



Grab Your Spear



Stone Age to Iron Age Year 3

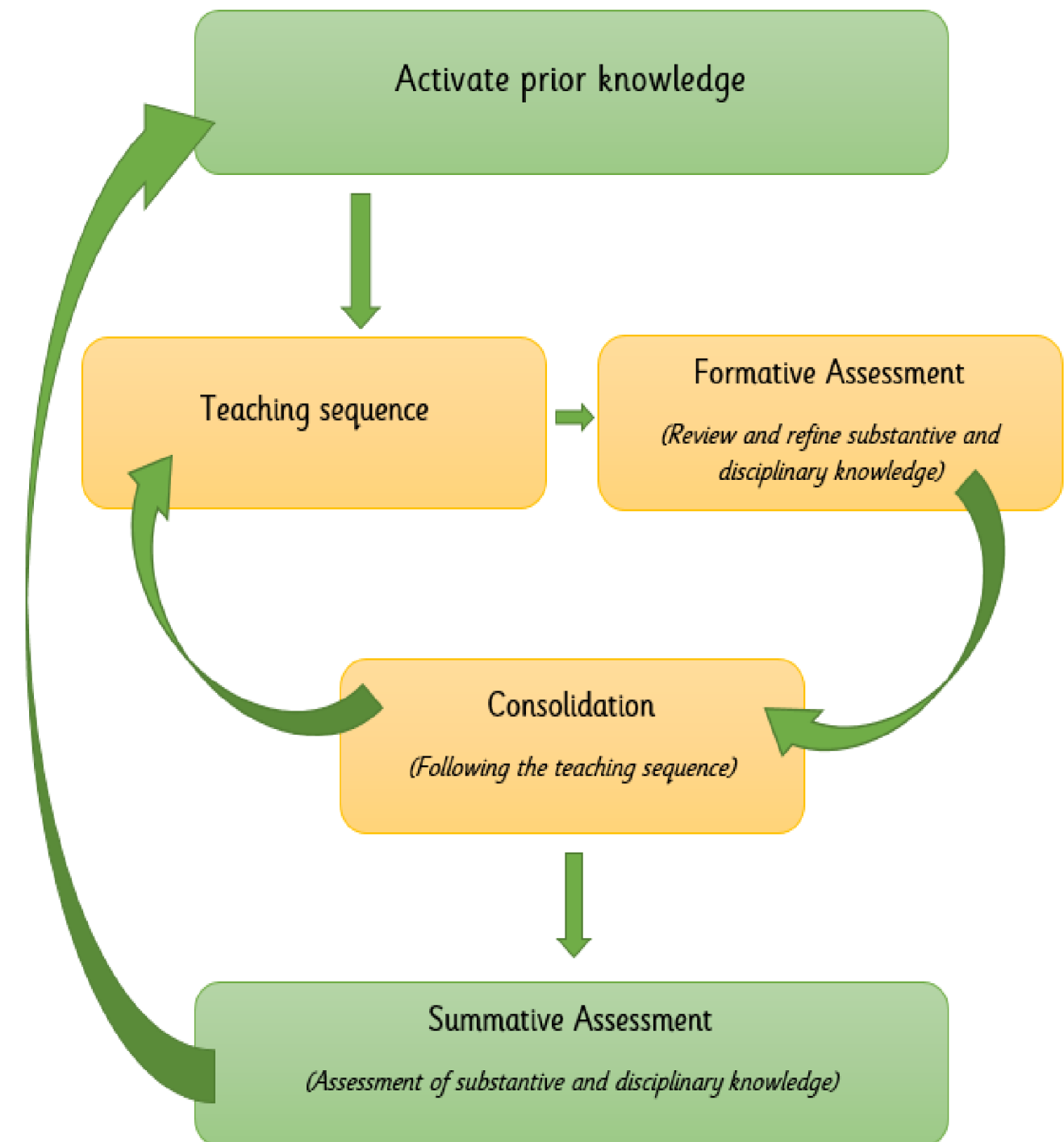


Autumn 2026

At Bellfield, we have a consistent approach to our teaching and learning sequence.



Learning and Teaching Sequence



Science

As a **scientist**, children explore different types of **rocks**, how they are formed, and how they are used in everyday life. They compare rocks based on their appearance and properties, learn about the structure of the Earth, and investigate how fossils are formed over time. Pupils also study soil and understand how it is made. Through hands-on activities and investigations, children develop their observational skills and begin to classify and describe rocks using scientific language.

