

Medium Term Planning		Learning Journey Map		Term: Autumn 2	Weeks: 8
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?		
Pre-historic age immersion activity Celebrating differences	-Investigate Pangea and how it was changed -Using primary and secondary sources to find out about history.	Classroom turned into a Stone Age setting. Pre-historic age workshop.	P4C discussion on responsibility		

<b>YEAR 3</b> <b>Title: Stones and Bones</b>		<b>History</b> -Create a historical timeline linked to what has been covered in previous years. - Use primary and secondary sources to look at how materials (weapons), housing, community and beliefs changed through the pre-historic ages. -Look at how communities have changed over time -Give a broad over view of life including changes in social, cultural and religious ways of life. -Consolidate knowledge by sorting images and statements into the correct pre-historic period.	<b>Maths</b> <b>Multiplication and division</b> -To understand that multiplication is the inverse of division and vice versa. -To use formal methods for addition and subtraction. <b>Addition and Subtraction</b> -Add and subtract amounts of money -Count up and down in tenths <b>Time</b> -To be able to tell the time on an analogue clock, including roman numerals <b>Geometry:</b> Make 3-D: recognise 3-D shapes in different	<b>English</b> <b>The Stone Age Boy - Text</b> -Generating vocabulary through poetry. -Setting description. -Encyclopedia text <b>Writing skills</b> -Forming complete sentences using a capital letter, finger spaces and a full stop. -To use compound sentences. -To use a range of adverbs. -To use sub-headings -To group information into paragraphs. <b>-Spelling-</b> -Use an apostrophe to show possession. -Write words in their contracted form. <b>-Handwriting:</b> Cursive handwriting joins. <b>-Daily guided reading sessions</b>
<b>Big Bang</b> Stone age cave painting		<b>Science</b> To know what contact forces are. To know that a force can change the shape of an object. To compare how things move on different surfaces. To understand how magnets work	<b>Geography</b> -Locate the UK on a map along side Keys, Symbols and Topographical features -Looking at rivers in the UK -Human and physical features of the UK. -Why are some areas of the country better for farming -Look at tourism and how London was built up over time	<b>Music</b> - To understand TAB notation. - To use TAB notation to identify a song. -To recall prior learning -To play an F chord
<b>School Trip/Special Events</b> Horniman Museum		<b>PE –Outdoor – Hockey</b> -To learn passing and receiving techniques with both feet -To learn dribbling and stopping techniques -To find space before they receive a pass -Children use a range of techniques and tactics when trying to keep possession of the ball <b>PE- Indoor – Dance</b> -To be able to recognise the fundamental dynamics of African dance -To be able to respond rhythmically, translating ideas from a stimulus into movement - To be able to give clear instructions for performing a sequence - To be able to improvise freely, translating ideas from a stimulus into movement	<b>Spanish</b> - To say my age and ask others -To say the Spanish alphabet - To recognise and say the months of the year -To say when my birthday is	<b>Art –</b> -Explore using watercolours to produce washes, detail, and explore mixing colours -Use thick and thin brushes to produce shapes and plan painting -To use painting techniques to produce watercolour dress
<b>Celebration</b> Excavating Stone Age Poo				
<b>PSHE</b> -To accept that everyone is different. -To include others when working and playing. -To know if someone is being bullied.				
<b>Computing</b> -To explain that animation is a sequence of drawings or photographs -To relate animated movement with a sequence of images - To identify the need to work consistently and carefully -To review and improve an animation -To evaluate the impact of adding other media to an animation				