Mylor Bridge CP School

Curriculum Sequencing ~ Spring 1 ~ Year 3

Art and Design	Computing	History	Languages
Unit: Ancient Egyptian scrolls	Unit: Coding	Unit: Ancient Egypt	Unit: Finnish
Lesson Sequence: • To investigate the style, pattern and characteristics of Ancient Egyptian art • To apply design skills inspired by an ancient civilisation • Apply understanding of ancient techniques to make a new material • To apply drawing and painting skills in the style of an ancient civilisation • To apply an understanding of ancient Egyptian art to develop a contemporary response	Lesson Sequence: • To understand what a flowchart is and how flowcharts are used in computer programming • To understand that there are different types of timers. • To understand how to use the repeat command • To understand the importance of nesting when coding, testing and debugging. • To design a program • To use design documentation to code a program	Lesson Sequence: • I can describe where and when the Ancient Egyptians lived and explain why the River Nile was important for them. • I can describe how the kingdoms of Egypt changed over time • I can describe Howard Carter's great discovery of the tomb of Tutankhamun • I can describe what Ancient Egyptian writing looked like and explain how it changed over time. • I can explain how some aspects of the way Ancient Egyptians treated dead bodies changed, whilst others stayed the same. • I can explain how some aspects of the way Ancient Egyptians treated dead bodies changed, whilst others stayed the same.	Lesson Sequence:
Outcome: Use techniques to produce an ancient Egyptian scroll	Outcome:To use design documentation to code a program	Outcome: Create a fact sheet about life in Ancient Egypt	Outcome:

Music	P.S.H.E.	P.E.	RW
Unit:	Unit: The World Around Us	Unit: Dance- Witches and wizards	Unit: How do festivals and family life show what matters to a Muslim?
Lesson Sequence: • I can take part in singing games and understand that singing games can be used to strengthen communities • can participate in playground singing games and know that these can be used to bring communities together. • I can name some different places where children may sing together and can participate in singing rounds • I understand that singing can be a powerful way for communities to celebrate and to improve well-being. • I understand how changing dynamics and using my voice in different ways can help capture the character of the music	Lesson Sequence: • My digital identity • Giving credit • Peer pressure • Dealing with difficulties • Pollution problems • Global issues	Lesson Sequence: • Respond to different stimuli being able to sustain our character whilst adding drama and emotion to the dance • extend their characters' ideas and explore the theme of witches and wizards in more depth. • explore creating motifs and sequences with a partner as they extend their ability to tell a story through movements • Extend their motifs and sequences with a partner as they incorporate interconnecting movements. • Explore the different types of movements and expression necessary to create a 'bad character. • The focus of the learning is to bring the story to a conclusion	Lesson Sequence: • How do festivals and family life show what matters to a Muslim? • How do festivals and family life show what matters to a Muslim? • Why does prayer matter to many Muslims? • Why is the mosque a special place for Muslims? • Why do many Muslims celebrate at the end of Ramadan? What more can we find out about how Eid is celebrated?
Outcome: I can choose appropriate dynamics and use my voice in different ways to create a powerful performance for an audience.	Outcome: Various	Outcome: Use dance to create a story using sequenced movements	Outcome: Create a party plan to celebrate Eid

Science
Unit: The human skeleton and muscles
Lesson Sequence: • I can explain how the skeleton supports the human body • I can describe how our bones provide protection, with some examples. • I can plan and carry out an investigation to find out if bones grow as we get older • I can compare and group vertebrate animals based on their skeleton • I can explain why humans have muscles
Outcome: Describe the function of skeletons and muscles