

Topic UU Summer Term 2 Bronze to Iron Age Class and Year Groups: UU Year3/4

<p>SUCCESS CRITERIA: On the completion of this topic pupils will know that... Bronze is made by smelting copper and tin. That shadows are formed when light is blocked and can be changed. That dark is the absence of light. That people in the bronze age were known as the 'beaker people' That hill forts were built in the iron age. That pneumatic systems use air to make objects move. The Bronze age lasted 1500 years. Tribes started to form across Britain.</p>	<p>KEY FOCUS AREAS History: Life in the Bronze to Iron Age and how it compares to life to today. Geog: Types of settlements in Early Britain linked to History. Why did early people choose to settle there? Hillforts Science: Investigative Science DT: Pneumatic systems: Moving monsters</p>	<p>SYNOPSIS: Weeks</p>	
		Week 1	PE and PSHE week: Health and wellbeing.
		Week 2	Why is it called the Bronze Age/ Iron Age? When did these ages start/end?
		Week 3	How did people live during Bronze Age times?
		Week 4	Why were hill forts built in the iron age and why were they important?
		Week 5	Why did tribes form during this time? What was life like in the Iron Age?
		Week 6 Week 7	Consolidation and transition. Summer performance
<p>SCIENCE: Enquiry skills and Working scientifically: asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of result and conclusions, using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>KEY QUESTIONS:</p> <ol style="list-style-type: none"> 1. Why is it called the Bronze Age/ Iron Age? 2. When did these ages start/end? 3. What were the people in these ages called? 4. How did people live during these times? 5. Why were hill forts important? 		<p>KEY VOCAB:</p> Smelting Copper Tin Round houses Hillforts Celts Beaker people Tribes
	<p align="center">Opportunities for Extension</p>		
	<p>Make Iron Age bread rolls: Show the video clip 'How To Make Iron Age Bread Rolls'. https://www.youtube.com/watch?v=J47AyO8fyms</p>		
	<p>Visit an Iron Age Hill Fort. Make a video report on life in the Bronze or Iron age. Design an outfit for a human living in the bronze/iron age. What materials would they have used? Visit your local library to find some of the key texts to read, complete a book review.</p>		
	<p align="center">Vertical Drivers and Opportunities for Enrichment</p>		
<p>Driver: Celebration of Diversity. Our Place in the World Places to visit: Visit an Iron Age Hill Fort.</p>			

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<p>ENGLISH: Purpose for writing: To Inform: Newspapers and To Entertain: Limericks and Diary Text Stone girl, bone girl (Mary Anning) Life in the Bronze Age non-chronological reports. Scientist study (link to health week) READING Whole class KEY TEXT(S): The Queen's Nose: Dick King Smith Read and Respond: NTS reading tests Dinosaur Land and Stone Girl Bone Girl</p>	<p>MATHS: Y3: Statistics, Shape, Y4: Statistics, shape and position and direction.</p>	
<p>MFL: Colours To listen attentively to spoken language and show understanding by joining in and responding</p> <ul style="list-style-type: none"> ▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ▪ read carefully and show understanding of words, phrases and simple writing and appreciate stories, songs, poems and rhymes in the language ▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly 		
<p>PE: Athletics and Rounders use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>MUSIC: Charanga: Reflect Rewind Replay (Performances!) To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. To 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.</p>	<p>Geography: To research and discover information about places Skara Brae, Stonehenge, Lascaux: France and their relevance to the Stone Age period. To understand types of settlements in modern Britain: comparing villages, towns, cities. Types of settlements in Early Britain linked to History. Why did early people choose to settle there? Identify features on aerial/oblique photographs. Draw a sketch map from a high view point.</p> <p>History: To find out what happened in the Bronze and Iron Age. Consider life in the Bronze Age and how it compares to life to today. To develop a chronologically secure knowledge of events in the Bronze Age. Use a range of sources to find out about a period. Recall, select and organise historical information. Communicate their knowledge and understanding. Use terms related to the period and begin to date events Understand more complex terms eg BC/AD</p> <p>DT. To create a moving monster and investigate pneumatic systems: Make drawings with labels when designing. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail. Use finishing techniques strengthen and improve the appearance of their product using a range of equipment. Think about their ideas as they make progress and be willing change things if this helps them improve their work. Join and combine materials and components accurately in temporary and permanent ways. Evaluate their work both during and at the end of the assignment.</p>
<p>PSHE and RSE: My body and Changes</p> <p>BRITISH VALUES: Democracy</p> <p>School Value: Courage</p>	<p>ICT/COMPUTING: PURPLE MASH: Hardware Investigators and spreadsheets computing: To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. to use sequence, selection, and repetition in programs; work with variables and various forms of input and output. To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. To 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. To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. To 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. To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	

