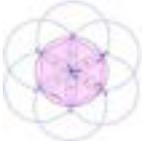
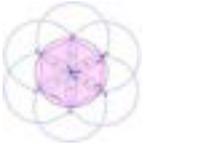
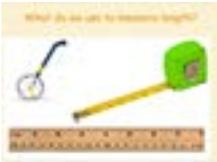


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| Year 3 | SEQUENCE OF LEARNING | | | | | |
| Spring Term 1 2023 | Enquiry Question: Where does a journey take us? <i>Does our question give the children a real sense of what they will be exploring and finding out about? It should engage them in thinking about the ways in which they might answer it or go about finding answers. Consider the best order for your enquiries and it fits the time of the year. Think about the location and cultural context of our school. Does it coincide with particular events or festivals and is relevant to our community?</i> | | | | | |
| | Harmony Principle: Adaptations <i>Does this principle existing in nature integrate into our learning and help develop an understanding of how the world works?</i> | | | | | |
| | Great Work: Country Dancing Showcase <i>A purposeful outcome of the learning and a celebration of what has been learnt. Generate a sense of excitement, achievement, pride. The outcome can be shared so we need to adjust our thinking in the current situation.</i> | | | | | |
| | Partners in Learning: Thomas Hardy School - volcanoes <i>Who can enrich and add value to an enquiry?</i> | | | | | |
| | Sustainability theme: Global Citizenship <i>What can we learn from this principle of harmony that helps us to live more sustainably? This is ultimately the learning goal of a harmony curriculum.</i> | | | | | |
| | Weekly Questions <i>A series of questions that take the children on a journey towards a meaningful outcome.</i> | | | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| | Where is Europe? Italy | Why is our planet so fragile? | Why do we have no volcanoes in the UK? | Are there any famous volcanoes in Italy? | Why did people need to escape Pompeii? | How do we know what happened in Pompeii? |
| Geometry Maths/sacred | Where do we see circles in nature? | Where do we see hexagons in nature? | How can a hexagon help us draw a flower? | What is Sacred geometry? Triangle - | What shapes can you see in Islamic designs? | What colours are often used in Islamic designs? |

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| <p>geometry/islamic design</p> |  |  <p>Using a compass: Using a more complex method, draw a hexagon</p>  | <p>Can we create a wide diversity of flowers?</p>   | <p>diminishing</p>  |   |    |
| <p>Outdoor Learning</p> <p>Maths</p> | <p>Can you find a math connection outside?</p>  | <p>How can we use the outside to solve multiplication problems? (Eg. How many legs does the picnic table have? How many legs would there be on 5 picnic tables. If there were 44 legs, how many tables?)</p> | <p>What angles can you see? (right angle, obtuse, acute)</p>  | <p>Where can you see tessellated shapes?</p>  | <p>Where are you going?</p> <p><i>Position and direction</i></p>  | <p>How long, high, wide is?</p>  |
| <p>Pond</p> | <p>What happens to the flora and fauna in and around a winter</p> | <p>What incredible creatures can we find around the pond in mid-winter</p> | <p>Can we still find beauty in our pond area? (ice, dewey spiders</p> | <p>What creatures can we still find in and around the pond?</p> | | |

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| | pond? | | webs, frost on plants, etc) | | | |
| Science Forces and magnetism | What is a force? | How do things move on different surfaces? | What effect does magnetism have on objects? | How can we test the strength of magnets? | What do magnets teach us about the Earth? | How did early explorers use magnets to navigate? |
| Literacy | The Journey Narrative writing | | | Escape from Pompeii Recount | | |
| Art and Design The Journey  | Where might my magic line take me? The Journey into a world of adventure. Explore the quality of line with a variety of drawing media and activities. | How did Aaron Becker create his illustrations in The Journey? Practice watercolour techniques. Explore famous artists who have used watercolour paint. | Where in the world? Using amazing and unusual places in the world as inspiration to practice drawing features and details using a fine line pen. | Where will my imagination take me? Create your design for your imaginary world and decide on your watercolour palette. Draw your world on watercolour paper. | How does my world come to life? Fill my world with colour using watercolour techniques. Add details and features using fine line pens. | Can you open the door to my world? Create the entrance to your magical world. Make your doorway to view the world beyond. |
| Computing (Teach Computing) | Why do we use text and images to convey information? | Can we edit text and layout? | Can we choose appropriate page settings for a purpose? | Can I add content to my publication? | Why do we use different layouts for different purposes? | What are the benefits of desktop publishing? |

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| Geography | Can we name the countries of Europe and their capitals? | Where are the mountains and volcanoes in Europe located? (comparison) | How is Italy similar and different to Great Britain? | How are volcanoes created? | Where are the main volcanoes in Italy? | How do we know what happened in Pompeii? |
| DT Cooking | What shape can a biscuit be? (different times of the year - general) | Can you design a biscuit for someone special? | What is the best recipe for a biscuit? (make and evaluate) | How can we make a stained glass window effect on our biscuit? | Can you follow your chosen recipe? | What would you change/not change next time? |
| RSHE Dreams and Goals | Dreams and Goals | My Dreams and Ambitions | A New Challenge | Our New Challenge | Our New Challenge - Overcoming Obstacles | Celebrating My Learning |
| RE | Christianity: Could Jesus really heal people? Were these miracles or was there some other explanation? | | | | | |
| Music | Is there any difference between the pulse and the rhythm? | | | | | |
| PE | Country Dancing. What patterns can we see when we watch Country dancing? | How many different ways can we use a circle when creating dance moves for our class dance? | What other uses of space and shape can we use to link our circular movements together to begin to create our class dance? | How can you work as a small group to develop a sequence of movements previously practiced? Add each group's ideas together to create a class dance. | After watching the other half of the class perform their dance, how can we improve on our performance? | Who will we perform our country dance to? |