Curriculum Objective				Prior Knowledge		Disciplinary Knowledge	
NC1: compare and group together different kinds of rocks on the basis of their appearance and simple physical properties NC2: describe in simple terms how fossils are formed when things that have lived are trapped within rock NC3: recognise that soils are made from rocks and organic matter				(KS1) Children will have learnt about soil in previous topics. Children will also have learnt some of the properties of rocks during topics about different materials.		• Scientific enquiries: To begin to talk about a criteria for grouping, classifying and identifying. To make logical and careful observations. To choose the most appropriate source to find the answers to questions. (from given sources) Working scientifically: Ask simple open questions and explore the answers in a group. Fill in pre-made tables. Use tables to fill in a graph with pre-drawn axis.	
Sequence of Learning							
<u>What are rocks?</u> Overview: Children learn what rocks are and explore a range of examples. They identify that rocks are natural materials found in the Earth. Lesson: Group and compare rocks based on their appearance.	<u>Are all rocks the same?</u> Overview: Children compare different rocks and notice differences in colour, texture, hardness, and appearance. Lesson: Investigation. Are they the same colour, texture, permeable and what type of rock are they.	<u>How are rocks formed?</u> Overview: Children learn about the three main types of rocks: igneous, sedimentary, and metamorphic, and how each type is formed. Lesson: Look at the 3 types of rock. Igneous Metamorphic Sedimentary How are they formed?	<u>Which rocks make up the Earth?</u> Overview: Children explore the structure of the Earth and learn that rocks make up the Earth’s crust. Lesson: Explore the different layers of the Earth. Look at the different layers of soil. Create their own replication using a bottle.	<u>What are soils?</u> Overview: Children learn that soil is made from tiny pieces of rock and organic matter, and that it is important for growing plants. Lesson: Explore the different types of soils we find within the Earth.	<u>How are fossils formed?</u> Overview: Children learn how fossils are formed when plants and animals are trapped in rock over a long time. Lesson: Explore which type of rock fossils are usually found in. Look at how a fossil is formed. Create own fossil using salt dough.	<u>Substantive Assessment</u> Hot task based on substantive knowledge <u>Disciplinary Assessment</u> Single page spread	
rocks permeable	slate marble	igneous sedimentary	bedrock subsoil	silty soil peaty soil	minerals fossil		
Substantive Knowledge							
Rocks are natural materials found in the Earth. Rocks come in different shapes, colours, and sizes.	Rocks can be smooth or rough depending on how they are formed. Rocks can be grouped by their properties, like colour and texture.	Igneous rocks form when molten rock cools and hardens. Sedimentary and metamorphic rocks form in different ways over time.	The Earth’s crust is made mainly of different types of rock. Rocks are found in layers beneath the Earth’s surface.	Soil is made from tiny pieces of rock and organic matter.	Fossils are the remains or traces of ancient plants and animals. Fossils form in rocks over a very long time.		

Science

In this unit, children explore different types of **forces**, including pushes and pulls, and investigate how forces affect movement. They examine how surfaces can change how objects move and explore magnetic forces and how magnets work. Pupils learn which materials are magnetic, how magnets attract and repel, and that magnets can have different strengths. Through practical investigations, children develop their understanding of forces and how they act in the world around them.

Curriculum Objective				Prior Knowledge		Disciplinary Knowledge	
NC1: compare how things move on different surfaces NC2: notice that some forces need contact between 2 objects, but magnetic forces can act at a distance NC3: observe how magnets attract or repel each other and attract some materials and not others NC4: compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials NC5: describe magnets as having 2 poles NC6: predict whether 2 magnets will attract or repel each other, depending on which poles are facing				(Year 2) Children have explored different forces before, during the ‘Uses of everyday materials’ topic in Year 2 whilst investigating how some materials can be changed by bending, squashing, twisting and stretching. They may be able to link those movements to simple pushes and pulls. Magnets are not studied at all in Key Stage 1. However, children may have come across magnets in everyday life and seen that they ‘stick together’ (attract) in objects such as bags, toys or kitchen appliances.		• Scientific enquiries: To make logical and careful observations. To be able to set up a test appropriately for the investigating enquiry. To begin to talk about a criteria for grouping, classifying and identifying. • Working scientifically: Ask simple open questions and explore the answers in a group. With adult support, understand what can be done to improve an investigation next time. Fill in pre-made tables. Use tables to fill in a graph with pre-drawn axis.	
Sequence of Learning							
<u>What is a force?</u>	<u>Do objects move the same on different surfaces?</u>	<u>How do magnetic forces work?</u>	<u>Which materials are magnetic?</u>	<u>Do magnets attract each other?</u>	<u>Are all magnets the same strength?</u>	Substantive Assessment Hot task based on substantive knowledge Disciplinary Assessment Single page spread	
Overview: Children learn that a force is a push or a pull and that forces can make objects start moving, stop moving, speed up, slow down, or change direction. Lesson: Explore what a push and a pull force is.	Overview: Children investigate how different surfaces (e.g. carpet, wood, grass) affect how objects move, introducing the idea of friction. Lesson: Investigate which surface produces the most friction.	Overview: Children explore magnetic forces and learn that magnets can act at a distance and do not need to touch objects to have an effect. Lesson: Explore that magnets have two poles.	Overview: Children investigate a range of materials to find out which ones are magnetic and identify that only certain metals are attracted to magnets. Lesson: Investigate which materials are magnetic by creating a ‘rubbish dump’.	Overview: Children learn that magnets can both attract and repel, depending on which poles are facing each other. Lesson: Explore how north pole and south pole attract or repel.	Overview: Children investigate whether all magnets are equally strong and test how many objects different magnets can pick up. Lesson: Investigate the strength of different magnets using paper clips.		
push pull	movement fair	magnet poles	magnetic non-magnetic	attract repel	investigation strongest		
Substantive Knowledge							
A force is a push or a pull. Forces can make objects move, stop, or change direction.	Objects move differently on different surfaces. Rough surfaces slow objects down more than smooth surfaces.	Magnets can pull some objects towards them without touching them. Magnetic forces can act at a distance.	Not all materials are magnetic. Metals like iron and steel are usually magnetic.	Magnets can attract or repel each other. Opposite poles attract and the same poles repel.	Some magnets are stronger than others. Stronger magnets can pick up more metal objects.		

