



# Year 3 at Southbourne Junior School

Year 3	Autumn		Spring		Summer	
<b>History/ Geography</b>	<b>Who is behind the mask?</b> The achievements of the earliest civilizations: Ancient Egypt.		<b>Why are jungles so wet and deserts so dry?</b> Locational knowledge, human and physical geography, skills and fieldwork.	<b>What is the secret of the standing stones?</b> Changes in Britain from the Stone Age to the Iron Age.	<b>Beyond the Magic Kingdom: What is the Sunshine State really like?</b> Locational knowledge, place knowledge, human and physical geography, skills and fieldwork.	<b>How can we live more sustainably?</b> Locational knowledge, human and physical geography, skills and fieldwork.
<b>Science</b>	<b>Why do animals and humans need to eat different foods?</b> Animals and Humans		<b>What is a force and how does it work?</b> Forces and Magnets	<b>What do the different rocks look like and where are they found?</b> Rocks	<b>How can we see things?</b> Light	<b>What do the parts of a plant look like and what do they do?</b> Plants
<b>DT</b>	<b>Reading for Pleasure - can I create a bookmark using cross stitch?</b> Textiles		<b>What seasonal meal can we make?</b> Cooking and nutrition		<b>Can we create structures to protect turtle nests?</b> Structures and Mechanisms	
<b>Computing</b>	<b>How to stay safe online?</b> <a href="#">Book Creator Comic</a> Word Processing/Typing Presentations, Web Design & eBook Creation	<b>Can I describe the achievements of a person in history?</b> <a href="#">iMovie Voiceover</a> Video Creation	<b>How can we use word processing effectively?</b> <a href="#">Google Docs</a> Word Processing/Typing	<b>Can an animation be educational?</b> <a href="#">Animations in Scratch</a> Computational Thinking Coding/Programming	<b>How can data be presented on a graph?</b> <a href="#">Seesaw</a> Data Handling	<b>How can we use technology to send a warning signal?</b> <a href="#">Microbit</a> Computational Thinking Coding/Programming
<b>Art</b>	<b>What would your name look like in hieroglyphics?</b> <i>Sculpting</i>		<b>How can you bring an animal to life using collage?</b> <i>Craft/ Collage</i> <i>In the style of Megan Coyle</i>		<b>How can nature be represented through art?</b> <i>Drawing and Watercolour paint</i> Lost words art pieces	
<b>Music</b>	<b>Can I create a rhythmic soundscape?</b> <b>Musical Focus:</b> Rhythm	<b>What did the Egyptian music scores look like?</b> <b>Musical Focus:</b> Notation and Dynamics	<b>How can music mimic the movement of jungle animals?</b> <b>Musical Focus:</b> Composition	<b>How can music strengthen a community?</b> <b>Musical Focus:</b> Performance and Listening/ Recall of Sound	<b>Can we use music to show our planet?</b> Composer: Ludovico Einaudi  <b>Musical Focus:</b> Listening	<b>How has the moon landing inspired musicians?</b> <b>Musical Focus:</b> Structure
<b>RE</b>	<b>Q - What does it mean to be part of a faith community?</b> Explore what faith communities are and how Christians, Jews and Christians show how they belong.	<b>Q - How are advent and christmas celebrated around the world?</b> Explore what advent is and how advent is celebrated by different people in Britain, Christians and people around the world	<b>Q - Who is Jesus?</b> Explore who Jesus is and significant things he said and did.	<b>Q - Why is Easter important to Christians?</b> Explore the different events in the Easter story.	<b>Q - How are weddings and marriages celebrated around the world?</b> Exploring why people get married and the different marriage traditions in Christianity, Judaism, Islam and non-religious people	<b>How are symbols significant to religious groups?</b> Explore key religious symbols from Christianity, Judaism and Islam and their significance/meaning

