
















Chacewater School LEAP Curriculum



Class: Y3 Young Oaks		Curriculum Theme: (History) 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	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 chronology of Ancient civilisations and will understand the Egyptians greatest achievements.
Geography (light touch – link to history)	Previous learning to Summer 1 Year 3 - Human and physical features Children will learn about the River Nile.	<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 water.
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 Can you identify light sources and reflectors?	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 TAKE MEASUREMENTS Make a prediction TAPS: Shadow Investigation		Children will be able to identify the time of day by looking at the placements of its shadows created by light.
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			

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.	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				Pupils will be able to express in French which activities they are able or unable to do in a sentence.
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 about the 'Golden Rule' and different religious beliefs 	<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 make the world a better place 	<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 our 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 to make the world a better place 	The children can explain how and why both religious and non-religious people try to make the world a better place.
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 on our lives and our feelings about these changes.	How to show empathy and kindness to others when they are feeling sad.	What makes us feel happy and things we can do to help ourselves and others feel better.				
Esafety		To understand how to effectively search online to create the right results	To understand how to create strong passwords and keep them private	To be able to recognise online identities and explore the importance of positive self-talk.				
PE	Sport: 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 learnt skills to play a simple striking and fielding game	To be able to use and apply learnt skills to play a simple striking and fielding game
	Real PE: Health and fitness Fundamental skills: ball chasing (agility) stance (balance)	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.	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

