








# Fairisle Junior School Learning Overview 2019-2020 – Year 3

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TOPIC:</b>	<i>Into the Forest</i>	<i>Misunderstood Monsters</i>	<i>Cream or Jam?</i>	<i>Rocking Through Time</i>	<i>Groovy Greeks</i>	
<b>Hook</b>	Visit to the New Forest	Making clay monster	Tasting variety of scones	Archaeological dig to find Stone Age objects	Portals to the past	Trip to art gallery
<b>Outcome</b>	Class tree with leaves	Monster and monster booklet	Bake Off with parents	Stone Age Rock	Sun safety video using iPad	End of year gallery for children to showcase terms work.
<b>Trips/Visitors</b>	New Forest (Bolderwood) & Lordshill	Recycling Day	Fairisle Bake Off	Butser Farm Visit to Rownhams Church	Greek visitor from 'Portals from the Past'	Fish & chip supper & games evening Visit to art gallery – Medusa
<b>English</b>	<p><i>Tin Forest</i> Image Description <b>ENP</b></p> <p>Diary entry in role (paragraph) <b>Conjunctions for compound sentences</b> <b>Subordination – when, if, that and because</b></p> <p><b>Application of taught skills</b></p> <p><b>Skill – Year 2 Revision – Vocabulary choices</b></p> 	<p><b>Iron Man</b> Description of a monster <b>Choosing nouns or pronouns appropriately for clarity</b></p> <p><b>Expanded noun phrases</b> Non-Chronological Report <b>The Day the Crayons Quit</b> Christmas Letter</p> 	<p><b>Hook: Non-Fiction:</b> Discussion – jam or cream? Link to geography and tourism</p> <p>Instructions Recipe book <b>Conditional Sentences</b> <b>Skill- Using adverbs to express time and cause</b></p>	<p><b>Stig of the Dump, The Stone Age Boy &amp; Cave Baby</b></p> <p>Interview with Stig etc <b>Skill – Perfect Present vs past tense</b></p> <p>Poetry (rhyming, onomatopoeia) <b>Vocabulary focus</b></p>   	<p><b>The Twelve Labours of Hercules</b></p> <p>Narrative (Hercules 13<sup>th</sup> labour)</p> <p><b>Speech</b> <b>Fronted Adverbials</b> <b>Skill – Using prepositions to express time and cause</b></p> 	<p><i>The Twelve Labours of Hercules continued...</i></p> <p>Narrative (Hercules 13<sup>th</sup> labour)</p> <p>Create book – art front cover</p> 

