

Devoran School Curriculum Map: Year Three

Autumn Term 2023



Reading Opportunities

Stig of the Dump, Stone Age Boy, non-fiction texts relating to topics.

Subject History <i>Stone Age to Iron Age</i>	Subject Religious Education <i>To explore what people believe and what difference it makes to how they live.</i>	Subject Science <i>Rocks and Fossils</i>	Subject Computing <i>What is IT?</i>	Subject PSHE <i>Being me in my world</i>
Intent	Intent	Intent	Intent	Intent
To learn about the amazing development of food and cooking from the Stone Age to the Iron Age.	To explore what people believe and what difference it makes to how they live.	To learn to identify different kinds of rocks on the basis of their appearance and simple physical properties. To describe in simple terms how fossils are formed.	Learners will develop their understanding of what information technology (IT) is and will begin to identify examples.	To be able to think clearly about how words and actions may affect ourselves and others and to make responsible choices.
Sequence of lessons	Sequence of lessons	Sequence of lessons	Sequence of lessons	Sequence of lessons
1. Introduction to stone age. If you were to meet a family from 7000 years ago, what would you want to ask them?	1. How did the world begin?	1. Observing, grouping, drawing, describing and naming rock samples.	1. How does a digital device work?	1. To be able to recognise my worth and identify positive feelings about myself and my achievements.
2. How do we know about prehistoric Cornwall? (Kresen Kernow)	2. What do Christians believe about God?	2. Design our own fair test for rocks to check their hardness and permeability.	2. What parts make up a digital device?	2. To be able to face new challenges positively, make responsible choices and ask for help when I need it.
3. Is bronze better than stone?	3. What is the story of the Fall and what does this mean for Christians?	3. Gather evidence and discover the bedrock in your area and the variety of other rocks used to do different jobs.	3. How do digital devices help us?	3. To be able to understand why rules are needed and how they relate to rights and responsibilities.
4. How is iron made?	4. What are the ten commandments and why are they important to Christians?	4. Meet the fossil hunter Mary, Anning, ask questions and discover fascinating facts about her life and work. Learn how fossils are made	4. How am I connected?	4. To understand that my actions affect myself and others.
5. What was the impact of bronze and iron tools on the way people in Britain lived?	5. What do Christians believe about the bible?	5. Discover the answers to some important questions about soil and learn just how important it is to life on our planet!	5. How are the computers connected?	5. To be able to make responsible choices and take action.
6. Which had the biggest impact, bronze or iron?	6. How do Christians look after God's world?	6. Make Ready for the Amazing Rock and Fossil Museum!	6. What does our school network look like?	6. To be able to understand my actions affect others and try to see things from their point of view.
Composite outcome	Composite outcome	Composite outcome	Composite outcome	Composite outcome
To demonstrate all our understanding of prehistoric food by taking part in a re-creation of an Iron Age feast	To write a prayer/letter from Adam and Eve to God apologising and explaining why it is important to look after the world.	The children will plan and prepare a display of exhibits and activities for visitors to their own Rock and Fossil Museum	An investigation of the devices which are used across the school.	Children will display their learning charter and how this links to Ready Respectful and Safe.
Impact	Impact	Impact	Impact	Impact
The children will be able to explain why our Neolithic ancestors may have switched from being hunter gatherers to become farmers.	Children will be able to retell the Creation and Fall stories and explain their importance to Christians.	Children will be able to explain the 3 methods by which rocks are formed.	The children will have a secure understanding of what digital devices are and which ones are input or output. They will also have developed their knowledge with networks and servers.	Children will have developed a positive outlook to challenges and will be able to describe how their words and actions affect others.

Devoran School Curriculum Map: Year Two

Autumn Term 2023



Reading Opportunities

Stig of the Dump, Stone Age Boy, non-fiction texts relating to topics

Subject Music	Subject Art <i>Gestural drawing with charcoal</i>	Subject Spanish
Intent	Intent	Intent
Children will listen and appraise a variety of rhythm and blues songs.	To explore gestural and expressive marks as a way to create a sense of drama.	Children will learn where Spain is as a country. They will be able to have a simple conversation in Spanish.
Sequence of lessons	Sequence of lessons	Sequence of lessons
1. To listen and appraise 'Let You're Spirit Fly'. Start to learn the song.	1. Introduction of charcoal and exploring the work of Laura McKendry and Edgar Degas.	1. Introduce Spain as a country and Spanish as a subject to the children.
2. To sing the song and play instrumental parts.	2. Experimenting with line, shape and tone.	2. To introduce the question and possible replies in Spanish for ¿cómo estás?
3. To listen to and appraise, 'Colonel Bogey March by Kenneth Alford. Play instrumental parts and improvise.	3. Drawing large	3. Consolidate language from last week and learn how to say their name in Spanish but also ask somebody else their name.
4. To listen to and appraise, Consider Yourself from the musical 'Oliver!'. To play musical parts, improvise and compose.	4. Drawing like a cave person.	4. To learn the numbers 1-10 and the colours in Spanish.
5. To listen to and appraise, 'Aint no Mountain High Enough'. To play instrumental parts, improvise and use own composition	5. Project: exploring charcoal and drama.	5. To consolidate the colours in Spanish.
6. To appraise 'You're the First, the Last, My Everything by Barry White. Prepare for the end-of-unit performance.		
Composite outcome	Composite outcome	Composite outcome
Perform the song 'Let Your Spirit Fly' with own compositions.	Create a sketchbook and a boat that floats.	To have a simple introductory conversation with each other in Spanish.
Impact	Impact	Impact
Children are confident in how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.	Develop confidence with tools and creativity.	Children develop their range of Spanish vocabulary and their can identify Spain on a map of Europe.