<b>MFL</b>	<b>Introduction to French</b> Greetings, Classroom Instructions, Saying your name, Numbers 1-12	<b>How do you start a conversation in French?</b> Asking how are you? Asking age, Basic conversation in French, Introducing someone else, Numbers 13-30	<b>How can we describe French Art?</b> Colour, shape; study of French artists, describing shape pictures	<b>How do you say body parts in French?</b> Parts of the body, French book <i>Va-t-en, Grand Montsre Vert</i> , numbers 20-50	<b>How do you talk about pets in French?</b> L'alphabet, pet/animal vocabulary	<b>Which fruit do you like?</b> Where do you live? Fruit, Fruit likes and dislikes, French book <i>La Surprise de Handa</i>
<b>PSHE</b>	<b>How can we be a good friend?</b> <i>Relationships</i> Friendship; making positive friendships, managing loneliness, dealing with arguments	<b>Why should we eat well and look after our teeth?</b> <i>Health &amp; Wellbeing</i> Being healthy: eating well, dental care	<b>What makes a community?</b> <i>Living in the wider world</i> Community; belonging to groups; similarities and differences; respect for others	<b>What are families like?</b> <i>Relationships</i> Families; family life; caring for each other	<b>What keeps us safe?</b> <i>Health &amp; Wellbeing</i> Keeping safe; at home and school; our bodies; hygiene; medicines and household products	<b>Why should we keep active and sleep well?</b> <i>Health and wellbeing</i> Being healthy: keeping active, taking rest
<b>PE</b>	<b>Sport</b> <i>Football</i> "I can dribble, pass, receive and shoot the ball with some control." <b>Multi-Ability</b> <i>Personal Cog</i>	<b>Sport</b> <i>OAA</i> "I can work collaboratively with a partner and a small group." <b>Multi-Ability</b> <i>Social Cog</i>	<b>Sport</b> <i>Dance</i> "I create short dance phrases that communicate the idea." <b>Multi-Ability</b> <i>Cognitive Cog</i>	<b>Sport</b> <i>Basketball</i> "I can dribble, pass, receive and shoot the ball with some control." <b>Multi-Ability</b> <i>Creative Cog</i>	<b>Sport</b> <i>Rounders</i> "I am able to bowl a ball towards a target; I am beginning to strike a ball." <b>Multi-Ability</b> <i>Physical Cog</i>	<b>Sport</b> <i>Athletics</i> "I am able to show determination to achieve my personal best." <b>Multi-Ability</b> <i>Health &amp; Fitness Cog</i>
<b>English</b>	<p><b>How to mummify a tomato</b> Accurate demarcation of straightforward sentences. Use more varied sentence structure including a wider range of conjunctions to create sentences with more than one clause. Edit my writing, improving my vocabulary choices</p> <p><b>Can I describe a scene from 'Marcy and the Riddle of the Sphinx'?</b> (create settings and plots in narrative writing, e.g setting descriptions)</p> <p><b>Why visit Tutankhamun's tomb?</b> (increasing elaboration on information/events, e.g. writing to persuade/ review)</p> <p><b>How do we move?</b> Increasingly effective proof read for spelling and punctuation errors. Show knowledge and understanding of a range of writing forms. Choosing nouns or pronouns appropriately for clarity and cohesion</p>		<p><b>Journey to the jungle</b> (gain attention of the reader and use simple links between paragraphs, e.g. narrative story)</p>	<p><b>Who are the characters in The Wild Girl?</b> (understand and use figurative language, e.g. character descriptions) <b>What was life like for a Bronze Age child?</b> (writing in the first person, e.g. diary)</p>	<p><b>The Story So Far</b> (elaborate on events, e.g. writing to inform)</p> <p><b>Who are the important figures in the fight for a sustainable world?</b> Write to Explain</p> <p><b>What is sustainability?</b> Report</p>	<p><b>How can we celebrate diversity?</b> (use words and phrases for imaginative writing, e.g. poetry) <b>Turtles in Trouble?</b> (begin to sequence ideas or material, e.g. writing to inform)</p>