



Year 3
Would you like to be a time traveller?



Learning Journey
Engaging
Authentic
Rigorous
Nova Curriculum

Launch:

- Variety of three investigations: Egyptian tomb raid, archaeology investigation (digging for artefacts outside) and class timeline/drawing findings

Landing: (Purpose and authentic audience)

- Year 3 exhibition of learning between both classes with parents invited. Children to decide areas to display learning, how to display learning and present their work.

Children's questions:

- Where did they live?
- Why is it called the stone-age?
- What did they eat?
- How long would it take to make a spear?

Experiences to engage and inspire (trips, visitors etc):

- Expert to talk to children for their museum (opportunity to redraft)
- Rainbow theatre for Egypt immersion?
- Mummify a tomato
- Museum trip

Key skills and Knowledge Coverage from NC & Nova Skills Progressions

As Writers we will:

- Tell our story of travelling through time
- To write in role as a stone age village and Egyptian scientist

As Mathematicians we will:

- Use negative numbers to sort and order dates (AD and BC)
- Use our knowledge of measurements to help build ancient artefacts

As Historians we will:

- Continue to develop chronologically secure knowledge of history time periods studied
- Place events from period studied on time line in relation to other studies
- Note connections, contrasts and any trends over time
- Establish clear narrative within period studied
- Regularly address and sometimes devise historically valid questions
- Understand how knowledge of the past is constructed from a range of sources (including primary and secondary)
- Construct informed responses by selecting and organising relevant historical information - use evidence to build up a picture of a past event and choose relevant material to present/communicate this
- Identify and give reasons for, results of, historical events, situations, changes

As Geographers we will:

- I can identify why early settlers chose to live near physical features
- I can identify how the human features of a landscape have changed over time
- I can use these words: **settlement, population, facilities, location, resources, migrate,**
- I draw conclusion from maps about population, settlement and land use
- I can use a map to trace a route

As Designers we will:

- Explore relationships between line and tone, pattern and shape, line and texture.
- Make informed choices in drawing inc. paper and media.
- Research, create and refine a print using a variety of techniques.
- Select broadly the kinds of material to print with in order to get the effect they want
- Measure ingredients using scales.
- Prepare ingredients hygienically and using the appropriate utensils by following a recipe.
- Follow procedures for safety & hygiene.
- Investigate how to make structures more stable e.g by widening the base
- Create nets.
- Measure and mark out to the nearest mm.

As Scientists we will:

- Asking relevant questions and using different types of scientific enquiries to answer them
- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions