


Medium Term Planning		Learning Journey Map		Term: Spring 2	Weeks: 6
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	Inspire awe and wonder Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc.	Sustainability Emotional Intelligence; Love for learning and collaboration; Care for the environment and community; Fostering tolerance, understanding and empathy		
-Designing and making a realistic volcano ready to erupt -Using electronic devices to take photos for artwork -Experience a volcano in the classroom -Rock filter experiment	-Volcanic eruption -Exploring and classifying types of rocks -Experience a volcano in the classroom	-Volcanic eruption -Using device to take photos for artwork -Experience a volcano in the classroom -Rock filter experiment	-Pros and cons of a volcano eruption, studying buildings in Japan that are made to withstand earthquakes.		
YEAR 3  Title: Extreme Earth!		Key Curriculum Areas: Science, geography		Maths -To develop mental and formal written methods of addition and subtraction -To add and subtract amounts of Money - To tell the time -To estimate and read time -To compare duration of events -To measure, compare, add and subtract lengths, <u>mass</u> and volume/capacity volume -2D and 3D shapes including angles.	
Big Bang: Volcanic explosion		Science -Rocks, Soils -compare and group together different kinds of rocks on the basis of their appearance and simple physical properties -describe in simple terms how fossils are formed when things that have lived are trapped within rock -understand evolution and inheritance (Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago) -recognise that soils are made from rocks and organic matter -work scientifically (plan, observe, record, conclude, evaluate)		English <u>Poetry</u> - Cinquain <u>Narrative:</u> -Literacy Study Narrative: ‘Escape from Pompeii.’ -Narrative structure -Dilemma -Setting description -Narrative layout / paragraphing Non-Fiction: -Diary Daily Guided Reading Sessions Handwriting Lessons <u>Cross Curricular Writing opportunities:</u> -How to make a fossil-instructions -Natural disaster- Setting description	
School Trip/Special Events Volcanic explosion Art exhibition		Geography- <u>Volcanoes and earthquakes</u> -Describe and understand key aspects of earthquakes and volcanoes -To investigate places -To investigate patterns		Art- To create a collage based on ‘Earth from the Air.’ -To take inspiration from others -To master techniques of collage -To plan and explore using different mediums	
Celebration Art Exhibition		Geography- <u>Volcanoes and earthquakes</u> -Describe and understand key aspects of earthquakes and volcanoes -To investigate places -To investigate patterns		Art- To create a collage based on ‘Earth from the Air.’ -To take inspiration from others -To master techniques of collage -To plan and explore using different mediums	
Computing – <u>Understanding controls</u> -Choose event and control movement & rotation - Sequence movement & rotation controls with events - Consolidate use of linked commands with events - Consolidate use of linked commands, choosing event, movement, pen control and introducing comment areas for programmers		PE –Athletics Learn how to accelerate quickly from a stationary position To run showing greater difference between slow and fast speeds Use different throwing techniques.		PSHE-Healthy Me -Taking care of my body -I know how to keep myself healthy -I know how to keep myself safe -I know how to take care of my body -I know how important exercise is -I can identify my attitude towards drugs	
				Music - Discuss all ukulele chords learnt in the Autumn term - Body percussion -Learn basic symbols i.e.; crotchet, minim and crotchet rest. - Continue with rhythm exercises -Learn the songs ‘Lime in the coconut’ and ‘shortenin’ bread’ - incorporating ‘household objects’ to create rhythm patterns	