



Chacewater School LEAP Curriculum










Class: Year 3

Curriculum Theme: How much did the Ancient Egyptians achieve?








Term: Summer 2

L E A P

Sequence of Learning

Subject	Intent and links to previous learning	1	2	3	4	5	6	7	Outcome/Composite
History How much did the Ancient Egyptians achieve?	Children will learn about the earliest civilisations with a particular focus on the Ancient Egyptians. We will discuss their achievements, and how these have influenced our lives today.	Where and when did the earliest civilisations begin?  Chronology	Who were the Egyptians?  Significance	What are the Egyptians greatest achievements?  Achievements/legacy	What did the ancient Egyptians believe about life after death?	What does the evidence tell us about everyday life for men, women and children?  Government/Monarchy	What happened to the ancient Egyptians? 		Children will be aware of the chronological events that happened in the Ancient civilisations. Understanding the meaning of Ancient and how long ago that was from our lives today. They will understand the Egyptians greatest achievements by researching the every day social life and understanding how their social status impacted their day to day activities as well as their after life.
Geography	Small link to locations Previous learning to Summer 1 Year 3 - Human and physical features Children will learn to identify the importance of the River Nile and why people in Ancient Egypt decided to settle there.	<i>Human and Physical</i> Why did the Ancient Egyptian civilization choose to settle where they did?	Why was the river Nile so important to the people of Ancient Egypt?						Children will understand that the Ancient Egyptians settled close to the River Nile for the purpose of the water. They will understand the role the river Nile played in their day to day activities.
Science Light	Children will learn the importance of light, including the movement of the sun and the creation of the position of the shadow in link with the time of the day.	To be able to recognise that we need light in order to see things and that dark is the absence of light	To be able to notice that light is reflected from surfaces  Draw conclusions	To be able to recognise that light from the sun can be dangerous and that there are ways to protect our eyes	To be able to recognise that shadows are formed when the light from a light source is blocked by a solid object 	To be able to find patterns in the way that the size of shadows change			Children will be able to identify the time of day by looking at the placements of its shadows created by light.

			Enquiry question: Can you identify light sources and reflectors?		TAKE MEASUREMENTS Make a prediction Taps Title: Shadow Investigation				
Computing Events and Actions	Prior learning Year 3 - Spring knowledge of using Scratch.	Investigate how characters on Sprite can be moved using 'events'.	Learners will program a sprite to move in four directions: up, down, left, and right.	Introduce learners to extension blocks in Scratch using the Pen extension.	Explore the process of debugging, specifically looking at how to identify and fix errors in a program.	Learners will design and create their own projects. Learners will complete projects to move a sprite around a maze			
DT Textiles	Aprons	Investigating and evaluating different aprons.	Designing individual aprons	Planning and arranging materials for aprons	Creating and evaluating aprons				
Music Singing and performance		Begin singing: Singing performance and recording	Be able to learn song words – including structures of songs.	Be able to learn song words – including parts.	Be able to learn song words and performance techniques.	Be able to learn song words and voice projection in different acoustics.	Recognise how to critique performance and improve.	Be able to confidently sing as part of a large group in front of an audience.	
French I am able...	This will be one of their first sentence-building units with a focus on creating short phrases by the end of the unit from memory using their new knowledge. The pupils will be expected to form short phrases by lesson 5 that will incorporate the high-frequency irregular modal verb pouvoir (to be able) conjugated in the first person singular je peux (I am able) with an action verb in the infinitive.	Attempt to name up to 5 action verbs in French – I can use the vocabulary sheet to attempt to spell.	Match the verbs to the pictures.	Begin to write short phrases using these verbs					Consequently, the pupils, by the end of the unit, will be able to express in French which activities they are able or unable to do in a sentence, which they can of course make personal to themselves. A further challenge will be to combine these positive and negative sentence structures with the conjunctions et (and) & mais (but) to form longer and more complex sentences in French
RE	How and why do religious people and non religious people try to make the world a better place? Children make links to previous learning in RE about the beliefs of religions studied.	<u>What's wrong with the world?</u> To be able identify some beliefs about why the world is not always a good place	<u>How can the 'Golden Rule' help people to work out how to make the world a better place?</u> To be able to make links between ideas	<u>Repairing the world, rescuing the Earth: what can we learn from this Jewish idea?</u> To be able to explain how do Jewish people try to	<u>Who is inspired by Jesus' example of sacrifice?</u> To be able to understand some teachings of Jesus and the ways inspirational Christians have tried to follow him	<u>How do Muslims try to make the world a better place?</u> To be able to express own ideas about the ideas of generosity and charity based on Muslim beliefs	<u>How do non-religious people try to make the world a better place?</u> To be able to explain how do non-religious people try		The children can explain how and why both religious and non-religious people try to make the world a better place.

		<p><u>Making sense of the text</u></p> 	<p>about the 'Golden Rule' and different religious beliefs</p> <p><u>Making sense of the text</u></p> 	<p>make the world a better place</p> <p><u>Understanding the impact</u></p> 	<p><u>Making links</u></p> 	<p><u>Making links</u></p> 	<p>to make the world a better place</p> <p><u>Understanding the impact</u></p> 			
RHSE Coping with change	Children will learn how to discuss their feelings when it comes to change, and how best to support others, as well as knowing how and where to get support.	Discuss the impact of certain changes and some of our feelings about these changes.	Explain how to deal with changes in a positive way.	How to show empathy and kindness to others when they are feeling sad.	Importance of speaking to others about feelings and discuss ways to support others who are feeling sad.	We are discussing positive things in our lives and how we can ask for help and support when we need it.				
PE	Striking and Fielding	To be able to send and receive a tennis ball as a team to reach a target	To be able to use an overarm throw towards a target	To be able to develop batting (cricket bat) and bowling techniques	To be able to develop fielding techniques	To be able to use defence tactics to protect the wicket	To be able to use and apply batting, bowling and fielding skills to play a simple striking and fielding game			
	<p><u>Real PE - Health and fitness</u> Main focus Fundamental skill: ball chasing (agility)</p> <p>Additional focus fundamental skill: stance (balance)</p>	<p>Stand on a line /low beam with good stance whilst: Receiving a small force from various angles. Raising alternate feet/knees. Catching a ball at chest height and throwing it back.</p>	I can throw a bouncing ball, chase and collect it in a balanced position facing the opposite direction.	Start in seated/lying position, chase a bouncing ball fed by a partner/throw a bouncing ball then chase and collect it in balanced position facing opposite direction	-Chase a large rolled ball, let it roll through my legs and then collect it in a balanced position facing the opposite direction.	Roll and chase large ball/tennis ball, stopping it facing opposite direction with: -knee sideways onto ball (long barrier position) head in front support position .	Roll and chase large ball/tennis ball, stopping it facing opposite direction with: -knee sideways onto ball (long barrier position) head in front support position .		To develop fundamental skills of ball chasing and stance. To understand how and why my body changes during and after exercise.	
Reading Opportunities		<p>Reading for enjoyment: Krindlekrax by Philip Ridley</p>  <p>Shared reading: Squishy Mcfluff The Invisible cat</p>								

