

YEAR 3/4	CYCLE A	BLOCK 6
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	Aims, Attainment Targets and Guidance	Suggested teaching sequence
Phase 1	MA2: The Dragon Song	
	<ul style="list-style-type: none"> understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. learn to sing and to use their voices, to create and compose music on their own and with others improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations 	<p>Work through the Charanga unit: The Dragon Song → research the mythology of Dragons → study famous dragons from England</p> <p>Begin looking into stone age to iron age</p>
Phase 2	HA3: Stone age to Iron age	
	<ul style="list-style-type: none"> Learn about changes in Britain from the Stone Age to the Iron Age Develop a chronologically secure knowledge and understanding of British history establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Understand how our knowledge of the (prehistoric) past is constructed from a range of sources (including archaeological excavation, and the reliability of such sources). 	<p>Explain what the stone age, bronze age and Iron age were → create a timeline for the periods and consider how long ago this was → learn about hunting and gathering / Farming → research technology of the times: tools and invention → investigate the importance of fire → using replica artefacts and pictures study stone tools and their use → using historical sources research pottery, bronze and iron → investigate religion and ritual: Neolithic religion and Stonehenge and Druids → research roundhouses → learn about home and everyday life</p>
Phase 3	SCA6: Animals including humans, skeleton/nutrition	
	<ul style="list-style-type: none"> identify that humans and some other animals have skeletons and muscles for support, protection and movement. 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 be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions. explore ideas about what would happen if humans did not have skeletons research different food groups and how they keep us healthy and design meals based on what they find out. 	<p>Scrutinize archaeological find involving stone age to iron age skeletons: visit the Potteries museum – stone age dig and skeletons → Discuss skeleton/remain of early civilization and what it tells us about them → Learn the make-up of a skeleton → link to the man body arts and the functions it carries out → explore what would happen without a skeleton → consider the skeletons found and how they can inform us of their nutrition → why do we need the right nutrition → consider what nutrition is gained from certain foods → research different food groups to create a healthy meal menu</p>
Phase 4	AA2: Cave paintings	
	<ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences experimentation and an increasing awareness of different kinds of art to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint. 	<p>Discuss historical evidence relating to the stone to iron age → explore different cave paintings from all around the world. → Research and investigate the Themes / patterns / colour → experiment with ways of making certain colours → create own colours → using a range of materials create some cave paintings that would depict now!</p>

Phase 5	AA3: Stone age jewellery	
	<ul style="list-style-type: none"> Understand the historical and cultural development of art forms. produce creative work, exploring their ideas and recording their experiences experimentation and an increasing awareness of different kinds of art to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example paint and clay] 	<p>Learn about the earliest jewellery in the world → Understand the use of beads for decoration → design own stone age jewellery → make own Stone Age jewellery by creating different shapes of beads from clay → evaluate the product: would it sell?</p>