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ASSESSMENT DESCRIPTORS	
Science Targets - A Year 3 Scientist	Science Targets - A Year 4 Scientist
<ul style="list-style-type: none"> • ask relevant questions and use different types of scientific enquiries to answer them • set up simple practical enquiries, comparative and fair tests • make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gather, record, classify and present data in a variety of ways to help in answering questions record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identify differences, similarities or changes related to simple scientific ideas and processes use straightforward scientific evidence to answer questions or to support their findings. 	<ul style="list-style-type: none"> • ask relevant questions and use different types of scientific enquiries to answer them • set up simple practical enquiries, comparative and fair tests • make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gather, record, classify and present data in a variety of ways to help in answering questions record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions <p>identify differences, similarities or changes related to simple scientific ideas and processes use straightforward scientific evidence to answer questions or to support their findings.</p>
History Targets - A Year 3 Historian	History Targets - A Year 4 Historian
<ul style="list-style-type: none"> • Place the time studied on a time line • Use dates and terms related to the study unit and passing of time • Sequence several events or artefacts • Find out about everyday lives of people in time studied • Compare with our life today Identify reasons for and results of people's actions <p>Understand why people may have wanted to do something Distinguish between different sources - compare different versions of the same story Look at representations of the period - museum, cartoons etc</p> <ul style="list-style-type: none"> • Observe small details - artefacts, pictures • Select and record information relevant to the study 	<ul style="list-style-type: none"> • Place events from period studied on time line • Use terms related to the period and begin to date events Understand more complex terms eg BC/AD • Look for links and effects in time studied. Offer a reasonable explanation for some events • Look at the evidence available. Begin to evaluate the usefulness of different sources • Use text books and historical knowledge. Choose relevant material to present a picture of one aspect of life in time past • Ask a variety of questions. Use the library and internet for research • Recall, select and organise historical information
DT Targets - A Year 3 Designer	DT Targets - A Year 4 Designer
<ul style="list-style-type: none"> • Join clay adequately and work reasonably independently. • Construct a simple clay base for extending and modelling other shapes. • Consider health & safety when planning & carrying out tasks • Experiment with different effects and textures e.g. blocking in colour, washes, thickened paint etc. • Work confidently on a range of scales e.g. thin brush on small picture etc 	<ul style="list-style-type: none"> • Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. • Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials • Include health & safety precautions when planning and carrying out tasks. • Plan and create different effects and textures with paint according to what they need for the task. • Show increasing independence and creativity with the painting process.

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<p>PE Targets - A Year 3 Athlete and Tennis Player</p> <ul style="list-style-type: none"> • understand and demonstrate the difference between sprinting and running for sustained periods • be able to run for a sustained period of time • know and demonstrate a range of throwing techniques • throw with some accuracy and power into a target area • perform a range of jumps, showing consistent technique (sometimes using a short run-up) • throw and catch with control to keep possession and advance up the pitch/court • be aware of space and use it to support team-mates and cause problems for the opposition • choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent • know and use rules fairly to keep games going • choose and vary skills and tactics to suit the situation in a game 	<p>PE Targets - A Year 4 Athlete and Tennis Player</p> <ul style="list-style-type: none"> • demonstrate the ability to choose the appropriate pace of running to perform maximum output for the distance to be covered • to demonstrate the stamina to run over long distances • know and demonstrate a range of throwing techniques, throwing with accuracy and power into a target area • perform a range of jumps, showing consistent technique and co-ordination • throw and catch with control, accuracy and speed to keep possession and advance up the pitch/court • be aware of space and use it to support team-mates and cause problems for the opposition - make the right decisions • choose and use a range of tactics for sending the ball in different ways to make it difficult for their opponent to intercept • use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with control and accuracy;
<p align="center">MFL Targets - A Year 3 Linguist</p>	<p align="center">MFL Targets - A Year 4 Linguist</p>
<p>Understand a few familiar spoken words and phrases - e.g. Say and/or repeat a few words and short simple phrases - e.g. Recognises and reads out a few familiar words or phrases - e.g. from stories and rhymes, labels on familiar objects, the date. Use visual clues to help with reading. Understand and respect that there are people and places in the world around me that are different to where I live and play. Understand that some people speak a different language to my own.</p>	<p>Understand a range of familiar spoken phrases. Answer simple questions and give basic information. Understands some familiar written phrases. Begin to spell some commonly used words correctly. Identify similarities and differences in my culture to that of another. Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.</p>
<p align="center">Music Targets - A Year 3/4 Musician</p>	
<ul style="list-style-type: none"> • Sing with awareness of pulse and control of rhythm. Recognise simple structures. (Phrases). • Demonstrate the ability to recognise the use of structure and expressive elements through dance. • Identify phrases that could be used as an introduction, interlude and ending. • Recognise rhythmic patterns. • Perform a repeated pattern to a steady pulse. • Explore and select different melodic patterns. • Recognise and explore different combinations of pitch sounds. Choose instruments on the basis of internalised sounds. • Compose music in pairs and make improvements to their own work. Create an accompaniment to a known song. • Create descriptive music in pairs or small groups. 	