

Year 3 Half Termly Learning Journey Spring 2

Week	1	2	3	4	5	6
Overall theme	Exciting Egypt					
Science	Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance	Compare how things move on different surfaces	Observe how magnets attract or repel each other and attract some materials and not others. To explore how magnetic forces work.	Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. To be able to identify magnetic materials.	Describe magnets as having 2 poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.	To investigate uses for magnets.
Working Scientifically	<i>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</i> <i>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</i>					
Design Technology	To research 'Archimedes'.	Children are given the problem of having to lift water from a river, stream or canal to the level of the crops in Ancient Egypt.	To generate ideas focusing on the needs of the user. To use annotated sketches and prototypes to develop,	To use a variety of materials and tools to create a working model of a ' shaduf '.	To use a variety of materials and tools to create a working model of a ' shaduf '.	To evaluate work and identify areas of strength and weaknesses.

		<p>Children are to research the invention of the 'shaduf' and its use of counterweights to help lift water.</p> <p><u>Mechanical</u> Technical Knowledge: Understand and use lever and linkage mechanisms. Distinguish between fixed and loose pivots. Know and use technical vocabulary relevant to the project.</p>	<p>model and communicate ideas.</p> <p>To create a detailed design for a 'shaduf'.</p> <p>Designing: Generating ideas focusing on the needs of the user. Use annotated sketches and prototypes to develop, model and communicate ideas.</p>	<p>Making: Order the main stages of making. Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. Select from and use finishing techniques suitable for the product they are creating.</p>		<p>Evaluating: Investigate and analyse books and, where available, other products with lever and linkage mechanisms. Evaluate their own products and ideas against criteria and user needs, as they design and make.</p> <p>(Designing and making a 'shadoof')</p>
Computing	<p>Information Technology- Usage of Skills (2)</p> <p>Use cut, copy and paste to refine and re-order content.</p>	<p>To be able to</p> <ul style="list-style-type: none"> - Create a blank publication <p>On PowerPoint and Publisher</p>	<p>To be able to</p> <ul style="list-style-type: none"> - create a blank publication - change orientation - print preview <p>On PowerPoint and Publisher</p>	<p>To be able to</p> <ul style="list-style-type: none"> - create a blank publication - change orientation - print preview <p>On PowerPoint and Publisher</p>	<p>To be able to</p> <ul style="list-style-type: none"> - create a blank publication - change orientation - print preview - insert and delete new pages <p>On PowerPoint and Publisher</p>	<p>To be able to</p> <ul style="list-style-type: none"> - create a blank publication - change orientation - print preview - insert and delete new pages - insert background colours. <p>On PowerPoint and Publisher</p>
Art and Design						

MFL French	Carnival I can learn about French traditions and take part in carnival celebrations.	Using numbers (1) I can say and write some numbers between 1-15.	Using numbers (2) I can ask and answer 'How old are you?'	Carnival Party I can take part in a simple dialogue about myself using familiar questions.	Using numbers (3) I can read and write dates in French.	Easter Time I can understand and use Easter vocabulary.
Geography	Locate Egypt on a map	Human Geography				
History	<p><u>The achievements of the Earliest Civilisations: The Ancient Egyptians</u></p> <p><i>-Who were the Ancient Egyptians?</i></p> <p><i>- What life was like for Ancient Egyptians</i></p> <p><i>- Mummification</i></p> <p><i>- Tutankhamun</i></p> <p><i>- Hieroglyphs)</i></p> <p>Chronological understanding</p> <ul style="list-style-type: none"> - Place the time studied on a timeline. - Use dates and terms related to the study unit and the passing of time. 	<p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> - Find out about the everyday lives of people in the time studied and make comparisons with our lives today. - Identify reasons for and results of people's actions. - Understand why people may have had to do something. - Children are introduced to the term 'ancient civilisation'. - Children learn that concurrent civilisations existed around the world and made significant achievements. - Children begin to make comparisons between ancient 	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - Identify and begin to give reasons for different ways in which the past is represented. - Distinguish between different sources - compare different versions of the same event. - Look at representations of the period (e.g. cartoons, posters). 	<p>Historical enquiry</p> <ul style="list-style-type: none"> - Use a range of sources to find out about a studied period (including photographs, diary accounts, archaeological evidence, artefacts, posters, spoken and written recounts). - Introduce the terms 'primary source' and 'secondary source'. - Select and record information which is relevant to the study. - Begin to use different methods to research (e.g. books, videos, spoken recounts, artefacts, the internet, photographs). 	<p>Organising and presenting</p> <ul style="list-style-type: none"> - Use and understand appropriate historical vocabulary e.g. temples, Empire. - Present, - communicate and organise ideas about the past using a variety of art forms e.g. models, drama, role play and also different genres of writing (Y3 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides. 	

	<ul style="list-style-type: none"> - Sequence several events and/or artefacts. - Introduction to BC and AD and understand how a timeline can be divided into these distinct parts. 	civilisations, with support.				
Music	<p>Lancaster and Morecambe Music Festival</p> <ul style="list-style-type: none"> - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. 	<ul style="list-style-type: none"> - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments 				
PE	<p>Invasion games - Netball</p> <ul style="list-style-type: none"> - To demonstrate passing a ball using a chest pass. - To move into space after using a chest pass in a game. 	<p>Invasion games - Netball</p> <ul style="list-style-type: none"> - To demonstrate passing a ball using a bounce pass. - To move into a space after passing in a game. 	<p>Invasion games - Netball</p> <ul style="list-style-type: none"> - To perform a chest, pass and bounce pass in a game. - To apply feint when passing to outwit a defender. 	<p>Invasion games - Netball</p> <ul style="list-style-type: none"> - To perform a pass in a game using a chest pass or bounce pass. - To apply a simple tactic to outwit a defender. 	<p>Invasion games - Netball</p> <ul style="list-style-type: none"> - To perform a pass in an invasion game using a chest pass or bounce pass. - To apply a simple tactic to outwit a defender. 	<p>Invasion games - Netball</p> <ul style="list-style-type: none"> - To perform a pass in an invasion game using a chest pass or bounce pass. - To apply a simple tactic to outwit a defender.

<p>RE</p>	<p>Christianity (Jesus) What does it mean to be a disciple of Jesus?</p> <p>Talk about what it means to have charisma. Describe what makes a good leader and why people might want to follow him/her.</p> <p>Reflect on their own leadership abilities.</p> <p>Discuss what motivates people to want to make a difference.</p>	<p>Know what is meant by discipleship. Know about the people who became disciples of Jesus - and suggest why these people decided to follow Jesus.</p>	<p>Identify beliefs and values within religious teachings.</p>	<p>Describe how and why Christians might try to follow the example of Jesus through mission and charity work.</p>	<p>Describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs.</p>	<p>Discuss their own desires to make a difference in the world/in their communities.</p>
<p>Collective Worship</p>	<ul style="list-style-type: none"> • Being brave in the face of danger • Standing up for others • Facing challenges in your life • Consequences of our actions • Paying the price for bad deeds • Picture News - Reflecting on current issues. • Reflecting on religious stories and values - NISCU videos. 					

PSHE	Relationships: R11 About working collaboratively toward shared goals	R13 About differences and similarities between people, but understand everyone is equal	R15 To recognise and manage dares	R21 About the importance of keeping personal boundaries and the right to privacy		
Values	Tolerance					
SMSC	Tolerance of those of different faiths					