

Year 3 Autumn 1 Immersive Learning Themes

Life Skills					
Remember	Understand	Apply	Analyse	Evaluate	Create
Recall facts and basic concepts	Explain ideas or concepts	Use information in new situations	Draw connections amongst ideas	Justify a stand or decision	Produce new or original work
<i>Define, define, describe, duplicate, explain, identify, illustrate, list, locate, memorise, recite, repeat, state, tell, quote</i>	<i>Classify, describe, discuss, explain, identify, interpret, paraphrase, recognise, report, select, summarise, translate</i>	<i>Articulate, demonstrate, dramatise, execute, interpret, implement, operate, prepare, relate, sketch, solve, teach, use</i>	<i>Categorise, compare, conclude, connect, contrast, distinguish, examine, illustrate, organise, questions, take apart, test</i>	<i>Appraise, argue, critique, defend, grade, judge, plan out, prioritise, reframe, select, support, value, weigh</i>	<i>Assemble, author, collaborate, construct, design, develop, formulate, invent, investigate, modify, rewrite, role-play,</i>

1 week focus	1-2 week focus	1 week focus	1 week focus	1 week focus
Portraits of Ancient Egyptians	Ancient Egyptians Core book: Miu and the Pharaoh	Food for Thought	Judaism	Logic WB: 18th October
<p>Life Skill: Create</p> <p>Vocabulary: technique, sculpture, construction, ancient, Egyptian, culture, hieroglyphics</p> <p>Enrichment: A gallery of the finished pieces (invite parents)</p> <p> Article 31</p>	<p>Life Skill: Understand</p> <p>Vocabulary: legacy, ancient, Egyptian, chronology, civilisation, Pharaoh, architecture, mummification, primary source, secondary source</p> <p>Enrichment: British Museum visit</p> <p> Article 30</p>	<p>Life Skill: Evaluate</p> <p>Vocabulary: nutrients, structure, support, soil, light, fertiliser, pollination, seed formation, seed dispersal</p> <p>Enrichment: Sessions in our eco garden</p> <p> Article 24</p>	<p>Life Skill: Remember</p> <p>Vocabulary: Rosh Hashanah, Sukkot, Shabbat, Judaism, , artifacts, secular</p> <p>Enrichment: Jewish visitor Jewish (Karen North)</p> <p> Article 14</p>	<p>Life Skill: Apply</p> <p>Vocabulary: TBC</p> <p>Enrichment: Outside Agency (TBC)</p> <p> Article 29</p>
Art: Profile portraits on papyrus	History: Achievements of ancient Egyptians (legacy)	Science: Explore the requirements of plants for life and growth and observe	RE: How do Jews celebrate their beliefs?	Maths: Puzzles and games English: Instructions on how

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<p>English: Evaluation of art outcome</p> <p>PSHE: Identity- what makes me ME</p>	<p>English: Non-chronological report on Egyptian legacy</p> <p>PSHE: Recognising and appreciating cultural differences</p>	<p>plant growth in different environments.</p> <p>English: Prediction and evaluation of plant growth</p> <p>Maths: To collect and represent data (charts)</p> <p>PSHE: The world around me.</p>	<p>English: Explanations on Jewish celebrations with hot seating and role play</p> <p>DT: Making challah bread (plaiting)</p> <p>PSHE: Collaboration - I can appreciate everyone's right to learn and work well with others.</p>	<p>to play a game</p> <p>DT: Create a logic game</p> <p>PSHE: Perseverance and overcoming challenges</p>
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