**Myths and Legends**

**Learning Journey Year 3 Summer 2018**

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| **Main Stimulus** | **Learning Objectives** | **Context/Learning outcomes** |
| **Week 1**14/04/2018What is a myth?SaxonsWWO dayMaths Investigation Day | WWO: Solve shape and memory puzzles in mixed aged groups.English: We are writing poems about mythical creatures.RE: We are learning who founded Judaism and where.PE: We are learning the skills required to play netball. Chest passes and marking.Music: The dragon song.Maths Investigation Day: A whole day of Maths problem solving and active learning. | English: Produce a poem about a mythical creature including fantastic similes.RE: Examine maps of the world today and in Abraham’s time to find out where Judaism was founded.  |
| **Week 2**23/04/2018 | English: We are learning about conjunctions, apostrophes and discussing our class text Beowulf, Grendel and the dragon.Science: We are learning to identify that humans have skeletons and muscles.History: We are learning about the Anglo-Saxons.RE: We are learning about God’s covenant with Abraham.Art: We are learning to improve our mastery of painting with watercolour paints.PE: Grid passing.Music: Birdsong-Chinese folk music.French: What’s in the classroom? | Science: Label a skeleton and identify the function of different parts. History: Use computers to research the Anglo-Saxons and contribute to class display about them.Art: Watercolour paintings of mythical creatures.RE: Use drama to recreate the main events of the covenant. |
| **Week 3**30/04/2018Beowulf, Grendel and the dragon. | English: We are story mapping our Beowulf story.Science: We are learning to identify that animals have skeletons & muscles including exoskeletons, endoskeletons and hydrostatic skeletons.History: Roman visitor RE: We are learning about the main beliefs of Judaism. Art: We are learning to improve our mastery of painting with watercolour paints.PE: Unopposed passing and scoring.Music: Vaishnava Java-Hindu song.French: What’s in your pencil case? | Science: Sort and classify animals according to their skeletons. History: Roman visitor RE: Learn about the ten commandments and create a class book of commandments. Art: We are layering our painting to improve colour and detail. |
| **Week 4**07/05/2018Own Mythical creature story | English: We are learning to write our own myth. Science/History: We are learning to identify that animals including humans need the right nutrition. Compare the Anglo Saxon diet to that of todayHistory: We are learning how the Anglo-Saxons brought law and order to Britain We are learning how the diet and nutrition of Anglo-Saxons is different from today.RE: We are learning about special places for Jews.Art: Design our own mythical creature. We are learning to improve our mastery of clay.PE: Mini games with one defender.Music: Turkish traditional music.French: School subjects. | English: Produce our own myth with a mythical creature and a hero.Science: Discuss the nutrition in our own food diaries. Compare to that of an Anglo-Saxon and sort types of nutrition.History: Learn how the Anglo-Saxon world was organised and debate the achievements of King Alfred and King Athelstan.RE: Label the key parts of the synagogue. Art: Create our own mythical creature in clay. |
| **Week 5**14/05/18 | English: We are learning to describe settings, developing our vocabulary with thesauruses. Science: We are learning complete an enquiry - Do shorter children run slower? History: We are learning what Anglo-Saxon art, culture and jewellery looked like.RE: We are learning about special Jewish festivals.History/Art: We are learning to use our sketchbooks to record our observations.PE: Mini game with attackers and defenders.Music: Aituaki drum dance from Polynesia.French: PE commands. | English: Produce some self-initiated writing describing settings.Science: Conduct an investigation and record findings in a table. RE: Find out about Jewish festivals and create a Sukkah.History/Art: Produce some detailed sketches of Anglo-Saxon artefacts. Sketch and design Saxon patterns and jewellery.  |
| **Week 6**21/05/18**Assessment week** | History: We are learning which Anglo-Saxon religious symbols remain with us today.RE: We are learning what the Jewish Holy Book is and how it is used. We are learning to explain the meanings of Jewish symbols.PE: Mini gameMusic: Zebaidir song from Sudan.French: Around school. | RE: Find out about the Jewish holy book and create their own scroll. Find out about Jewish symbols and their meanings and then play a matching game with Jewish symbols. |
| **Half Term** |