

Medium Term Planning		Learning Journey Map		Term: Summer 1	Weeks: 6
Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture					
Teaching and Learning Principles and Curriculum Driver					
<b>Equality of Opportunity</b> Raising pupil aspiration through inspiration, enjoyment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience	<b>Enquiry Based Learning</b> Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills	<b>Inspire awe and wonder</b> Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc.	<b>Force for Positive Change</b> Who or what has been a force for positive change? How can we be a force for positive change?		
- Drink tasting during D & T lessons - Making and marketing a smoothie- What will sell the most? -Trip to Kew Gardens	- Experiment on factors affecting plant growth - Experiment on how water travels through a plant - Experiment on seed dispersal- What is the best environment to grow the healthiest plant.	-Smoothie tasting -Trip to Kew Gardens and walk around the grounds -Planting seeds during our Science lessons	-Making a healthy product and promoting this to the school -Promoting gardeners for the school		

<div>YEAR 3</div> <div>Title: Let It Grow</div>		<div>Key Curriculum Areas: Science and D&amp;T</div> <div>Curriculum opportunities: History and Geography</div>		<div>Maths</div> <div>Place Value</div> <div>-Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</div> <div>Addition and Subtraction</div> <div>- Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</div> <div>Multiplication and division</div> <div>-To use practical methods to solve questions linked to measure – 3,4 and 8 times tables.</div> <div>Geometry</div> <div>- To identify properties of 2D and 3D shapes.</div> <div>-To recognise angles greater than, less than or equal to a right angle.</div> <div>Measurement</div> <div>-Use a ruler to measure accurately.</div> <div>-To calculate the perimeter of 2D shapes.</div>		<div>English – ‘Ratatouille, Up, toy story’</div> <div>-To create a Haiku poem.</div> <div>-To write a narrative in the form of a flashback using our text drivers.</div> <div>-To write a non-chronological report in the form of a Disney annual.</div> <div>Writing skills</div> <div>-Forming complete sentences using a capital letter, finger spaces and a full stop.</div> <div>-To use compound and complex sentences.</div> <div>-To use a range of descriptive language.</div> <div>-Spelling-</div> <div>To distinguish between the spelling and meaning of homophones.</div> <div>- Revise adding ‘-es’ to nouns and verbs.</div> <div>- Using ‘ly’ as a suffix.</div> <div>-Handwriting: Letter Join double letters</div>	
<div>Big Bang</div> <div>Planting seeds / bulbs</div> <div>Nature Walk</div>		<div>Science</div> <div>-To identify parts of a plant and explain their functions.</div> <div>-To experiment what plants need to grow.</div> <div>-To investigate if temperature affects the pace in which water travels through a plant.</div> <div>-To identify parts of a flower and explain their functions.</div> <div>-To explore different ways in which seeds are dispersed.</div>		<div>Art</div> <div>-To design and paint a flower inspired by Georgia O’Keefe.</div>		<div>Music</div> <div>- To recall prior learning</div> <div>- To explore different genres of music</div> <div>- To form G chord</div> <div>- To explore salsa rhythms</div>	
<div>School Trip/Special Events</div> <div>Planting</div> <div>Soup tasting</div> <div>Making their own soup</div>		<div>D&amp;T</div> <div>- To evaluate existing products of smoothies.</div> <div>-To plan and design their own healthy smoothie.</div> <div>- To make their smoothie.</div> <div>-To evaluate their smoothie.</div>		<div>PSHE</div> <div>I can identify the roles and responsibilities of each member of the family.</div> <div>- I know and can use some strategies for keeping myself safe online.</div> <div>- I can explain how some of the actions and work of people around the world help influence lives.</div>		<div>Spanish</div> <div>- To describe the colour of clothes</div> <div>-To explore traditional Mexican clothing</div> <div>-To recognise some Spanish-speaking countries</div> <div>-To describe the colour of flags.</div>	
<div>Computing -</div> <div>- To explore a new programming environment</div> <div>- To identify that commands have an outcome</div> <div>- To explain that a program has a start</div> <div>- To recognise that a sequence of commands can have an order</div> <div>- To create a project from a task description</div>		<div>PE -Indoor – Gymnastics</div> <div>-- To be able to identify the different map symbols and match them with their correct name card</div> <div>Outdoor - Tennis</div> <div>- To run showing greater difference between slow and fast speeds / Understanding how to pace themselves for a long distance run.</div>					
<div>Celebration</div> <div>Art exhibition</div>							