<b>Science</b>	<b>Plants</b> <i>Functions of different parts of a plant, life &amp; growth, water transportation &amp; the life cycle of flowering plants</i>	<b>Forces</b> <i>Comparing how things move on different surfaces, exploring different forces including magnets</i>	<b>Animals (Including humans)</b> <i>Nutrition, eating &amp; the function of skeletons &amp; muscles</i>	<b>Rocks</b> <i>Comparing &amp; grouping rocks according to appearance &amp; properties, different soils &amp; fossil formation</i>	<b>Light</b> <i>Reflections, the danger of the sun, shadow formation, patterns &amp; sizes</i>	
<b>Computing</b> (E-safety to be recapped at the beginning of every half term)	<b>Digital Literacy</b> <i>Basic Skills</i>  <b>Word Processing</b> <i>Google Docs</i>  <b>Cross-Curricular Geography</b> <i>Digi-Maps</i>	<b>Digital Literacy</b> <i>Presentation</i>	<b>Computer Knowledge</b> <i>Web Search (research cakes)</i>  <b>Internet Safety Day</b>	<b>Coding</b> <i>Scratch Smoking Car</i>	<b>Coding</b> <i>Scratch Smoking Car</i>	<b>Coding</b> <i>Code-It Scratch Conversation</i>
<b>D.T./Art</b>	<b>D.T. – Textiles and printing</b> <b><i>(Relief leaf for class tree)</i></b> <i>Design and create a relief leaf selecting the appropriate tools</i>	<b>Art – Clay Monsters</b> <i>Creating their own clay pinch pot monster</i>	<b>D.T. – Fairisle Bake Off</b> <i>Researching, designing &amp; making &amp; evaluating their own sandwich and cake product</i>	<b>Art – Cave Paintings on Stones</b> <i>Using a range of techniques and materials – pencil, paint and chalk</i>	<b>D.T. – Trojan Horse</b> <i>Designing, making &amp; evaluating own product &amp; using a range of tools &amp; equipment for practical tasks (e.g. cutting, shaping, joining &amp; finishing)</i>	<b>Art - Gallery visit</b> <i>Story of Perseus through artist study of Sir Edward Burne Jones from gallery visit. Create own painted book cover for their 13th labour chapter</i>
<b>History/ Geography</b>	<b>Geography – Urban &amp; Rural Areas of Southampton</b> <i>Countries &amp; cities in the U.K., human &amp; physical features, similarities and differences, using maps, atlases, globes &amp; digi-map</i>	<b>Geography – Land Use (Recycling)</b> <i>Creating maps with a key &amp; describing the distribution of natural resources, the interaction between physical and human processes</i>	<b>Geography – Land Use and Economic Activity (Tourism)</b> <i>Naming &amp; locating counties and cities in the UK, human &amp; physical characteristics, land use patterns &amp; changes over time</i>	<b>History – Stone Age to Iron Age Britain</b> <i>Using a timeline to order events, using a range of sources, similarities &amp; differences</i>	<b>History/Geography – Ancient Greece</b> <i>Exploring Greek life &amp; achievements &amp; how these influence our lives today, understanding timelines (AD BC)</i>  <i>Comparing maps of Greece and drawing sketch maps</i>	
<b>P.S.H.E. &amp; British Values</b>	<b>New Beginnings x1 lesson</b> <b>Mutual respect &amp; tolerance</b>  <b>Black History Month</b> <b>Mutual respect &amp; tolerance</b>	<b>Anti-Bullying Week</b> <b>Mutual respect &amp; tolerance</b>	<b>LGBT+ Day</b> <b>Tango Makes Three</b> <b>Mutual respect &amp; tolerance</b>	<b>Jobs, Gender Identity &amp; Stereotyping</b> <b>Mutual respect, personal freedom and the rule of law</b>	<b>All Around the World</b> <b>Mutual respect &amp; tolerance</b>  <b>Valuing Differences and Keeping Safe (SRE)</b> <i>I can begin to describe how I see people and the world around me</i>	<b>Keeping Safe – at home &amp; in the community including road safety &amp; sustainable travel</b> <b>Mutual respect, personal freedom and the rule of law</b>

<b>Music</b>	<b>Identifying instruments and sounds</b> Children identified different instruments, the structure of an orchestra and listened to the instruments in 'Peter and the Wolf'	<b>Basic notation and rhythm</b> Describe a crochet and a quaver and clapped them	<b>Body Percussion</b> <i>Famous composer: Keith Terry</i> <i>Creating a sound track for the Iron Man</i>	<b>Rhythm</b> <i>Junk Percussion</i>	<b>Ukulele lessons</b>	
<b>French</b>	<b>Meeting &amp; Greeting</b> <i>Greeting, asking &amp; saying how you're feeling, numbers 0-10 &amp; asking &amp; saying name and age</i>	<b>Ma Famille A Noel</b> <i>Members of the family, J'ai, numbers &amp; family</i>	<b>Les Animaux</b> <i>Describing animals using size and colour</i>	<b>Mon Corps</b> <i>Identifying &amp; labelling parts of the body</i>		<b>La Chasse à l'ours</b> <b>Les Trois Petits Cochons</b> <i>Understanding a story</i>
<b>R.E. &amp; British Values</b>	CONCEPT: Belonging A <b>Belonging</b> <b>Mutual respect &amp; personal freedom</b>	CONCEPT: Angels B <b>The Christmas Story</b> <b>Mutual respect &amp; tolerance</b>		CONCEPT: Changing Emotions A <b>Easter story</b> <b>VISIT TO ROWNHAMS CHURCH</b> <b>Mutual respect, tolerance &amp; personal freedom</b> CONCEPT: Good & Evil A <b>Holi</b> <b>Mutual respect &amp; tolerance</b>	CONCEPT: Creation A <b>Creation stories</b> <b>Mutual respect &amp; tolerance</b>	CONCEPT: Divine A <b>Miracles of Jesus</b> <b>Mutual respect &amp; tolerance</b>  <b>SCM</b>
<b>P.E.</b>	<b>Multiskills, Gymnastics &amp; OAA</b>	<b>Dance &amp; Invasion Games (Football Skills &amp; Games)</b>	<b>Gymnastics &amp; Invasion Games (Netball Skills &amp; Games)</b>	<b>Dance &amp; Invasion Games (Hockey Skills and Games)</b>	<b>Athletics</b>	<b>Golf, Tennis &amp; Rounders</b>