



Harlow Green Primary School

National Curriculum Medium Term Planning

Year Group: 3	Topic Title/Theme: Water of Life (Health)	Term: Autumn
Entry Point: Handling artefacts from Ancient Egypt to generate interest.	Exit Point: Learn about flooding and revisit how this was helpful in Ancient Egypt. Create explanation.	Visits/Visitors or Special Arrangements:
Topic Overview: Children will learn about how the Ancient Egyptian civilization grew up around the River Nile and about how important the river was to their every day lives. Children will learn how to use printing ink to communicate and will replicate ancient Egyptian hieroglyphs. Children will learn about Mountains and the water cycle ending with learning about how and why rivers flood and how this was instrumental in creating a fertile land for people to live and work on in Ancient Egypt.		Outdoor Learning: Mirror investigation (science) DT making a Shaduf Subjects taught on a weekly basis: <ul style="list-style-type: none"> • Physical Education <ul style="list-style-type: none"> - Dance - Ball skills - Gym - Games making • Music <ul style="list-style-type: none"> - Let your spirit fly - Glockenspiel stage 1 • MFL <ul style="list-style-type: none"> - • Computing <ul style="list-style-type: none"> - Internet-safety (passwords) - Word processing/digital literacy - Internet-safety (Smart rules for the internet) - Coding (rising starts – programming an animation)

Curriculum Drivers			
Growth	Possibilities	Health	Community
compassionate, well-rounded, adaptable, Numerate, literate, moral, learns from mistakes, patient, realistic confident, independent, knowledgeable,	open-minded, ambitious, able to communicate, inquisitive, curious, brave, inspirational, willing to have a go, imaginative,	Healthy, resilient, creative, comfortable Reflective, accepting, thriving, positive, self-belief, safe, happy,	Collaborative, considerate, responsible, polite, follows rules, respectful, understanding, caring, kind, trustworthy, sociable,
Children should develop socially, morally, spiritually and physically in positive ways. There should be a developing acceptance of how there are many ways to live and how the differences make us unique and important. Children should have thirst for knowledge which allows them to increase their understanding of the world in which they live and be able to adapt to ever-changing contexts.	Children should be given opportunities which broaden their horizons and to see that there are ever-increasing possibilities for them on a daily basis but as they mature and become adults.	All children should be healthy in mind and body in order to live happy successful lives as children and as they move into adulthood. They should also have the understanding and skills to keep themselves and others safe from harm in the real world and online.	Children should develop an understanding of the importance of community and what it means to be a positive member of a community on a local scale (in their class, school, local area) and on a more global scale, including what it means to use the internet safely and how their actions can have a lasting impact for others. They should also learn about different religious communities.

Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12
Science	History	History	Art	Art	PSE	Science	RE	RE	Geography	Geography	DT
Light – Shadow Clocks	Ancient Civilizations (Egypt) – achievements and advances		Printing on papyrus – Hieroglyphs			Rocks Which would be the best rocks to build the Pyramids?	Christianity The baptism of Christ John the Baptist Baptism – sacrament and service		The water cycle If there is little rain, how does the river Nile flood annually?		Joining using sewing (plus one Christmas week)

Science			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by a solid object find patterns in the way that the size of shadows change 	<ul style="list-style-type: none"> Choose what observations to make (Green) Make precise observations and measurements (Green) Identify features of a fair test (Green) Make suggestions about how to collect data (Green) 	Learn how light reflects off objects. Learn how shadows are formed and changed. Set up an investigation and make predictions.	<ul style="list-style-type: none"> Sorting game Mind map Feely bags Mirrors Chalk Range of materials Torches
		Writing Opportunity <ul style="list-style-type: none"> Create advert warning dangers of uv light Write an explanation why they have chosen a particular material Write up investigation with prediction, method and conclusion 	
Key Questions / Learning Journey Steps		Activity	
What is light? What is the difference between light and dark?		<ul style="list-style-type: none"> Light mind map- discover what chn already know. Play light source sorting game Whats in the bag- use 5 feely bags- chn to complete logs. 	
Which surfaces will reflect light?		<ul style="list-style-type: none"> Watch clip- design reflective book bag making a prediction Make reflective tester in pairs Come to a conclusion together 	
How do mirrors work?		<ul style="list-style-type: none"> Model use of mirrors using interactive game Record messages in pairs using mirrors to decipher Outdoors- draw wavy line and follow looking at mirror above heads 	
Why is the sun dangerous for our eyes and how can we protect them?		<ul style="list-style-type: none"> Sort statements- hero or villain Discuss uv light and its effects Design glasses or hat and create advert describing dangers of the sun 	
Investigate which materials block light and understand how shadows are formed.		<ul style="list-style-type: none"> Investigate in groups how light travels in a straight line Discuss opaque, translucent and transparent Children complete investigation- best material for baby brothers bedroom 	
How can we change the size of shadows?		<ul style="list-style-type: none"> Investigate how the size of shadows can change- explore patterns by moving object from light source and record patterns. 	
Growth	Possibilities	Health	Community
Children have thirst for knowledge and make scientific predictions	Regardless of age or gender, children should be inquisitive and curious as to why things happen – children learn about scientific ways of working and the possibility that they could be a scientist.	Children should know how to keep themselves safe in the sun.	Children should have a responsible attitude when working outdoors
Relevant RRSA Article	Article 29: Goals of Education - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.		

