Chacewater School LEAP Curriculum

Class:Year 3	Curriculum Theme :Achievement of the earliest civilisations							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 sources of evidence have survived and how were they discovered? What secrets of Ancient Egypt are revealed by the pyramids? Achievements/legacy	What does the evidence tells us about everyday life for men, women and children? Government/Monarchy	What did the Ancient Egyptians believe about life after death and how do we know?	What did Ancient Egypt have in common with other civilizations from that time? Chronology Similarities and differences	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.	*Human and Physical* 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 recognise that we need light in order to see things and that dark is the absence of light	To notice that light is reflected from surfaces Enquiry question: Can you identify light sources and reflectors?	To recognise that light from the sun can be dangerous and that there are ways to protect our eyes	To recognise that shadows are formed when the light from a light source is blocked by a solid object	To find patterns in the way that the size of shadows change Enquiry question:How does my shadow change over the day?			Children will be able to identity 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				
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 L'ancienne histoire de la Grande-Bretagne	Children make links to Stone Age to Iron Age knowledge in History to learn how to use "I am" (Je suis), "I have" (J'ai) and "I live" (J'habite) to describe life in the Stone Age in French.	Introduction to the six key historic periods of Ancient Britain in foreign language	To be able to say the 1st person irregular high frequency verb 'I am' and use this to say whether they are a man/women from the Stone Age, Bronze Age or Iron Age	To be able to say the 1st person irregular high frequency verb 'I have' and use this to say which key hunting tools they have as either a man/woman from the Stone Age, Bronze Age and/or Iron Age.	To be able to say the 1st person irregular high frequency verb 'I live' and use this to say where they live as either a man/woman from the Stone Age, Bronze Age and Iron Age.	To consolidate all vocabulary learnt to hold a conversation.			Children are able to consolidate their knowledge of the Stone Age in French to hold a conversation.
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.	To be able identify some beliefs about why the world is not always a good place Making sense of the text	To be able to make links between ideas about the 'Golden Rule' and different religious beliefs Making sense of the text	To be able to explain how do Jewish people try to make the world a better place Understanding the impact	To be able to explain how Christian people try to make the world a better place Understanding the impact	To be able to explain how Muslim people try to make the world a better place Understanding the impact	To be able to explain how do non-religious people try to make the world a better place Understanding the impact	To be able to make links between religious beliefs and teachings and why people try to live and make the world a better place. Making links	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 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	Athletics	**Running**	**Running - Relay**	**Jumping**	**Throwing**	**Running -** **Hurdles**	**Personal best**		

	Children will learn how to use the skills, running, throwing, and jumping in running races. They will learn the techniques to use them while moving and how to sustain speed while performing the skills.	To develop their speed technique

-arm action
-leg drive
-sustain speed | To work as a team to run a relay race

-To begin to exchange on the move | To select a jump appropriate to gaining distance.

-To land safely
-To review my own performance and modify
-To perform 5 basic jumps. | To throw in a variety of ways.

To adapt an appropriate throwing position

To use and evaluate different types of throws. | Maintain a good running technique when sprinting over obstacles. | Compete to best personal best in throwing, jumping and running events. | |
| | Real PE - Health and fitness | | I can throw a bouncing ball, chase and collect it in a balanced position facing the 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. | | | | |

Reading Opportunities

Reading for enjoyment: Krindlekrax by Philip Ridley
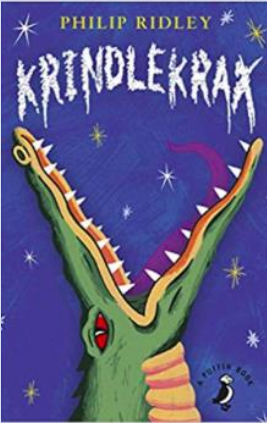
Shared reading: Squishy Mcfluff The Invisible cat