

| Medium Term Planning | | Learning Journey Map | | Term: Spring 1 | Weeks: 5 |
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| Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture | | | | | |
| Teaching and Learning Principles and Curriculum Driver | | | | | |
| 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 | Inspire awe and wonder Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc. | Force for Positive Change Who or what has been a force for positive change? How can we be a force for positive change? | | |
| -Exploring a range of magnetic devices -Exhibition of magnets -Trip to the cinema | -Exploring which materials are magnetic. -How does the surface of a ramp affect the distance a car travels down? -How do Pneumatic devices work? | -Exploring a range of current market products of pneumatic devices. -Making their own Pneumatic device to scare Miss Ross. | -What recycled materials could we use to make our pneumatic device? -Identifying dreams and ambitions for the future. -Discussing how to overcome obstacles that may occur when creating a design. | | |

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| YEAR 3 Title: May the Force Be With You | | Key Curriculum Areas: Science, RE and DT | Maths Place value -Recognise the place value of each digit in a 3-digit number. -To compare and order numbers up to 1000. Multiplication and division -To understand the link between the 3 and 6 times table and the 4 and 8 times table. -To use formal methods to solve multiplication and division problems. Fractions - Recognise and use fractions as numbers: unit and non-unit fractions. -To add and subtract fractions with the same denominator. - Compare and order unit and non-unit fractions. - Solve problems with fractions. | English – ‘Matilda’ -Character description -Persuasive writing Writing skills -Forming complete sentences using a capital letter, finger spaces and a full stop. -To use compound and complex sentences. -To use expanded noun phrases. -To use a range of adverbs. - Emotive and expressive language. -Spelling- To use apostrophes for possession. To identify suffixes –ment, -less, -ness, -ly, -full -Handwriting: Cursive handwriting Letter Join -Daily guided reading sessions |
| Big Bang Forces experiments in class | Science -To identify a range of forces. -To explore a range of magnets and look at what happens when the different poles are pushed together. -To investigate friction in different surfaces. -To group materials into magnetic and non-magnetic. -To investigate strength of magnets | RE- Sikhism - To understand what Sikhs believe. -To identify the holy book for Sikhs. -To look at where Sikhs worship. -To explore the Amrit ceremony. | Art - Use different hardness of pencil to show line, tone and texture. | DT -To explore pneumatic devices. -To design, make and evaluate my pneumatic device. |
| School Trip/Special Events Science Museum – Feel the Force exhibition | PE Indoor – Gymnastics - To practise transferring weight smoothly from one part of the body to another. -To further develop and refine their gymnastic composition alongside a partner Outdoor – Football – Passing & creating space | Music - To play the Ukulele according to TAB notation. | PSHE -To look ahead to my dreams and goals for the future. -To understand that there are challenges in life and develop strategies to overcome these. | Spanish -To greet others and say their name. -To express how they are feeling. -To say their age. |
| Celebration Class to watch the film - Matilda | Computing - -Introduction to the programme ‘scratch’. -Creating movement for a character. - Create sequences by joining blocks of code together. -To explore sequences as part of a programme. | | | |