History

As **Historians** we will be studying the **Stone Age to the Iron Age**. Children will be answering the question, ‘*Would you have preferred to live in the Stone Age, Bronze Age or the Iron Age?*’ with a focus on the substantive concepts of society and culture and invention and the disciplinary concepts of constructing the past and interpreting the past.

Curriculum Objective		Prior Knowledge	Disciplinary Knowledge	Sources of Evidence
NC1: changes in Britain from the Stone Age to the Iron Age		· Hull Fair opened in 1279 · It is a local event · Showmen would travel with their rides · People went to the fair to see their friends · The steam carousel was invented in 1860 · The first rides were powered by people · The Helter Skelter is still an attraction at Hull Fair today	· Ask and answer questions about an individual/event · Describe historical events form the past · Handle and describe sources of evidence to make observations and comparisons · Talk about and describe why people acted as they did in the past	Primary Sources Stone Tools Cave Paintings Ancient Pottery Burial Sites Rock Carvings Secondary Sources History Books for Children Documentaries or Educational Videos Museum Exhibits Websites for Kids Historical fiction books
Sequence of Learning				Assessment
<u>What Was Life Like in the Stone Age?</u> Overview: Children explore daily life in the Stone Age, including food, shelter, clothing, and community life. They learn about hunter-gatherers and the transition to farming. Lesson: Children to look at the animals which were hunted from the Palaeolithic to the Mesolithic and why To look at how farming changed the way the stone age people lived.	<u>What Did People Invent in Prehistoric Times?</u> Overview: Children investigate key inventions such as fire, tools, farming, and metalwork, and how these changed people’s lives. Lesson: Children to explore how the tools changed over time. Children to talk about how this made things easier.	<u>How Do We Know About the Stone, Bronze and Iron Ages?</u> Overview: Children explore how archaeologists and historians use evidence to learn about the past, including artefacts, monuments, and burial sites. Lesson: Children to explain the different between an artefact, monument and a burial site. Children to explain what an archaeologist does.	<u>What Changed from the Stone Age to the Iron Age?</u> Overview: In this lesson, children will explore how early humans developed better tools over time. They will discover that people first used stone, then learned to make tools from bronze, and later from stronger iron. Lesson: Children to compare different tools and explain how iron is stronger than stone.	Substantive and Disciplinary Assessment Timeline highlighting key dates and events to include where The Stone Age to the Iron Age in Britain fits in with British and world history.
prehistoric	improvement	monument	chronology	
Substantive Knowledge				
Stone Age people were hunter-gatherers. Stone Age people made their own tools and shelters.	Prehistoric people invented fire. They made tools and weapons from stone and metal.	Archaeologists learn about the past by digging up artefacts. Stonehenge is an ancient monument.	People learned to make better tools — first from stone, then from bronze, and finally from strong iron. Life became more settled and organised, with farming and villages.	

Geography				
As Geographers , children will learn to locate and name the countries and capital cities of the UK , before exploring what counties are and identifying major UK cities. They will develop map skills and geographical vocabulary while comparing counties and cities, understanding how they differ and relate. By the end of the unit, will be able to name key places in the UK, locate them on a map, and explain the difference between a county and a city.				
Curriculum Objective		Prior Knowledge		Disciplinary Knowledge
NC2: name and locate counties and cities of the United Kingdom , geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time NC6: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied NC7: use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world human features		Bellfield Primary School is in Hull A map is a picture of a place, usually drawn from above. Human features are those made by humans. Physical features are those that are naturally made. A landmark is an object or feature of town that is easily seen and recognised. A key shows a symbol or colour for something important on a map.		Name the 4 countries in the UK. Name which parts of the UK are protected. Describe the different human and physical features of the UK. Use a simple key and use grid references. Ask and answer geographical questions.
Sequence of Learning				Assessment
<u>The Countries and Capital Cities of the UK</u> Overview: Children recap the four countries of the UK and their capital cities, then begin to explore the concept of counties. Lesson: Children to label a map of the UK (England, Scotland, Wales and Northern Ireland) Children to explore what a county is.	<u>What Is a County?</u> Overview: Children learn what a county is and begin identifying some key counties in England, including their own. Lesson: Children to label some key counties (East Yorkshire, Greater London, Durham, Kent, Cornwall) Children to create a mini fact file about East Yorkshire	<u>Major Cities of the UK</u> Overview: Children identify and locate major UK cities and understand their importance. Lesson: Children to label major cities in the UK (Hull, Liverpool, London) Children to explain why these cities are important to the UK.	<u>Counties and Cities – What’s the Difference?</u> Overview: Children consolidate their understanding by comparing counties and cities, using maps and examples. Lesson: Children to create mini fact files about different cities/counties.	<u>Substantive Assessment</u> Quiz on substantive knowledge <u>Disciplinary Assessment</u> Create a poster describing the different parts of a map.
region	county	population	compare	
Substantive Knowledge				
London is the capital city of the United Kingdom.	A county is an area of land that contains towns, villages and cities	A city is a large place where lots of people live, work and visit	A county is a larger area that can contain cities, towns and villages.	

