

**Half Termly Curriculum Overviews**

Year group	Term	Theme	No. of weeks	Visits/Visitors	Parental engagement
3	Autumn 1	Tribal Tales	7	<b>Visit:</b> Arboretum visit for an Iron Age Day <b>Virtual visit:</b> Interactive tour of Stonehenge	Children to record their museum tour to share with parents/invite parents in

Inspire	Showcase	Primary Passport
Fossils and artefacts displayed around the room for the children to explore	Children to set up a guided tour of created museum displaying their work or what they have learnt during topic	Produce rubbings of fossils Compose a piece of music Tell your class about your favourite character from a book

Subject	Science	History	Art	Music	PE	PSHE	MFL	RE	Computing
<b>Overview</b>	Rocks and Soils Investigating different rocks and how they are formed.	Stone Age to Iron Age development. Exploring how life in Britain changed over this time period	Cave painting and Clay Jewellery	Ukulele lessons	Swimming lessons – at local swimming pool Fitness development – develop strength, balance, coordination and stamina to enhance overall body fitness.	Relationships with others Self-image Mindfulness Problem solving and time management	All about me Learning greetings and simple phases	What do Christians learn from the creation story?	Purple Mash Unit Touch Typing
<b>National Curriculum Objectives</b>	compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter	-Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about how early man survived in the Stone Age -Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about Skara Brae and understanding its significance in knowing more about the Stone Age. -Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about what happened in the Bronze Age, looking at how copper mining was crucial to the people of this time. -Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by learning the different theories for the building of Stonehenge -Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning how and why hillforts developed as popular places to live in the Iron Age. -Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by understanding why some of our knowledge about Iron Age Druids could be unreliable	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	-develop flexibility, strength, technique, control and balance - take part in outdoor and adventurous activity challenges both individually and within a team	To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals To know what positively and negatively affects their physical, mental and emotional health. -To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'	-listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - ask and answer questions	<b>Worcestershire agreed syllabus:</b> <b>Make sense of belief:</b> 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 <b>Understand the impact:</b> 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 <b>Make connections:</b> Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.	use sequence, selection, and repetition in programs; work with variables and various forms of input and output

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