History			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt;	Understand links between history and geography (blue) Begin to understand why some people acted as they did and give reasons (green) Guess what objects from the past were used for, using evidence to support answers (green)	Mindmap showing why the Nile was so important to the ancient Egyptians and the advances they made. Writing Opportunity Explain how shadow clocks worked and how the Egyptians used them	<ul style="list-style-type: none"> • Video clips • Maps • Ingredients for bread • Clay oven • Clay
Key Questions / Learning Journey Steps		Activity	
Who were the ancient Egyptians? (where and when?)		<ul style="list-style-type: none"> • Introductory lesson – look at clips on IWB https://www.bbc.com/education/clips/zsgs4j6 • Mark on maps where the river Nile was and key locations 	
What was life like in ancient Egypt?		<ul style="list-style-type: none"> • Explore life in ancient Egypt https://www.bbc.com/education/clips/zjhsb9q understand how archaeologists use artefacts from the past to find out about what life was like. What was life like for a child? • Make bread in clay oven • Create table showing what different aspects of life were like for children in Ancient Egypt (homes, food, work, pastimes) 	
What advances did the Ancient Egyptians make?		<ul style="list-style-type: none"> • Hieroglyphs – make own cartouche • Shadow clocks – look at obelisks and their functions • Make own obelisk out of clay and engrave with their cartouche. 	
Why was the Nile so important for the ancient Egyptians?		<ul style="list-style-type: none"> • Explore using video clips and PowerPoint. Create mindmap to show why the Nile was important. 	
Growth	Possibilities	Health	Community
Developing an understanding of how life was different in the past and how life has changed over time.	Children can become archaeologists regardless of gender.	Understanding how the river Nile kept people healthy (food and sanitation). Make links to our river.	Understanding how people live in communities, and how communities existed in the past.
Relevant RRSA Article	Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.		

Art			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> Pupils should be taught to develop their techniques (printing) through experimentation. Create sketch books and record observations Taught about artists 	<ul style="list-style-type: none"> Experiment in different ways (green) Use a sketch book to make notes about skills and techniques (green) Design, draw, paint or make images for different purposes using knowledge and understanding (green) Apply previous knowledge to improve work (green) 	Children will create a press print hieroglyph onto a surface of their choice. Writing Opportunity Annotations and writing evaluations	<ul style="list-style-type: none"> Slabs Roller Different textures (bubble wrap, sand paper) Copy of hieroglyph symbols Styrofoam tiles
Key Questions / Learning Journey Steps		Activity	
How do we use printing ink and a roller?		<ul style="list-style-type: none"> Explore different techniques including inking up a slab and using a roller on paper (the coach trip) Explore the effects produced by putting textured objects underneath the paper. 	
What is a monoprint?		<ul style="list-style-type: none"> Ink slabs- use different tools to etch into the surface. Print onto paper for topic working wall/ sketch books. Practise with different lines and different coloured paper. Annotate examples from previous lesson, children to evaluate favourite techniques. 	
How can we use press print to communicate?		<ul style="list-style-type: none"> Children to sketch mirror image of their Egyptian hieroglyph symbol that represents their name. Transfer on to Styrofoam tile Explore using press print block as a stamp onto different papers Children annotate and evaluate final prints 	
Growth	Possibilities	Health	Community
Develop understanding and knowledge of printing techniques.	Children will have the opportunity to have a go at using new skills and techniques.	Children will reflect upon their work and be creative.	Children will explore how art can be used to communicate with others.
Relevant RRSA Article	Article 7: Every child has the right to be registered at birth, to have a name and a nationality, and, as far as possible, to know and be cared for by their parents.		