Art

As artists, children will be studying Andy Warhol and the art period Pop Art, and using both as inspiration for their own art work. Children will begin by looking at Pop Art on a time line and understanding why Pop Art was created and began as a movement. They will also look at where Pop Art belongs on an art time line. Children will look at a range of art work and sort them into 'Pop Art' and 'not Pop Art' to show their understanding of the art period and the different links they can see throughout the work. Children will create a mood board that reflect the artwork of Andy Warhol and discuss the similarities they can see between the pieces of art. Children will be developing their printing techniques in this unit of work, and will be exposed to both the relief and impressed methods of printing. They will practise creating simple prints, using Styrofoam in both their relief and impressed prints. Children will create simple shapes and then using Warhol as inspiration, outline their art work to create different effects. Children will go on to design their own printing work using simple sketches, that they will be able to recreate on Styrofoam. They will be encouraged to use the idea of mass production and Pop Art in their designs, and should be able to annotate their designs to show their decision making and colour choices. Children will then create their final piece of work, creating a full page of repeated printed pattern, that are uniform in look and design. They should start to reflect and think about what went well in their work, and how they could improve next time.

Curriculum Objective		Prior Knowledge	Disciplinary Knowledge	Substantive Knowledge
NC1: to create sketch books to record their observations and use them to review and revisit ideas. NC2: 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] NC3: about great artists, architects and designers in history.		Explore using lines and colour Explore a range of mark making tools to make lines and shapes Add texture and pattern Draw lines of different thicknesses	Experiment and create different print effects and patterns with a range of materials onto a range of surfaces. Create prints from printing blocks using both relief and impressed methods. Print with two colour overlays. Design patterns to reflect themes, ideas and styles. Improve the accuracy of work to create a 'cleaner' print.	- Pop Art is colourful and fun. - Andy Warhol was part of Pop Art. - Warhol made art about everyday things. - Warhol liked to repeat images. - Andy Warhol used printing to create artwork. - Pop Art shows that anything can be art.
Sequence of Learning				Assessment
<u>Taking inspiration and understanding my artist.</u> <u>Overview:</u> Introduce the artist Andy Warhol and introduce the artistic period Pop art to children. <u>Ideas/Examples:</u> Sort art into Pop art/not pop art. Describe different pieces of art work in their own words, using specific artistic language. Explain the cultural context of a piece of art work. Look at Pop art on an art timeline. Create mood boards that reflect Pop art and Andy Warhol's art work. Discuss similarities they can see between the pieces of art work.	<u>What skills and techniques do I need to learn?</u> <u>Overview:</u> Experiment with creating different prints, using both relief and impressed methods. <u>Ideas/Examples:</u> Provide different printing tools for children to experiment with. Overlay the same print with different colours. Use Andy Warhol as inspiration, outline art work to create different effects.	<u>Sketching, designing and planning.</u> <u>Overview:</u> Design their own print art work, creating simple sketches to show their ideas. <u>Ideas/Examples:</u> Encourage the use of pop culture in art work to create and design their own print. Take inspiration from Andy Warhol to complete their designs. Annotate their designs to show clear decisions to support them in their creations.	<u>Creation: my final piece.</u> <u>Overview:</u> Create their own full-page print of a repeated pattern. <u>Ideas/Examples:</u> Use printing blocks of their own designs to create art work. Use outlines to create work inspired by Andy Warhol. Describe what they might change if they were to complete their art work or printing again.	<u>Substantive Assessment</u> Kahoot quiz on substantive knowledge <u>Disciplinary Assessment</u> To create a piece of artwork based on Andy Warhol
Key Vocabulary				
Pop Art, Printer	Printing, Repeat	Pattern, Block print	Silkscreen, Outline	

Design and Technology

As designers we will develop our knowledge of **cooking and nutrition** skills. We will design and bake **bread** after we have developed our knowledge of how to create a healthy and varied diet and where food comes from.

Curriculum Objective		Prior Knowledge	Disciplinary Knowledge	Substantive Knowledge	
NC1: use the basic principles of a healthy and varied diet to prepare dishes NC2: understand where food comes from.		• The running stitch is a basic stitch where a needle is passed through a fabric at regular intervals • You thread a needle by putting your thread through the eye.	• Join textiles with appropriate stitching • Understood the strength of the cross stitch when joining materials. • Select appropriate techniques to add decoration and detail	• A cross stitch is in the shape of a X • An applique is a material sewed onto another material. • A cross stitch is a strong technique when joining two materials together.	
Sequence of Learning				Assessment	
<u>Research—Cross stitch</u> Children to research what a cross stitch is. Children to find out why we use a cross stitch. Children to research pieces of clothing with cross stitch being used. Children to draw an example of what a cross stitch looks like	<u>Stitching—Cross stitch</u> Children learn to thread a large eyed needle—knot the thread at the eye and double knot at the end of the thread. The children will practise how to cross stitch on a aida using a thread and needle._	<u>Textile skills</u> The children will design a basic shape that they will later applique. The children will label their design and the correct materials they have used. <u>Creation</u> The children will learn how to cross stick a material onto another material. The children will safely cut their basic shape from material. To effectively attached the material securely on using cross stitch.	<u>Evaluation</u> Children to evaluate and analyse their final product and explain what went well and what did not.	<u>Substantive knowledge</u> Quiz on substantive knowledge. <u>Disciplinary knowledge</u> To create an applique of two materials using a cross stitch to attach together.	
Key Vocabulary					
Investigate	aida	Design	Analyse		

