

YEAR 3/4	CYCLE A	BLOCK 6
----------	---------	---------

	Aims, Attainment Targets and Guidance	Suggested teaching sequence
Phase 1	<b>MA2: The Dragon Song</b>	
	<ul style="list-style-type: none"> <li>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.</li> <li>learn to sing and to use their voices, to create and compose music on their own and with others</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>use and understand staff and other musical notations</li> </ul>	<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	<b>HA3: Stone age to Iron age</b>	
	<ul style="list-style-type: none"> <li>Learn about changes in Britain from the Stone Age to the Iron Age</li> <li>Develop a chronologically secure knowledge and understanding of British history establishing clear narratives within and across the periods they study.</li> <li>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>Understand how our knowledge of the (prehistoric) past is constructed from a range of sources (including archaeological excavation, and the reliability of such sources).</li> </ul>	<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	<b>SCA6: Animals including humans, skeleton/nutrition</b>	
	<ul style="list-style-type: none"> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> <li>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</li> <li>be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.</li> <li>explore ideas about what would happen if humans did not have skeletons</li> <li>research different food groups and how they keep us healthy and design meals based on what they find out.</li> </ul>	<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	<b>AA2: Cave paintings</b>	
	<ul style="list-style-type: none"> <li>produce creative work, exploring their ideas and recording their experiences</li> <li>experimentation and an increasing awareness of different kinds of art</li> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint.</li> </ul>	<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	<b>AA3: Stone age jewellery</b>	
	<ul style="list-style-type: none"> <li>Understand the historical and cultural development of art forms.</li> <li>produce creative work, exploring their ideas and recording their experiences</li> <li>experimentation and an increasing awareness of different kinds of art</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example paint and clay]</li> </ul>	<p>Learn about the earliest jewellery in the world →</p> <p>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>