PSE			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education	N/A	Children will understand why rules are needed in different situations and recognise that rules may need to be changed. They will also recognise how their behaviour and that of others may influence people both positively and negatively and know how to keep safe and how and where to get help.	<ul style="list-style-type: none"> See Dimensions individual lesson resources.
		Writing Opportunity	
		Write a 'Lost and found' playscript	
Key Questions / Learning Journey Steps		Activity	
How can I be safe online?		<ul style="list-style-type: none"> PSE Core 1 Unit 6 Ln 1: E-Safety – Online Chat 	
Why are rules important?		<ul style="list-style-type: none"> PSE Core 3 Unit 1 Ln 1: Rules – I'm In Charge! PSE Core 3 Unit 1 Ln 2: Thinking Ahead – Lesson planning PSE Core 3 Unit 1 Ln 3: Taking the Lead – Learning Time 	
Why should we keep our information safe?		<ul style="list-style-type: none"> PSE Core 1 Unit 6 Ln 2: Online Privacy – The Secrets Jar 	
What does Loss feel like?		<ul style="list-style-type: none"> PSE Core 1 Unit 5 Ln 1: Loss / Separation – Lost! PSE Core 1 Unit 5 Ln 2: Loss / Separation – Found! 	
Why is it important to look after money?		<ul style="list-style-type: none"> PSE Core 3 Unit 4 Ln 1: Money Choices – A Million Dollars PSE Core 3 Unit 4 Ln 2: Managing Money – Design Choices 	
Growth	Possibilities	Health	Community
Children develop an understanding of their own emotions and about the importance of money	Children learn about being in charge and learn that they could be a manager, they can be the one who makes the rules.	Children will learn about emotional health. We will discuss loss and develop strategies for dealing with loss.	Children will learn about being financially viable members of the community.
Relevant RRSA Article	Article 19: Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them		

Science			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> Compare and group different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed Recognise that soils are made from rocks and organic matter 	<ul style="list-style-type: none"> Think of questions to ask during testing (green) Select suitable equipment (green) Record a series of observations (green) Predict before testing (green) 	Children to make own fossil Children create their own effective compost bin	<ul style="list-style-type: none"> Different types of rocks Deep trays for testing rocks Litre plastic bottles Soil Paper, food waste etc Clay Plaster of paris Ipads
		Writing Opportunity	
		Children describe process of fossilisation	
Key Questions / Learning Journey Steps		Activity	
What different types of rock are there? How are rocks formed?		<ul style="list-style-type: none"> Look at and sort different types of rocks- sort into metamorphic, sedimentary and igneous. Discuss natural and man made rocks. Test the properties of rocks (permeability, durability, density) Group them by their properties 	
How is soil formed?		<ul style="list-style-type: none"> Explore what soil is made of and discuss different layers and explore the four main processes of soil formation Children explore why compost is used and create own as a small group- link to River Nile flooding (fertile soil) Observe changes in compost and record observations (children to continue observations throughout term) 	
How are fossils formed?		<ul style="list-style-type: none"> Discuss how fossils are formed- show children how a fossil is formed using clay and plaster of paris Make own fossil Write the process of fossilization- use photographs of own fossil making 	
What are the changes in soil over time?		<ul style="list-style-type: none"> Revisit how soil is formed Use photographs over time to record changes in compost 	
Growth	Possibilities	Health	Community
Children observe changes over time and increase their understanding of the world in which they live.	Children's eyes are open to the fact they could become a paleontologist like Mary Anning.	Children should work safely when handling soil and rocks.	Use compost to give back to school community.
Relevant RRSA Article	Article 29: Goals of Education - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.		

