Mylor Bridge CP School

Curriculum Sequencing ~ Autumn 1 ~ Year 3

Art and Design	Computing	History	Languages
Unit: Prehistoric Art	Unit: Touch typing	Unit: The Stone Age	Unit: Finnish
Lesson Sequence: • To apply an understanding of human made prehistoric art • Understand and use scale • Understand how natural objects produce pigments • To select and apply a range of painting techniques • Apply painting skills when producing collaborative art	Lesson Sequence: • To learn correct finger positioning on the keyboard and understand when to use the left or right hand. • To learn how to type numbers accurately and to use the shift key for capital letters. • To practise typing punctuation marks and symbols and build accuracy with simple words. • To practise typing sentences using capital letters, spaces, and full stops.	Lesson Sequence: • To introduce the definition and time scale of human prehistory • To find out about early humans and the Palaeolithic period. • To find out about people who lived in the Mesolithic period • To find out how people lived in the Neolithic period. • To find out about how people lived in the Bronze Age • To find out about how people lived in the Iron Age	Lesson Sequence:
Outcome: Create a Stone age cave painting	Outcome: Being able to complete simple typing games using left and right hands	Outcome: To be able to discuss how life changed through the different periods of the stone age and how we know.	Outcome:

Music	P.E.	RW	P.S.H.E.
Unit: Pulse and rhythm	Unit: Dodgeball	Unit: What do Christians learn from the Creation Story?	Unit: Health and Wellbeing
Lesson Sequence: • I can chant and sing with a secure sense of pulse • I can use percussion instruments to add musical punctuation to songs and chants • I can play a rhythmic ostinato and chant at the same time • I can play a rhythmic ostinato and sing at the same time • can build layers of percussion under a chant as part of an ensemble and know this creates a thicker texture. • I can build layers of percussion under a song as part of an ensemble and know this creates a thicker texture	Lesson Sequence: • Understanding and application of when, where and why we need to dodge during a game. • Introduce pupils to throwing techniques used in dodgeball. • Introduce catching and when this applied into a dodgeball game. • Understanding and application of when, where and why we need to change direction at speed during a game • understand and application of dodging and throwing. Apply understanding of dodgeball into mini games.	Lesson Sequence: • Where does Creation belong in the 'Big Story' of the Bible? • What kind of world do Christians believe in? What do we mean by good? • How have Christians interpreted looking after the world? • How do different Christians think about and look after the environment? • What do Christians mean by 'The Fall'? What do many Christians learn from the stories of Creation and the Fall?	Lesson Sequence: • Tech talk • Keeping safe • Better well being • Our immune system • Diverse family units • Family, support and care
Outcome: Build layers of percussion under a song as part of an ensemble and know this creates a thicker texture	Outcome: Use skills learnt to compete in a game of dodge ball	Outcome: Discuss how Christians help to look after the world	

Science
Unit: Rocks and soils
Lesson Sequence: • To compare and identify types of rock. • To group rocks based on their properties by making careful and thorough observations. • To understand the terms 'weathering' and 'erosion' and identify evidence of these processes through observations. • To explain how fossils are formed. • I can accurately explain what a fossil is. • To explain how soil is formed and identify different types of soil • To compare soils based on their permeability.
Outcome: Discuss the suitability of different types of rock for different purposes