PE						
Autumn 1: Games – Invasion Autumn 2 – Athletics – Indoor						
Curriculum Objective				Prior Knowledge	Disciplinary Knowledge	Substantive Knowledge
<u>Autumn 1:</u> NC1: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities NC2: participate in team games, developing simple tactics for attacking and defending <u>Autumn 2:</u> NC1: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities				•How to kick a ball •How to stop a ball •There are two teams in football •Each team has a goal to defend. •How to jump •Which parts of the body you use to jump •How to jump at different heights	•To control a ball •To know how to defend •To know how to attack •To move with control and power •To run at different speeds •To throw and catch a ball	•To kick you use your legs •To control a ball you use your feet •For jumping your legs are the main body part to do this. •To land your feet will be spread out •For running your legs and arms are the main body part for this •To throw you will use your arms
Sequence of Learning						
<u>Lesson 1</u> To send and control a ball	<u>Lesson 2</u> To understand the need for evasion. To use evasive movements	<u>Lesson 3</u> To know principles of defence	<u>Lesson 4</u> To know principles of attack	<u>Lesson 5</u> To apply principles to game situations	<u>Lesson 6</u> To apply principles to game situations	<u>Substantive knowledge</u> To play a game of football against another class <u>Disciplinary knowledge</u> Teach a child from another class the basics
Key Vocabulary						
Control, concentrate	Space, move	Anticipation, marking	Working together, beating defenders	Teamwork, speed	Moving, finding space	
<u>Lesson 1</u> To improve leg power and balance	<u>Lesson 2</u> • To jump with power and balance	<u>Lesson 3</u> Consolidate running technique	<u>Lesson 4</u> To maintain running technique when running over obstacles	<u>Lesson 5</u> To throw for distance using different techniques	<u>Lesson 6</u> To throw using different techniques with power	<u>Substantive knowledge</u> To have an athletics competition within the class <u>Disciplinary knowledge</u> Create a short video explaining the different throws they have learnt
Key Vocabulary						
Balance, strength	Speed, control	Pump, straight line	Relax, coordination	Throw, power	Weight, aggression	

Music

As musicians we will be exploring programme music, rhythm, melody, and structure through 'In the Hall of the Mountain King' (Grieg), leading to a final class composition and performance. In the second half of the term, we will continue to explore music by Grieg but then explore how music represents character and emotion, comparing contrasting pieces, and responding creatively through discussion, art, and evaluation.

Curriculum Objective	Prior Knowledge	Disciplinary Knowledge	Substantive Knowledge
Pupils should be taught to: - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians			

Sequence of Learning

Lesson 1 – Introducing the Story & Music Listening: Introduce In the Hall of the Mountain King (Grieg, 1875 – Romantic Period). Learn the story of Peer Gynt and the trolls. Use a BBC introduction video to support understanding. Listen to the ending and imagine what is happening.	Lesson 2: Full Listening & Musical Watch introduction video and discuss: Did Peer escape? What did he see? Listen to part of the music and infer the story from sound. Focus on how music tells a story through dynamics and tempo.	Lesson 3 – Building Layers & Improvising Rhythms Warm-up: Play “Pass the Clap” / Mountain King game. Listening: Listen to opening section. Track the melody pattern and notice how it builds in speed (tempo) and intensity. Musicianship: Revisit rhythms and perform using body percussion. Layer rhythms in groups to create texture. Try improvising rhythms without writing them down.	Lesson 4 – Pitch & Melody Composition (Glockenspiels) Warm-up: Clap passing game. Musicianship: Introduce glockenspiels (notes A–E). Explore pitch (high/low) and stepwise movement. Practise identifying and playing notes. Composition: Use a rhythm from previous lessons. Add a simple melody using 2 notes. Explore ascending and descending patterns. Include note values (crotchets, quavers, rests).	Lesson 5 – Exploring the Coda & Creating Endings Listening: Focus on the coda (ending section). Identify bang, crash, rumble sounds building tension. Understand how music “wraps up” the piece. Composition: In groups, create a storm/troll-chase ending using: Body percussion or instruments Bang/crash/rumble effects Practise and perform short codas.	Lesson 6 – Structuring & Performing a Final Composition Warm-up: Recap story, rhythms and melody ideas. Musicianship & Composition: Combine: Rhythmic patterns Glockenspiel melodies Coda ending Decide on structure (order of sections). Experiment with: Building layers/ Speed changes (like the original piece) Performance: Write compositions (rhythms + notes + graphic coda). Rehearse and perform as a final class piece.. Record and evaluate final performance.	<u>Substantive knowledge</u> <u>Disciplinary Assessment</u>
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Key Vocabulary

Dynamics – Volume (loud/quiet)/ **Melody** – The tune (notes played one after another)/ **Pitch** – How high or low a note is/ **Notation** – Written music symbols/ **Crotchet** – 1 beat note/ **Quaver** – Half-beat note/ **Rest** – Silence in music/ **Layering** – Playing different rhythms together/ **Structure** – The order of sections in music/ **Coda** – Ending section that ‘wraps up’ the piece

Programme music – music that tells a story/ **Composer** – person who writes music/ **Romantic Period** – 1800s expressive music era/ **Structure** – order of sections in music/ **Coda** – ending section of a piece/ **Crotchet** – 1 beat/ **Quaver** – ½ beat/ **Rest** – silence/ **Motif** – short musical idea/ **Improvisation** – making up music on the spot/ **Ensemble** – performing together

