

Year 3 Half Termly Learning Journey Autumn 1

Week	1	2	3	4	5	6
Overall Theme	How to Grow a Dragon!					
Science	To compare the effect of different factors of plant growth.	To describe the functions of different parts of a plant and how they are used in photosynthesis.	To investigate the way in which water is transported within plants.	To explore the part that flowers play in the life cycle of flowering plants.	To understand the pollination process and the ways in which seeds are dispersed.	To compare the effect of different factors of plant growth.
Working Scientifically	Asking relevant questions and using different types of scientific enquiry to answer them. Setting up simple practical enquiries and fair tests.	Making systematic and careful observations. Reporting on findings from enquiries, including oral and written explanations.	Making systematic and careful observations.	Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
Art and Design						
Computing	Using Technology Safely Privacy and Security	Information Technology – Usage of Skills (1) To be able to open a new or existing document.	To be able to manipulate text/spell-check work.	To be able to import images from clipart.	To be able to create text boxes.	To use word art to create tiles.
Design Technology	Structures- Making a mini greenhouse. Research: To investigate and evaluate a range of existing shell	Technical Knowledge: To develop and use knowledge of how to construct strong, stiff shell structures.	Designing: To generate realistic ideas and design criteria collaboratively through discussion, focusing on	Making: To order the main stages of making. Select and use appropriate tools to measure, mark out, cut,	Making: To explain their choice of materials according to functional properties and aesthetic qualities.	Evaluating: To test and evaluate their own products against design criteria and the intended user and purpose.

	<p>Passing a ball using a chest and bounce pass accurately. Move into a space after using a chest and/or bounce pass in a game.</p> <p>Dance – Sparks Might Fly To understand uses for electricity. To think creatively and create their own movement using words as inspiration.</p>	<p>Dribbling a basketball with some control. Pass a ball accurately to a teammate using chest/bounce pass.</p> <p>Dance – Sparks Might Fly To name the key components of an electrical circuit. To create and perform their own movements.</p>	<p>Demonstrate dribbling a basketball with some control. To find a space to receive a chest or bounce pass.</p> <p>Dance – Sparks Might Fly To demonstrate CANON and UNISON. To demonstrate performance skills.</p>	<p>Demonstrate dribbling a basketball with some control. Use tactics to outwit an opponent.</p> <p>Dance – Sparks Might Fly To explain the difference between conductors and insulators. To demonstrate performance skills.</p>	<p>Use tactics to outwit an opponent. To evaluate what worked well in a game.</p> <p>Dance- Sparks Might Fly To create a duet using increased choreographic skills.</p>	<p>Use tactics to outwit an opponent. To evaluate what worked well in a team.</p> <p>Dance- Sparks Might Fly To create a duet using increased choreographic skills.</p>
RE	<p>SMSC- Tolerance of those with different beliefs and cultures.</p>	<p>Hindu dharma Why is family an important part of Hindu life?</p> <p>To consider what our 'duties' as human beings are.</p> <p>To discuss why family is an important part of human life. What are our duties?</p>	<p>Rama and Sita</p> <p>To identify religious teachings contained within a Hindu story – and suggest how these stories might be used to teach Hindu children about dharma (eg. What teachings about duty to family are expressed in the story of Rama and Sita?)</p>	<p>To know that following dharma (religious duty) is an important part of Hindu life. To suggest the impact of belief in dharma, particularly the belief that there are three 'debts' – duty owed to God/the deities, duty owed to teachers, and duty owed to family.</p> <p>What message do Hindus take from the Rama and Sita story?</p>	<p>To describe how and why Hindus might celebrate Raksha Bandhan. To identify aspects of the celebration which remind Hindus of their dharma.</p>	<p>To reflect on their own duties – to themselves, to their families, to their communities.</p> <p>Discuss who or what they follow – and why.</p>
Collective Worship	<p>Trust and Relationships Good relationships need time.</p>	<p>Relying on others: Rama and Sita.</p>	<p>Trusting others. Being reliable.</p>	<p>Facing difficulties together.</p>	<p>Trust and relationships with God.</p>	<p>Helping each other. Playing your part. Learning to agree.</p>

	Good relationships include giving, not just taking					
PSHE	Relationships R1 To recognise a wider range of feelings in others.	R2/R4 About what makes a positive healthy friendship How to maintain good friendships.		R7 How actions can affect ourselves and others.		R9 About the concept of keeping something confidential or secret About when they should or should not agree to keep a secret.
Values	Trust					
SMSC	Tolerance of those with different beliefs and cultures.					