

Long Term Plan, Year 3 Spring Term

Year Three Theme: Adventure and discovery
 Year One Autumn Big Question: Would you venture into the dark?

Big Question Outcome
 Create a night-line to experience what darkness feels like.

Key Texts
 GR: Leon and the Place Between
 GR: Varjak's Paw
 The Egyptian Cinderella

Content: What will we learn?	Creativity: How will we show we understand in multiple ways?	Coherence: How does this project link to our golden threads, previous learning and future learning?	Compassion: What opportunities are there to teach compassion?	Community: Where are the links to local expertise and resources?
<p>English: Descriptive writing Diary in role Character thoughts and feelings Persuasive writing Instructions Howard Carter Diary entry Newspaper report Reading: Varjak Paw Science: Light – dark, reflection on surfaces, shadows, Humans (organs and skeleton links to Egyptian mummification) Art: Sculpture- Egyptian burial DT: Structures- creating a sarcophagus Geography: Where does water come from?- Locate Egypt on a map. Position of the Nile and it's importance. How rivers are formed. The water cycle. History: Achievements of the Ancient Egyptians including building the pyramids, being the first civilisation to invent writing. How the Nile was used to help with farming. How Ancient Egypt was ruled. Archaeology – Howard Carter Computing: "We are publishers" – poster about Egyptian Life "My First Program" PE: Dance – create a pyramid: group dance. Tag Rugby. PHSE: What keeps us safe? Why should we keep active and sleep well? RE: Baptism, Communion and Confirmation Music: Glockenspiels MFL: German</p>	<p>Hot-seating: teacher in role Writing in role Classroom converted into "Tutankhamen's Tomb" – limited time to explore and then work collaboratively to draw what was seen inside. Write in role as Howard Carter Creating a death mask and mummifying fruit will help us to show understanding of some Egyptian beliefs and customs Dance – Creating a pyramid Creating a nightline to answer our big question.</p>	<p>Golden Threads – Civilisation Belief Freedom Democracy Sustainability Innovation Exploration</p> <p>Previous Learning – From Stone Age to Iron age there were significant innovations which led to great civilisations evolving. People maintained a certain way of life through farming and craftsmanship. Early art forms included cave paintings and producing jewellery. People held beliefs to try to explain their place in the world.</p>	<p>Identify with different characters and their feelings of loneliness and mistreatment. Different situations call on individuals to be brave and courageous and venture in to the unknown. Our children will begin to understand that some civilisations are/were hierarchical and what this means. Our children will develop their understanding of fairness and equality. Relationships that have an imbalance of power can be negative.</p>	<p>Local experts - Steve who is completely blind will give a talk to the children and have a Q & A session with them.</p> <p>Community events Using the forest school area children take partner on a "night" walk giving instructions clearly and being responsible for each other's safety.</p>