

Learning Journey Overview 2018-19

Base 3 - Y3

	Autumn 2018	Spring 2019	Summer 2019
Whole School Theme	War and Peace	Water Base 2 –Oceans/seas	Around the world – Africa, Egypt
Texts to lead learning	The Lion and the Unicorn <i>Shirley Hughes</i> Carrie's War <i>Nina Bawden</i> A Child's Garden <i>Michael Foreman</i>	Dear Greenpeace Seal surfer The Flood The wind in the willows	Egyptian Cinderella The Enormous Crocodile
Literacy (planning circles)	Following Y3 National Curriculum Using Babcock Spelling and Grammar to support EGPS		
Numeracy	Following the Y3 National Curriculum Using White Rose hub and NCETM to lead teaching and learning and other resources		
Science Working Scientifically	<p>Light Recognise we need light in order to see and that light is reflected from surfaces. Recognise that shadows are formed when the light from a light source is blocked by a solid object. <i>Creating link with searchlights and the blackout during the war.</i></p>	<p>Animals and humans Identify that animals need the right types of food and nutrition. Identify that animals have skeletons and muscles for support, protection and movement. <i>Link to river wildlife and compare to animals that live in the ocean.</i></p>	<p>Rocks Compare and group together different types of rock due to physical properties. Describe how fossils are formed. Recognise that soils are made from rocks and organic matter.</p> <p>Plants Identify and describe the functions of different parts of a flowering plant. Explore and understand requirements of plants for life and growth. Investigate the way water is transported within plants. Explore pollination, seed dispersal and seed formation.</p>
History	<p>Researching WW2 in particular the life of evacuees. Life during the blitz leading onto what evacuation is and life as an evacuee.</p> <p>Researching the main</p>	<p>Looking at the history of whale hunting. How and why it started? Where did it originate? Does it still happen now?</p>	<p>Learning about Ancient Egyptians. How Egyptians used hieroglyphs to write, investigating the hierarchy of Egyptian society, learning all about the pyramids, why they were built and</p>

	<p>leaders of WW2.</p> <p>Rationing during the war and why it was introduced.</p>		<p>linking this to our science unit of rocks as well as investigating the mummification process.</p>
Geography	<p>Identifying cities within the UK that were bombed during the Blitz.</p> <p>Directions/positional language and map work</p> <p>Comparing Wrenbury during WW2 to Wrenbury now by looking at maps.</p>	<p>Understand key concepts of physical geography including rivers, oceans and the water cycle.</p> <p>Understanding key vocabulary.</p> <p><i>Link to Whale migration Salmon migration River leads to sea – river water, fresh water, and sea water. Contrast rivers and sea – differences between them especially animals. River study – Nantwich lake</i></p>	<p>Locating Africa and the countries within it on a globe, map and in an atlas as well as countries/continents and seas surrounding it .</p> <p>Comparing Egypt to the UK, particularly looking at human and physical similarities and differences.</p> <p>Look at type of settlement in more detail, including land use, particularly the use of the River Nile.</p>
Art	<p>Creating a city landscape during the war using watercolours, charcoal, and pencils.</p>	<p>Use sketching techniques and observational skills to draw a range of river wildlife.</p> <p>Use a range of materials and techniques to create our own versions of Inuit artwork.</p>	<p>Design and make clay canopic jars.</p>
D&T	<p>Following and making a traditional war time recipe.</p>	<p>Design and build a car (just like toad's)– selecting, joining and combining materials to make develop their very own car.</p>	<p>Creating graphite and cardboard Egyptian masks.</p>
Computer Science	<p>Develop understanding of computer networks including the internet by looking at how information was recorded and researched in WW2 compared to now.</p>	<p>Design, write and debug programs to accomplish specific goals.</p> <p>Use logical reasoning to explain how simple algorithms work.</p>	<p>Use search technologies effectively, appreciate how search results are ranked.</p> <p>Use the internet safely, respectfully and responsibly.</p>
Music (music express to lead teaching and learning)	<p>Brass Tuition</p>	<p>Using a range of percussion instruments to compose a piece of music relating to the sounds of rivers and oceans. Use knowledge of notes, rhythm, beats</p>	<p>Know, understand and use the main features of African music. Perform a song in an ensemble on drums.</p>

		and rests.	
RE	Thinking about how Christians use symbols to explain what God is like.	What do Christians believe about the sacrifice of Jesus?	How and why is Muhammed so important to Muslims?
	Looking at how and why Jews celebrate the festival of Hannukah.	How do Christians live their lives as disciples?	Stories from Muhammed's life. Water and religion.
PE	Amaven Platform used to plan and teach PE Games and Skills lessons		
French	Learn French greetings, the French alphabet, colours, numbers, months, days, dates, pets and members of the family through a range of listening, speaking, reading and writing activities with Madame Sharpe.		
Philosophy for children (P4C)	What would you say to an evacuee if you met one today? Would you have preferred to stay in the city or be evacuated to the countryside?	Where would we be without water?	Is it better to be rich or poor?
Educational Visits and visitors		New Vic Theatre Bird box making with Mr Butterill	Visit to Nantwich Lake World museum – Egyptian gallery Liverpool Walker Art Gallery