

Year 3/4 Unit of Learning – Spring 1 MEET THE FLINTSTONES

<p>Key Question</p> <p>How has Britain evolved?</p>	<p>Central Idea</p> <p>Britain has changed from the stone age to the present.</p>	<p>Guiding Questions</p> <p>What was life like in the stone age? What was the landscape like? How has the landscape in Greenwich changed since the stone/ iron age? Why is it called the stone and iron ages? How can we use artefacts to find out what life was like? What is archaeology? What is Stonehenge?</p>	
<p>NC Computing</p> <p>I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>I can 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</p> <p>I can use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>I can 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</p> <p>I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Values</p> <p>Excellence Resilience Responsibility Trust Courage Respect Determination Freedom Equality Honesty Confidence Kindness</p>	<p>Religious Education Christianity unit 5: the bible</p> <p>I know how Christians use the bible. I know what the relationship between the life of Jesus and the old and new testament. I know what the bible contains. I know how using the bible helps Christians to grow in their faith.</p>	
	<p>Core Texts /Visits</p> <p>Museum of London – pre history archaeology workshop</p>	<p>PHSE Link to Values</p>	
	<p>Writing Genres</p> <p><i>Coverage across the year:</i></p> <p>Fiction <i>Narrative including fairy tales and myths</i> <i>Adventure, mystery and real life stories</i></p> <p>Poetry Playscripts Descriptive writing Suspense writing</p>		

<p>PE NC Knowledge and Skills Games 1</p> <p>I can use running, jumping, catching and throwing in isolation and in combination</p> <p>I can play competitive games and apply basic principles suitable for attacking and defending.</p> <p>Dance</p> <p>I can develop flexibility, strength, technique, control and balance</p> <p>I can perform dances using a range of movement patterns</p> <p>Swimming</p> <p>I can swim competently over a distance of at least 25 metres.</p> <p>I can use a range of strokes effectively</p> <p>I can perform safe self rescue in different water based situations</p> <p>I can work with confidence in the water.</p> <p>I can explore and use skills actions and ideas individually and in combination eg use arms to pull and push the water.</p>	<p>PE Evaluation, Fitness and Health</p> <p>I can compare my performances with previous ones to achieve my previous best.</p> <p>I can devise and use rules</p> <p>I can recognise which activities help my speed, strength and stamina and know when they are important in games</p> <p>I can recognise how specific activities affect my body</p> <p>I can explain my ideas and plans recognise aspects of my work which need improving and suggest how.</p>	<p>Non-Fiction</p> <p>Newspaper reports</p> <p>Persuasive</p> <p>Instructional</p> <p>Non chronological report</p> <p>Explanation</p> <p>Debate and balanced arguments</p> <p>Recount</p> <p>Letter writing</p> <p>Biography</p>	<p>Singing</p> <p>I can play and perform in solo and ensemble contexts, using my voice with increasing accuracy, fluency, control and expression</p> <p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>I can sing in tune with expression</p>	<p>Music NC</p> <p>I can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>I can use and understand staff and other musical notations</p> <p>I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>I can develop an understanding of the history of music.</p>
<p>Science NC Skills Working Scientifically</p> <p><i>I can ask relevant questions</i></p> <p><i>I can ask relevant questions and use different types of scientific enquiries to answer them</i></p> <p><i>I can set up simple practical enquires, comparative and fair tests</i></p> <p><i>I can make systematic and careful observations and where appropriate take accurate measurements using standard units with a range of equipment</i></p> <p><i>I can gather, record, classify and present data in a variety of ways to help answer questions</i></p> <p><i>I can record findings using simple</i></p>	<p>Science NC Knowledge and Skills</p> <p>Rocks Year 3</p> <p>I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>I can describe in simple terms how fossils are formed when things that have lived are trapped within a rock.</p> <p>I can recognise that soils are made from rocks and organic matter.</p>	<p>History NC Knowledge and Skills</p> <p>I can develop chronology about British history.</p> <p>I can note connections contrasts and trends over time.</p> <p>I can ask historically valid questions.</p> <p>I can use a range of sources and artefacts to understand the past.</p> <p>I know about the changes in Britain from the stone age to the iron age.</p>	<p>Art NC</p> <p>Art through the decades eg. Pop Art</p> <p>I can create sketch books to record observations and use them to review and revisit ideas</p> <p>I can improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>I can about great artists, architects and designers in history</p>	

<p>scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p> <p>I can report on findings from enquires including oral and written explanations, displays or presentations of results and conclusions</p> <p>I can use result to draw simple conclusions , make predictions for new values, suggest improvements or raise further questions</p> <p>I can identify differences, similarities or changes related to simple scientific idea sand processes</p> <p>I can use straight forward scientific evidence to answer questions or support their findings.</p>		<p>Spanish</p> <p>Animales</p> <p>Tienes alguna mascota (Do you have a pet?)</p> <p>Tengo un/una</p> <p>No tengo pero me gustaria (No but I would like...)</p>	
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Key Outcome

Class trip: Archaeological workshop
Create a mini exhibition based on our learning.