

Medium Term Planning		Learning Journey Map		Term: Spring 1	Weeks: 5
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.		

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 Cinema visit to watch Matilda.	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	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.	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.	Music - To play the Ukulele according to TAB notation.
Celebration Film - Matilda				Spanish -To greet others and say their name. -To express how they are feeling. -To say their age.