
- Testing different soil samples.
- What do we notice?

Rock types

- Explore the 3 different rock types.
- Identify characteristics of igneous, sedimentary and metamorphic rock.
- Practical investigation.

How are fossils formed?

- Explore the process of fossils.
- Ask questions.
- Write an explanation text around how fossils are formed.

Significant Scientists

Dawn Wright

- Dr. Dawn Wright, chief scientist of Esri, is a specialist in marine geology, geography, and oceanography.
- Write a letter to Dawn.

What do we know now?

- Draw it/ Explain it consolidation tasks.
- Quiz.
- Flashforward- Next term. What do we know?

Learning Flow

Health and Relationships Education - T3 - What keeps us safe?

What do we already know?

Topic Page - Prior knowledge, What do we already know? What questions do we have?

What are hazards?

How to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe e.g. how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers

What is consent?

that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable

What does being put under pressure mean?

How can recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)

How do we stay safe?

How do everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)

How can we help in an emergency?

How to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns What to do in an emergency, including calling for help and speaking to the emergency services

What do we know now - how can we use it? The purpose