

BISHOP CREIGHTON ACADEMY - THE LEARNING JOURNEY OF A YEAR 3 SUPERHERO

	YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core subjects	Science	Plants <ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal 	Light <ul style="list-style-type: none"> • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change 	Forces (Magnets and friction) <ul style="list-style-type: none"> • compare how things move on different surfaces notice that some forces need contact between 2 objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having 2 poles • predict whether 2 magnets will attract or repel each other, depending on which poles are facing 		Rocks and soil (Link with work in geography) <ul style="list-style-type: none"> • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter 	Animals including humans <ul style="list-style-type: none"> • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement
	Geography	Why do people live near volcanoes? (Aut 1) <ul style="list-style-type: none"> • learn how the Earth is constructed and about tectonic plates and their boundaries. • learn how mountains are formed, explain the formation and types of volcanoes • explore the cause of earthquakes map the global distribution of mountains, volcanoes and earthquakes • consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes 		Who lives in Antarctica? (Spr 1) <ul style="list-style-type: none"> • learn about latitude and longitude and how this links to climate • consider the tilt of the Earth and how this impacts the Antarctic circle and global temperature • explore the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population • study Shackleton's expedition before planning their own, using mapping skills learnt so far 		Are all settlements the same? (Sum 1) <ul style="list-style-type: none"> • explore different types of settlements, land use, and the difference between urban and rural • describe the different human and physical features in their local area and how it has changed over time • make land use comparisons with India to find key similarities and differences between these contrasting areas 	
	History		British History 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age? (Aut 2) <ul style="list-style-type: none"> • look at the chronology of mankind from the Stone Age to today (Britain's story) • use archaeological evidence to learn about the changes from the Stone to the Bronze Age and answer historical questions. • identify the limitations of this type of evidence and reconstruct the life of the Amesbury Archer 		British History 2: Why did the Romans settle in Britain? (Spr 2) <ul style="list-style-type: none"> • develop chronological awareness of AD and BC • investigate why the Romans invaded Britain and how the Celts reacted to the invasion. • learn how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans • compare Roman life to today and learn how the Romans still influence lives today 		How different were the beliefs in Ancient Egypt (Sum2) <ul style="list-style-type: none"> • develop awareness of how historians learn about the past using mummies, tombs and pyramids • learn the place of the Ancient Egyptians in time • learn about who the Ancient Egyptians are and the importance of religion in the life of Egyptians and how this led to Pyramids, tombs and mummies • investigate the tomb of Tutankhamun and learn about the importance of Egyptian Pharaohs
	Computing	3.1 Coding (6) To understand what a flowchart is and how flowcharts are used in computer programming. To understand that there are different types of timers. To understand how to use the repeat command. To understand the importance of nesting. 3.7 Simulations (1) To find out what a simulation is and understand the purpose of simulations.	3.7 Simulations (2) To explore a simulation, making choices and discussing their effects. To work through and evaluate a more complex simulation. 3.2 Online safety (3) To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away. To understand how a blog can be used to help us communicate with a wider audience. To learn about the meaning of age restrictions symbols on digital media and devices.	3.6 Branching databases (2) To create a branching database of the children's choice. 3.4 Touch Typing (4) To understand the correct way to sit at the keyboard. To learn how to use the home, top and bottom row keys. To practice and improve typing for home, bottom, and top rows.	3.5 Email (6) To open and respond to an email. To write an email to someone from an address book. To add an attachment to an email.	3.9 Using Microsoft PowerPoint (6) To create a page in a presentation. To add media, animations, and timings to a presentation. To design and present an effective presentation.	3.3 Spreadsheets (4) To add and edit data in a table layout. To find out how spreadsheet programs can automatically create graphs from data. To introduce the 'more than', 'less than' and 'equals' tools. 3.8 Graphing (2) To enter data into a graph and answer questions. To solve an investigation and present the results in graphic form.

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			3.6 Branching databases (2) To sort objects using just YES/NO questions. To complete a branching database using 2Question.						
	Art & Design		Drawing: Growing artists <ul style="list-style-type: none">• use botanical drawings and scientific plant studies as inspiration• explore the techniques of artists such as Georgia O’Keefe and Maud Purdy to draw natural forms• become aware of differences in choices of drawing medium, scale and the way tonal shading can help create form			Craft and design: Ancient Egyptians scrolls <ul style="list-style-type: none">• learn about the way colour, scale and pattern influenced ancient Egyptian art• explore the technique of papermaking to create a papyrus-style scroll• create a modern response by designing a ‘zine’			Sculpture and 3D: Abstract space and shape <ul style="list-style-type: none">• explore how shapes and negative spaces can be represented by three dimensional forms• manipulate a range of materials, learn ways to join• create free-standing structures inspired by the work of Anthony Caro and Ruth Asawa
	Design & technology	Cooking and nutrition: Eating seasonally <ul style="list-style-type: none">• discover when and where fruits and vegetables are grown• learn about seasonality in the UK and the relationship between the colour of fruits and vegetables and their health benefits by making three dishes			Digital world: Electronic charm <ul style="list-style-type: none">• design, code, make and promote a Micro:bit electronic charm to use in low-light conditions• develop their understanding of programming to monitor and control their products			Structures: Construct a castle <ul style="list-style-type: none">• learn about the features of a castle design and make a model castle•use configurations of handmade nets and recycled materials to make towers and turrets and construct a base to secure them	
	PSHE	Families and friendships <ul style="list-style-type: none">• What makes a family; features of family life	Safe relationships <ul style="list-style-type: none">• Personal boundaries; safely responding to others; the impact of hurtful behaviour	Respecting ourselves and others <ul style="list-style-type: none">• Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	Belonging to a community <ul style="list-style-type: none">• The value of rules and laws; rights, freedoms and responsibilities	Media literacy and digital resilience <ul style="list-style-type: none">• How the internet is used, assessing information online	Money and work <ul style="list-style-type: none">• Different jobs and skills; job stereotypes; setting personal goals	Physical health and Mental wellbeing <ul style="list-style-type: none">• Health choices and habits; what affects feelings; expressing feelings	Growing and changing <ul style="list-style-type: none">• Personal strengths and achievements; managing and reframing setbacks