RE			
Gateshead Agreed Syllabus for RE 2018 (Appendix1)	ARE Expectations (Gateshead agreed syllabus for RE 2018)	Overall Subject Outcome(s)	Resources
<p>Narrative</p> <ul style="list-style-type: none"> - Baptism (of Jesus and John the Baptist) <p>People places and practices</p> <ul style="list-style-type: none"> - Sacrament and service of Baptism - Communion - Confirmation 	<p>Explore</p> <ul style="list-style-type: none"> - Make links between beliefs, practices and sources including religious stories and texts. They begin to identify the impact religion has upon believers lives. <p>Engage</p> <ul style="list-style-type: none"> - Ask important questions about values, commitments and beliefs making links between their own and others' responses attitudes and behaviours. <p>Reflect</p> <ul style="list-style-type: none"> - Pupils can identify and distinguish between the faiths being explored and can express and awareness of their identity within and outside these faiths. 	<p>Baptism ceremony – combining text and images create an explanation of the Baptism ceremony.</p>	<p>John the Baptist story Christian visitor Raindrop shapes ipads/photographic equipment</p>
		<p>Writing Opportunity</p> <ul style="list-style-type: none"> - Write the story of John the Baptist 	
Key Questions / Learning Journey Steps		Activity	
<p>Why are some people important to followers of this religion? Who is John the Baptist and why is he important to Christians?</p>		<ul style="list-style-type: none"> - Explore the story of John the Baptist baptizing Jesus through drama - Write own version 	
<p>What do followers of this religion believe? What does water symbolie to Christians?</p>		<ul style="list-style-type: none"> - Look at water as a symbol of cleansing in Christianity (through video or visitor) - Make raindrop shapes and in each one write something you would like to wash away. 	
<p>How do followers of this religion live? What does Baptism mean to Christians? What are the sacraments (Baptism, Communion, Confirmation and Marriage)</p>		<ul style="list-style-type: none"> - Explore why Christians become baptized – recap story of John the Baptist where Jesus calls his followers to become baptized. Children should understand that Baptism creates a feeling of belonging as part of the Christian identity. - Picture and label of each sacrament explaining what it is and what it means to Christians 	
<p>How do followers of this religion worship? What happens during the ceremony of Baptism (make links to communion and confirmation)</p>		<ul style="list-style-type: none"> - Explore what happens during a Baptism mass. (possibility for visitor from local church to come and talk to the children) re-enacting Baptism ceremony with the children. - Combine images and text to explain what happens during a Baptism ceremony. 	
Growth	Possibilities	Health	Community
<p>Children will develop an understanding of how Christians live and the choices they make. Compare this to their own beliefs.</p>	<p>Children will learn about the ceremony of Baptism and how they could choose to be Baptised.</p>	<p>Children will learn that Christians believe that we can 'wash away' negative feelings and experiences. Learn that this is one strategy for coping with negativity.</p>	<p>How Baptism, communion and confirmation create feelings of belonging in Christian communities. How the church community celebrates these events.</p>
<p>Relevant RRSA Article</p>	<p>Article 14: Every child has the right to think and believe what they choose and also to practice their religion, as long as they are not stopping other people from enjoying their rights.</p>		

Geography			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> Describe key aspects of the water cycle 	Understand how weather changes an environment (green) Use a range of primary and secondary sources, including the internet, Google Earth, and questionnaires (green) Express views and recognise how people affect the environment, summarising the issues (green)	Children to label diagram and explain key aspects of the water cycle.	<ul style="list-style-type: none"> Balloon Sugar paper Frozen block Video clips Bowl Cling film Coins Yogurt pots Glasses of water
		Writing Opportunity Write explanation of the water cycle.	
Key Questions / Learning Journey Steps		Activity	
What are the three states of matter?		<ul style="list-style-type: none"> Show children frozen balloon- cut away to show ice. Discuss how to get back to liquid. Use sugar paper to observe rate of melting. Observe changes from glasses of water around room and introduce the term evaporation. Look at clips to observe gas changes. 	
What are the key aspects of the water cycle?		<ul style="list-style-type: none"> Children imagine they are raindrops and discuss what would happen to them- Children act out story and explore how raindrop will eventually evaporate to form a cloud. Label key aspects of water cycle 	
How are clouds and rain formed?		<ul style="list-style-type: none"> Watch video and time lapse of cloud formation Conduct a water cycle experiment using a bowl of water, cling film and coins Label and describe observations on diagram 	
What are the effects of flooding and how can it be helpful?		<ul style="list-style-type: none"> Children explore effects of flooding in this country and how we can prevent against flood damage. 	
How did flooding help the ancient Egyptians?		<ul style="list-style-type: none"> Discuss why the Nile was helpful to the ancient Egyptians and how they needed it to survive. 	
Growth	Possibilities	Health	Community
Developing an understanding of how the water cycle works, where water comes from and how important water is	Children can become geologists.	Understanding how water keeps people healthy and how important water is to our bodies.	Understanding how communities work together to support each other at times of flooding.
Relevant RRSA Article	Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.		

