

Whole School Theme: We Are the World		Learning Journey Map	Term: Summer 2	Weeks: 7
Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture				
Curriculum Principles				
Equality of Opportunity Raising pupil aspiration through inspiration, enjoyment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience	Enquiry Based Learning Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills	Force for positive change Linking our school virtues to all we do; all learning has a clear purpose and relevance to our lives and environment; children are inspired to have an impact on the world	Sustainability Emotional Intelligence; Love for learning and collaboration; Care for the environment and community; Fostering tolerance, understanding and empathy	
Children will have the opportunity to participate a real life Stone Age experience on a school trip.	Children have the opportunity to ask questions and generate curiosity.	Think about what inventions the Stoneage, Bronzeage and Ironage had. How did they help their civilization? What could we invent that could help us?	Comparing daily life during the Stone Age and compare to today. Are we more fortunate now? Compare other countries to the UK.	

YEAR 3

Title: Stones and Bones

Big Bang

Under desk cave paintings

Trip: Celtic Harmony Stone Age Experience

Celebration:

Stone Age Experience at Celtic Harmony

Computing:

Email safety, pattern and repetition, using forums and blogs.

PSHE:

'Changing me' – growing up, body changes, how babies grow and develop, family stereotypes.

History/Geography

- Key events of Stone, Bronze and Iron Age.
- Plot Stone, Bronze and Iron Age on a timeline compare to previous learning.
- Daily life of Stone, Bronze and Iron age.
- Compare tools, food, activities, art of Stone, Bronze and Iron age to today.
- The importance of Stonehenge.
- Locations of early settlements in the UK and other countries.

Design and Technology/Art

- Cave paintings using different tools (paintbrushes, sticks, home-made paints, stones)
- Experiment with different brush strokes.
- Exploring different textures using natural items such as stones and rocks.

Maths

- **Fractions:** recognise, find and write fractions of an amount (unit and non-unit)
- Recognise and use fractions as numbers with small denominators.
- Recognise and show equivalent fractions.
- Compare and order unit fractions
- Solve problems involving problems.
- Add and subtract fractions with the same denominator.
- Count up and down in tenths.
- **Geometry:** Measure the perimeter of simple 2D shapes, identify right angles in shapes, and identify acute and obtuse angles.
- **Shape (2D and 3D)** recognise, 2D and 3D shapes identify properties of 3D shapes, to make 3D shapes using nets.
- **Time** – tell time on analogue clock, roman numerals, 12 and 24 hr clock. Estimate and read time to the nearest minute.

Music

Reflect, rewind and replay.
Rhythm and language of music
Composition

PE

- Striking/ fielding games (how to hit the ball into space)
- Athletics (running, throwing, jumping)

English

- Biography of Mary Anning (key features: headings, subheadings, paragraphs, past tense, time conjunctions)
- Caveman comic strip (key features: figurative speech, direct speech, 1st person, 3rd person narrative)
- Journal writing (key features: emotive language, noun phrases, fronted adverbials,
- Setting and character description (adjectives, expanded noun phrases)
- Non- Chronological report
- Acrostic Poem