Lesson 1 – Anitra's Dance (Character Through Music)	Lesson 2 – Åse's Death (Emotion Through Music)	Lesson 3 – Comparing Music that Creates Tension	Lesson 4 – Responding Through Art & Evaluation	<u>Substantive Assessment</u> <u>Disciplinary Assessment</u>
Recap: Recall In the Hall of the Mountain King. Listening: Listen to Anitra's Dance (Peer Gynt Suite). Pupils draw Anitra's face while listening. Discussion: What is her personality? (playful, lively, tricky) How does the music show this? Learn about her character: she tricks Peer and steals from him. Key Learning: Music can show character traits (e.g., light, playful rhythms).	Recap: Recall Anitra's Dance and how music showed her personality. Listening: Listen to Åse's Death (Peer Gynt Suite). Pupils draw Åse's face to reflect emotion. Discussion: Who is Åse? (Peer's mother) Mood of the music: sad, calm, reflective. How do tempo, dynamics, and timbre create this sadness? Key Learning: Music can express deep emotions and storytelling, contrasting strongly with lively pieces.	Listening & Comparison: Compare three pieces: In the Hall of the Mountain King (Grieg) Night on Bald Mountain (Mussorgsky) The Wizard of Oz – Rescuing Dorothy Discussion: What is similar? (tension, excitement, danger) What is different? (tempo, instruments, dynamics) How do composers create suspense? Changing tempo Increasing dynamics Layering instruments Discuss timbre and musical effects. Key Learning: Different composers use similar techniques to create tension and atmosphere.	Creative Task (Visual Art): Create a mood collage based on the music listened to. Use colours, textures and images to represent: Mood Instruments Tempo Dynamics Evaluation: Compare Mountain King and Night on Bald Mountain. Choose a favourite and explain why. Record results in a class tally. Key Learning: Children can interpret music creatively and justify opinions using musical vocabulary.	Continue to learn termly songs in order to perform with confidence and articulation Focus on learning their termly songs and Christmas songs for the end of term carols around the tree concert.

Key Vocabulary

Characterisation – How music represents a character/ **Mood** – The feeling or atmosphere created by music/ **Timbre** – The quality or colour of a sound (e.g. light, dark, smooth)/ **Tempo** – Speed of the music/ **Expression** – The emotion conveyed in music/ **Orchestration** – How instruments are used in a piece/ **Contrast** – Differences between musical ideas or pieces/ **Suspense/Tension** – A feeling of anticipation or unease/ **Romantic Period** – Time in music history focused on emotion and storytelling (approx. 1800–1900)/ **Harmony** – Notes played together to support the melody

Mood – feeling created by music/ **Atmosphere** – overall emotional effect/ **Tension** – feeling of excitement or danger/ **Timbre** – quality or character of sound/ **Pitch** – high/low sounds

Religion and Worldviews						
In Autumn A, children will take an in depth look at the Sanatana Dharma (Hinduism) Faith . They will discover who the founder was, their place of worship, their sacred text, who they worship, their special symbol and will read and understand the story of Rama and Sita.						
In Autumn B, children will look at the Christian faith . Children will talk about what Christians believe, what is means to be Christian today, they will think about the artefacts ad symbols of the faith and what part they play in worship, rituals and ceremonies and about the Trinity. Towards the end of the term, children will show their knowledge and understanding of why Mary is so special in the Christmas (Nativity) story.						
Faith Concept		Prior Knowledge		Substantive Knowledge A		Substantive Knowledge B
Hinduism • karma • samsara • atman • avatar Christianity - Incarnation		There are different religions around the world. Religion is a group. Judaism and Christianity are religions. Hanukkah is a Christian celebration. Shabbat is a day of rest.		<u>Sanatana Dharma (Hinduism)</u> • Brahma is the creator of the world and all creatures. • There are an array of groups which bring a sense of belonging. • God wins over evil in the story of Rama and Sita. • Celebrating Divali shows a commitment to God. • People celebrate at home and in the temple. • Divali commemorates Rama's return to the city. • Praying to Lakshmi represents good fortuneand wisdom for the year.		<u>Christianity</u> • One God, who created the heavens and the earth. • Trinity is the belief there is only one God but who exists in three persons: the Father, the Son, and the Holy Spirit. • Christingle symbolises the birth of Jesus Christ. • The cross symbol of suffering and defeat but also of triumph and salvation. • Bible unity, and a conduit for a personal relationship with God, • Holy water symbolises the washing away of original sin and the reception of sanctifying grace. • Mary is special because she was the chosen one to carry Jesus. • Mary is special because she is so pure.
Sequence of Learning						
<u>Sanatana Dharma (Hinduism)</u> • What do Sanatana Dharma (Hindus) believe in?	<u>Sanatana Dharma (Hinduism)</u> • What does it mean to be Hindu?	<u>Sanatana Dharma (Hinduism)</u> • Who are the significant people in Hindu texts?	<u>Sanatana Dharma (Hinduism)</u> • Understand the story of Rama and Sita.			<u>Substantive knowledge</u> Quiz on substantive knowledge.
Key Vocabulary						<u>Disciplinary knowledge</u> Create a poster
purpose	unity	powerful	dedication			
<u>Christianity</u> • What do Christians believe?	<u>Christianity</u> • What is the Trinity?	<u>Christianity</u> • What part do artefacts and symbols play in Christian worship, rituals and ceremonies?	<u>Christianity</u> • Why is Mary so special in the Christmas story?			<u>Substantive knowledge</u> Quiz on substantive knowledge.
Key Vocabulary						<u>Disciplinary knowledge</u> Create a poster
saviour	central	artefacts	blessed			

PSHE

Being Me in My World – In this unit, children learn about belonging, responsibility, and working as part of a class community. They explore how their behaviour can affect others and understand the importance of rules in making the classroom a safe and fair place. Pupils begin to recognise their own strengths and feel proud of their achievements. They also learn simple strategies to help manage their feelings and make good choices.