DT			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	<ul style="list-style-type: none"> Use what they know about the properties of materials (green) Plan their work to include a range of joins (green) Apply what they know about mechanisms to create movement when planning and designing (green) Recognise what has gone well, but suggest further improvements for the finished article (green) 	Children develop an understanding of different ways of joining wood and then apply this knowledge to create a mechanism in the context of ancient Egypt.	<ul style="list-style-type: none"> Wood String Cardboard triangles Plastic bottles/cups
		Writing Opportunity Written evaluation of work.	
Key Questions / Learning Journey Steps		Activity	
How can wood be joined?		<ul style="list-style-type: none"> Explore different ways of joining wood use of string to join use of knots use of cardboard triangles to join use of mud/clay 	
How did the Egyptians move water?		<ul style="list-style-type: none"> Children to understand what a shaduf is and how it was used to move water to irrigate crops along the side of the Nile. (function) 	
How can we create our own instrument to move water?		<ul style="list-style-type: none"> Children design shaduf thinking about techniques learnt earlier to move water in outdoor area. 	
		<ul style="list-style-type: none"> make own shadufs in outdoor learning session. 	
How effective is my product?		<ul style="list-style-type: none"> Evaluate designs and suggest improvements 	
Growth	Possibilities	Growth	Community
Children will learn new skills in joining and strengthening and will develop problem solving skills in a group context.	Children are given the opportunity to realise that engineers design and produce mechanisms to solve problems and make life easier.	Children will learn new skills in joining and strengthening and will develop problem solving skills in a group context.	
Relevant RRSA Article	article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.		

PE - Dance			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
		Work in unison with a partner to create and perform a dance	<ul style="list-style-type: none"> Val sabin PE scheme Dance CD
		Writing Opportunity	
		NA	
Key Questions / Learning Journey Steps		Activity	
How can my body move differently? (different movements/Unison)jumping, turning, travelling		<ul style="list-style-type: none"> Explore different words for movement, use cards to pick and create short sequences of movement. Work with a partner to practice mirroring and working in unison on sequences 	
How can I create sequences of movement?		<ul style="list-style-type: none"> Introduce new vocabulary – turning, exploring turning whilst jumping moving and travelling 	
How can I create movement in response to music?		<ul style="list-style-type: none"> Travelling – jumping – turning – children create short sequences of movement including all three elements. Choreograph dance with partner 	
		<ul style="list-style-type: none"> Changes of direction 	
		<ul style="list-style-type: none"> Changes of speed 	
PE – Ball skills			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
		Play with confidence in various small game formations.	<ul style="list-style-type: none"> Val sabin PE scheme Bean bags and balls
		Writing Opportunity	
		NA	
Key Questions / Learning Journey Steps		Activity	
How can I pass and receive a range of balls in different ways?		<ul style="list-style-type: none"> Explore different ways of using a bean bag or ball with control. Triangle- pass ball around quickly- teach bounce pass Play piggy in the middle and exchange ball if time. 	
How can I show control when dribbling, passing and receiving?		<ul style="list-style-type: none"> Introduce ball scramble for warm up Practise throwing quickly and overarm 	

		<ul style="list-style-type: none"> • Play sequence passing in groups of 4- move to kicking to pass 	
How can I create movement in response to music?		<ul style="list-style-type: none"> • Travelling – jumping – turning – children create short sequences of movement including all three elements. Choreograph dance with partner 	
How can I signal for the ball?		<ul style="list-style-type: none"> • Play sequence passing 	
How can I pass and receive when on the move?		<ul style="list-style-type: none"> • Play pig in three and pig in the circle 	
Growth	Possibilities	Health	Community
Children will grow and develop confidence and co-ordination when throwing and catching.	Children will be open to the possibility that they can be sports people	Children will exercise and be healthy.	Children will work as members of teams and in small groups.
Relevant RRSA Article	article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.		

