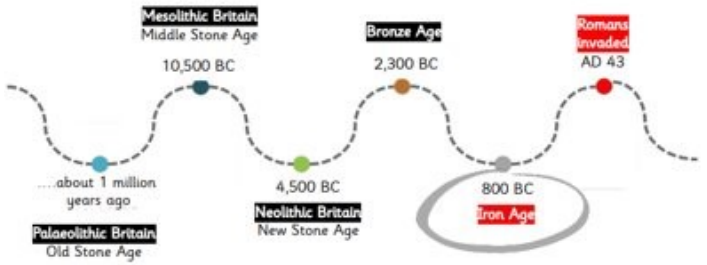
The Bronze Age to the Iron Age
Autumn 2 2026
Year 3-4

As Historians, we will be we will be learning about changes in Britain from the Bronze Age to the Iron Age.



Tier 2 multiple meaning or high frequency		Tier 3 subject specific	
ancient	relating to a very long time ago	domesticated	adapted from wild to tame
community	a group of people living together in the same area (a social unit)	arid	little or no rain, barren
dense	covered thickly	gatherer	a person who forages for food
extinct	no longer in existence	nomad	a person who travels from place to place and has no permanent home
roaming	moving about without a set destination	reared	to breed and raise an animal
prehistory	a period of time before any written records	submerged	completely covered in water



PSHE: Bullying Influence and Power

We will be discussing how people influence others and how to respond safely. Looking at peer pressure and media influences

CURRICULUM ENHANCER

Christmas Performance

Key Vocabulary

Each week, we will choose two key vocabulary words to focus on.

Prophet	Someone chosen by God to deliver a message.
Mosque	A Muslim place of study and prayer.
Muhammad	Allah's final prophet.
Shahadah	The Muslim profession of faith.
pitch	How high or low a sound is.
affect	Produce a change in something.
impenetrable	Impossible to pass through.
consequence	A direct result or effect.
contact	State of touching something else.
force	Something that causes movement.
pentatonic	A song using a scale of 5 notes.
frequent	Happening or doing something often.
multi-purpose	Having many different uses.
associate	Connect with an idea.
identify	Recognise what something is.
effect	A change that something causes.
brochure	A leaflet advertising a place.
memorable	Something that is remembered.

In **PE** we will be swimming and learning to play rugby.

In **Computing**, we are discussing online relationships, and the importance of getting and gaining permission before sharing information online





In **Design and Technology**, we will be answering the question **'Which shapes will give a structure stability?'** **We** will explore which shapes can be used to provide stability in structures. We will use a range of materials to investigate 3D shapes.

Samuel Bagno – Inventor of the motion sensor

In **Science**, we will be learning about how sounds are made, how sounds travel and pitch & loudness of sounds.



We will also be finding out about how forces can be push or pull and discovering how magnets work.



As **musicians** we will: identify and combine rhythm patterns using crotchets, quavers and crotchet rests, move to music and mark the pulse with actions.



LKS2 Why do Muslims call Muhammad the 'Seal of the Prophets'?

Prior learning

Muslims believe Allah is the one true God and should be obeyed in every way.

Muslims trust him to tell them the right thing to do.

Praying five times a day helps them to remember to submit to Allah in all they do.

What should we know?

A **prophet** is chosen by God and provides guidance in the form of a good example to follow. Muslim's believe:

- Allah has sent many messengers into the world to call people back to him when they have behaved badly.
- Muhammad was chosen by Allah to be his final prophet.
- Muhammad is greatly respected by Muslims but he is not to be worshipped.
- Muhammad told people to submit to Allah and to worship no-one else.

Finding evidence of Muhammad in a mosque.





Celebrating Muhammad's birthday.



There is no God but Allah and Muhammad is the messenger of God.

What should we be able to do?

Explain that Muslims believe Muhammad was a messenger of God and the last prophet and recall something about his life.

Describe the Shahadah and know all Muslims everywhere recite the same words.

Describe what Muslims might learn from a story about Muhammad's life.

Describe some different ways Muslims show their beliefs about Muhammad such as in art, calligraphy or design.



In **French**, we will be learning about colours, emotions and numbers.