**Learning Journey Overview Year 3**

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|  | **Autumn 2019** | **Spring 2020** | **Summer 2020** |
| **Whole School Theme** | Explorers | Discoveries | Fantasy |
| **Texts to lead learning** | Kensuke’s Kingdom | Stig of the DumpThe boy with the bronze axeUgg | Narnia |
| **English****(planning circles)** | Following Year 3 National Curriculum to cover reading, writing and EGPS |
| **Mathematics** | Following Year 3 National Curriculum |
| **Science** | Rocks – links to volcanoesForces and magnets | PlantsLight | Animals including humans – animals from the story and humans |
| **Working Scientifically** | Gathering, recording, classifying and presenting data in a variety of ways to help in answering questionsUsing straightforward scientific evidence to answer questions or to support their findings. | Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers | Asking relevant questions and using different types of scientific enquiries to answer them |
| **History** | Nagasaki Atomic bomb | Stone Age, Bronze Age, Iron Age | Changes in monarchy and impact |
| **Geography** | Volcanoes – Mount FujiDeforestation | Orkney and Scara Brae Settlements in the UK and land use | Local history study – fantasy authors and settingsMaps, sketches, observations |
| **Art** | Hokusai – The Giant Wave(Japanese print maker)Observational fish drawing |  Cave paintings, LascauxMod rock/chalkCreate role play area | Wire sculptures (mythical beasts) |
| **D&T** |  | Design, make and evaluate to create items identified in Stig of the Dump | Evaluation of existing products (coats) and designing the most suitable product using appropriate materials |
| **Computing** | E-SafetyTurtle Logo | E-Safety | E-SafetyScratch |
| **Music (composers and genres)** | Brass tuition – play, perform in an ensemble, elements of music | Percussion – Evelyn GlennieNature into instruments  | Harry Gregson Williams – composerListening and appreciation Parts of an orchestra |
| RE | ChristianityHow do Christians use symbols to explain what God is like? | ChristianityDiscipleship: How does the Bible help Christians live? | IslamHow and why is Muhammed (Pbuh) so important to Muslims? Stories form Muhammed’s life |
| JudaismHow and why do the Jews celebrate the festival of Hanukkah? | ChristianityWhy do Christians believe Jesus rescued people?Why do Christians call the day Jesus died Good Friday? | Cross religionsHow and why do pray/not pray? |
| **PE** | HockeyBasketball | GymnasticsFootball | AthleticsStriking & fielding |
| **French** | Greetings, key questions, colours, alphabet | Months, seasons, numbers (1), dates | Days, pets, family |
| **Rights of the child** | Every child has the right to an education*Article 28*  | Every child has the right to learn, use their language and customs of their family*Article 30* | Every child has the right to life, survival and dev3elopment.*Article 6* |
| **Educational Visits/visitors** | Science and Industry Museum – Forces and Flight workshop | Iron Age Hill fort, Ellesmere | Hawkstone Park (Follies)Imran Kowtal |