Music			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy 	<ul style="list-style-type: none"> Identify beat and pulse in music Improvise repeated patterns Play clear notes on instruments and use them to make a range of sounds 	Learning is focused around one song: Let Your Spirit Fly. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	<ul style="list-style-type: none"> Charanga Glockenspiels Wooden instruments
		Writing Opportunity	
Key Questions / Learning Journey Steps		Activity	
What instruments can you hear?		<ul style="list-style-type: none"> Listen to the song 'Let your spirit fly' – what can the chn hear? Identify the pulse, rhythm and genre. (R 'n' B) 	
What are the similarities and differences between each song?		<ul style="list-style-type: none"> Warm up games. Chn listen to the song again and tap along to the pulse. Play Michael Jackson, allow the chn to tap along to the pulse to begin to identify similarities and differences. Begin to learn different parts of a song and how they are put together. 	
Which notes do we use for each part of the song on the glockenspiel? (week 4)		<ul style="list-style-type: none"> Introduce the chn to the recorders, allow them to become familiar with it. Can you plane any tunes you know? Chn to identify each other's tunes. Chn to start to learn the 'easy' part on the glockenspiel in pairs, one person says the note whilst the other plays the instrument. Chn to sing the song at the end of each lesson. 	
How are instruments used to create effect? (week 5)		<ul style="list-style-type: none"> Listen to 'consider yourself' – think about how the song is made and the instruments used. Talk about the theatrical aspect. Try to play along to it before going back to 'let your spirit fly'. Use recorders, practice the song. 	
What does 'improvise' mean? How can we improvise with music?		<ul style="list-style-type: none"> The chn must use their instruments to improvise with notes. They must play their own tune along to the backing track. 	
In a song, is it the same person who sings and plays the instruments ?		<ul style="list-style-type: none"> Split the children into groups. Have singers and chn using instruments. Chn will alternate so that they all have a chance at each thing. 	
Children will do their final performance, some using instruments and some singing.		<ul style="list-style-type: none"> Children will do their final performance, some using instruments and some singing. 	
Growth	Possibilities	Health	Community
Children will develop their understanding of composing music. They will learn how a song is put together and how different parts of a song are used for effect.	The children will be learning to improvise with the song allowing them to explore different notes and sounds. They will become more aware of how sounds are made.		The children will experience different music that they may like or dislike. They will be able to use this to communicate with others and spread their knowledge.
Relevant RRSA Article	article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.		

Computing			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
National Curriculum KS2 Pupils should be taught to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.	Use undo and redo. Make text bold, italic or underline. Change case. Align text. Cut, copy and paste text. Format the font. Insert images. Copy a screenshot into another application. Use keyboard shortcuts. Format images. Use an effective layout. Use the Snipping Tool. Use bullets and numbering effectively. Insert and format text boxes effectively. Use the spell check. Type with two hands	I can use appropriate keyboard commands to create and amend text on my device, including making use of a spellchecker. I can evaluate my work and improve its effectiveness.	Microsoft word Twinkl Planit -Word Processing skills Year 3 unit Purple mash Y3 touch typing Unit
		Writing Opportunity	
		Children produce a piece of work on the computer linked to their topic.	
Key Questions / Learning Journey Steps		Activity	
How can I use a word processor to present my work?		<ul style="list-style-type: none"> • Create title using publisher, in correct case (i.e. Prince Cinders) • Insert image and write sentence(s) about the story using correct sentence case. • Save work into a folder using correct sentence case for own name 	
		<ul style="list-style-type: none"> • Insert a text box, format text box 	
		<ul style="list-style-type: none"> • Insert image and crop image using snip tool 	
		<ul style="list-style-type: none"> • Use bullet points for a list • Use correct fingers for typing 	
		<ul style="list-style-type: none"> • Save and print work. 	
Growth	Possibilities	Health	Community
Children will develop ICT skills for the world in which we live.	Children will learn the possibility of being able to produce work on the computer.	Children will learn how to be safe online	
Relevant RRSA Article 13	Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.		

WATER OF LIFE



"Water is life and clean water means health."

Audrey Hepburn - 20th Century American Actress

**You are not a drop in the ocean,
you are the entire ocean in a drop.**