Celebrating difference - In this unit, children learn that everyone is unique and that differences should be celebrated. They explore similarities and differences between people and understand why it is important to treat others with kindness and respect. Pupils learn about bullying, including how to recognise it and what to do if it happens. The unit helps children develop empathy, build positive relationships, and value diversity in their community.

Curriculum Objective								Prior Knowledge	Substantive Knowledge A	Substantive Knowledge B		
R1	R2	R3	R4	R5	R6	R7	R8	• Recognising simple emotions. • How to make someone feel valued and welcome. • Know behaviour bring rewards and consequences. • Know about family support. • What bullying is and how to problem solve.	• Being a team means supporting each other and working together on a common goal. • Everyone has rights and responsibilities • Rewards are positive consequences can be negative	• You cannot tell what someone is like by how they look • The world around us makes us think and believe things about others • Bullying is when behaviour is constant.		
R9	R10	R11	R12	R13	R14	R15	R16					
R17	R18	R19	R20	R21	R22	R23	R24					
R25	R26	R27	R28	R29	R30	R31	R32					
H1	H2	H3	H4	H5	H6	H7	H8					
H9	H10	H11	H12	H13	H14	H15	H16					
H17	H18	H19	H20	H21	H22	H23	H24					
H25	H26	H27	H28	H29	H30	H31	H32					
H33	H34	H35										
Sequence of Learning												
<u>Getting to know each other</u> - • Recognise my worth and can identify positive things about myself and my achievements. - • Set my personal goals - • Know how to use my Jigsaw journal		<u>Our nightmare school</u> • Face new challenges positively, make responsible choices and ask for help when I need it. • Recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions.		<u>Our dream school</u> • Understand why rules are needed and how they relate to rights and responsibilities. • How to make others feel valued.		<u>Rewards and consequences</u> • Understand why rules are needed and how they relate to right and responsibilities. • Know how to make other feels valued.		<u>Our learning charter</u> - • Can make responsible choices and take action. • Work cooperatively n a group.		<u>Owning our learning charter</u> - • Understand my actions affect others and try to see things from their points of view. • Choose to follow the Learning Charter.		<u>Substantive knowledge</u> Hot task linked to key knowledge. <u>Disciplinary knowledge</u> Create a leaflet about BEAMS and the expectations at our school. Mention rewards and consequences.
Key Vocabulary												
positive, achievements		challenges, emotions		rights, responsibilities		consequences, rewards		cooperatively, responsible		actions, viewpoint		
<u>Families</u> • Understand that everybody's family is different and important to them. • Appreciate my family/the people who care for me.		<u>Family conflict</u> • Understand that differences and conflicts sometimes happen among family members. • Know how to calm myself down and can use the ‘solve it together’ technique		<u>Witness and feelings</u> • Know what is meant to be a witness to bullying • Know some ways of helping to make someone who is bullied feel better.		<u>Witness and solutions</u> • Know that witnesses can make the situation better or worse by what they do. • Can problem solve a bullying situation with others.		<u>Words that harm</u> - • Recognise that some words are used in hurtful ways • Try hard not to use hurtful words (e.g. gay, fat)		<u>Celebrating difference: compliments</u> - • Explain about a time when my words affected someone's feeling and what the consequences were. • Can give and receive compliments and know how this feels.		<u>Substantive knowledge</u> Hot task linked to key knowledge. <u>Disciplinary knowledge</u> Create a poster about conflict and resolving conflict. Include the impact of using hurtful words.
Key Vocabulary												

appreciate, guardian	conflict, calm	bullying, witness	problem solve, resolve	hurtful, kind	consequence, compliment	
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Computing

In Autumn A, children will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. Next, learners will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, learners will discover the benefits of connecting devices in a network.

In Autumn B, children will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.

Curriculum Objective		Prior Knowledge		Disciplinary Knowledge		Substantive Knowledge
Autumn A NC2: use sequence, selection, and repetition in programs; work with variables and various forms of input and output NC4: understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration NC6: select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Autumn B NC6: Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information NC7: use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact.		• To design a front cover • To use speech bubbles • To create a poster		• Know how to download the video files from the device. • To be able to plan an animation using a storyboard for a purpose. • Know how to shoot frames to combine into an animation. • Know how to put sounds over an animation.		• Know how digital device work • Different tools for digital devices • Information moves between devices • There are different networks • Pictures can move • Animations are used to create a story • Multiple frames make pictures move • Effects are used animated stories.
Sequence of Learning						
<u>How does a digital device work?</u> – • introduce the concepts of input, process, and output	<u>What parts make up a digital device?</u> – • Develop knowledge of input, output and processes, and apply it to devices	<u>How do digital devices help us?</u> • Create two pieces of work using digital and non-digital tools. Compare and contrast the two approaches.	<u>How am I connected?</u> – • Introduce the concept of connections and moving information between connected devices	<u>How are computers connected</u> • introduce key network components, including a server and wireless access points.	<u>What does our school network look like?</u> Develop their understanding of computer networks. They will see examples of network infrastructure in a real-world setting	<u>Substantive Knowledge</u> Hot task <u>Disciplinary Knowledge</u> Write a set of instructions explain how a digital device works
Key Vocabulary						
Input, output	Digital devices, process	Digital, non-digital	Connection, network	Server, wireless access point	Connected, benefits	
<u>Can a picture move?</u> – • Look at animations and create their own	<u>Frame by frame</u> – • To create their own flip book using animations	<u>What’s the story</u> – • Create a story using a story board	<u>Picture perfect</u> – • Use their own stop-frame in a storyboard	<u>Evaluate and make it great</u> • Evaluate their animations and try to improve them by creating a brand-new animation based on their feedback.	<u>Lights, camera, action!</u> Children to add media to their animation.	<u>Substantive Knowledge</u> Hot task <u>Disciplinary Knowledge</u> Children will show their stop frame animations and explain how they created them
Key Vocabulary						
Animation, flipbook	Frame, image	Character, onion skinning	Stop frame animation, consistency	Evaluation, delete	Media, changes	

Languages						
Overview of unit: Autumn 1 – Fingerspelling Autumn 2 - Greetings						
Curriculum Objective		Prior Knowledge		Disciplinary Knowledge		Substantive Knowledge
NC1: listen attentively to spoken language and show understanding by joining in and responding NC3: engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* NC7: read carefully and show understanding of words, phrases and simple writing				Communication can happen in different ways. Develop the skill of observing, copying and performing signs accurately using correct handshape, movement and facial expression. Learn to recognise and interpret simple BSL signs when used by other people. Ask and answer simple questions using BSL, such as asking someone’s name and responding appropriately.		We know some people use signs to speak We know how to sign our letters of the alphabet. We know how to sign our name. We know how to sign our name with a greeting We know different greetings We know how to ask someone what their name is and reply We know how to read greeting signs We know different greetings in BSL
Sequence of Learning						
<u>Introduction to BSL</u> Overview: Pupils will learn the conventions of BSL and the importance of looking at people whilst speaking, signing slowly and clearly. Ideas/Examples: Unit ‘What is British Sign Language?’ Introduction lesson	<u>Recap over all finger spelling</u> Overview: Recap over the fingerspelling and individual letters. Ideas/Examples: Recap over the fingerspelling video, watching and signing each letter of the alphabet individually.	<u>Recap over all finger spelling</u> Overview: Recap over the fingerspelling and individual letters. Ideas/Examples: Recap over the fingerspelling video, watching and signing each letter of the alphabet individually.	<u>Spelling own and other names</u> Overview: Pupils will be using all the letters of the alphabet and can sign their name and other children’s names. Ideas/Examples: Watch the Fingerspelling video of all together. Pupils to sign their full first name to their partner using each letter correctly.	<u>Spelling own and other names</u> Overview: Pupils will be using all the letters of the alphabet and can sign their name and other children’s names. Ideas/Examples: Watch the Fingerspelling video of all together. Pupils to sign their full first name to their partner using each letter correctly.	<u>Spelling own and other names, along with a phrase</u> Overview: Bringing it altogether. Exploring saying your name with another greeting to make a short phrase. Ideas/Examples: Pupils to use in registration each day, along with ‘good afternoon.’ Practise saying ‘good afternoon, Ben’ to the next person in the register using the initial fingerspelling letter.	<u>Substantive knowledge</u> Quiz on school of signs website. <u>Disciplinary knowledge</u> Create a video using sign language.
Key Vocabulary						
BSL	Finger spelling	First name	Alphabet	Last name	Greetings	
<u>Recap all greetings exposed to in KS1</u> Overview: Review all greetings from KS1- what do you remember? (hello, goodbye, please, thankyou, sorry, repeat, good morning, good afternoon, good evening, soon you soon, how are you? I’m fine) Ideas/Examples: Pupils to use these with a partner – teacher could shout out a greeting and pupils sign the correct one.	<u>Recap all greetings exposed to in KS1</u> Overview: Review all greetings from KS1- what do you remember? (hello, goodbye, please, thankyou, sorry, repeat, good morning, good afternoon, good evening, soon you soon, how are you? I’m fine) Ideas/Examples: Pupils to use these with a partner – teacher could shout out a greeting and pupils sign the correct one.	<u>Question and Answer using signed speech</u> Overview: Greetings Part One Video – ask and reply to a question. Ideas/Examples: Pupils will learn how to ask a question, such as ‘what is your name?’ and answer with ‘my name is..’ Pupils to explore the secret agent Home Greeting activity to practise and embed greetings.	<u>Question and Answer using signed speech</u> Overview: Greetings Part One Video – ask and reply to a question. Ideas/Examples: Pupils will learn how to ask a question, such as ‘what is your name?’ and answer with ‘my name is..’ Pupils to explore the secret agent Home Greeting activity to practise and embed greetings.	<u>Reinforcing greetings</u> Overview: Pupils will be matching signs to speech Ideas/Examples: Pupils to work in pairs to complete a written lesson to match signs to speech, using flash cards. (Flash card greetings activity)	<u>Assessment</u> Overview: Pupils will be given a range of greetings to understand and say to each other. Ideas/Examples: Use the ‘games’ Write the answer, Pop the balloon as whole class assessment. All pupils to use Ipad to complete ‘Homework Quiz’ as an end of unit assessment	<u>Substantive knowledge</u> Quiz on school of signs website. <u>Disciplinary knowledge</u> Have a conversation with a partner.
Key Vocabulary						
Greetings	Independent	Questions	Responding	Matching	Consolidation	