

Enriching Lives: Unlocking Potential

High Expectations. Integrity. Nurturing. Always Learning. Working Together. Taking Responsibility – No Excuses

9Term	Autumn 1	Autumn 2	Spring 2	Spring 2	Summer 1	Summer 2
Topic Title	Chocolate		The Savage Stone Age		The Awful Egyptians	
Text	Charlie and the chocolate factory					
Year 3	History	<p><b>L.O. to investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>• use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history</li> <li>• describe changes that have happened in the locality of the school throughout history</li> </ul> <p><b>L.O. to understand chronology</b></p> <ul style="list-style-type: none"> <li>• place events, artefacts and historical figures on a time line using dates</li> </ul>	<p><b>L.O. to investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>• suggest suitable sources of evidence for historical enquires</li> </ul> <p><b>L.O. to build an overview of world history</b></p> <ul style="list-style-type: none"> <li>• compare some of the times studied with those of other areas of interest around the world</li> </ul> <p><b>L.O. to understand chronology</b></p> <ul style="list-style-type: none"> <li>• understand the concept of change over time, representing this, along with evidence, on a time line</li> </ul> <p><b>L.O. to investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>• suggest causes and consequences of some of the main events and changes in history</li> </ul> <p><b>L.O. to communicate historically</b></p> <ul style="list-style-type: none"> <li>• use appropriate historical vocabulary to communicate, including: dates, time periods, era, change, chronology</li> <li>• use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<p><b>L.O. to investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>• use evidence to ask questions and find answers to questions about the past</li> <li>• suggest causes and consequences of some of the main events and changes in history</li> </ul>		

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<p><b>Depth and Challenge</b></p>	<p><i>Imagine you were a Mayan writing to a friend asking them for help.</i></p> <p><i>Create a poster explaining the Mayan history.</i></p>	<p><i>Debate different source of evidences.</i></p>	<p><i>Convince Mrs Bahia that Tutankhamun’s tomb was cursed. Use evidence.</i></p>
<p><b>British Values and SMSC</b></p>	<p><i>Opportunities to take part in a wide range of experiences and undertake difficult tasks (Cadbury world)</i></p>	<p><i>Opportunities for group activities that teach co-operation and initiative (Forest school)</i></p>	<p><i>Opportunities to take part in a wide range of experiences and undertake difficult tasks (Birmingham Museum)</i></p> <p><i>Opportunities to know how public institutions (eg. Parliament, Police, Post Office) and services (eg. Healthcare, welfare, education) evolved and how they work.</i></p>
<p>Geog</p>	<p><b>L.O. to investigate places</b></p> <ul style="list-style-type: none"> <li>• explain own views about locations, giving reasons</li> <li>• use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies</li> <li>• name and locate countries and cites of the United Kingdom</li> </ul> <p>To investigate patterns:</p> <ul style="list-style-type: none"> <li>•describe geographical similarities between countries</li> </ul>	<p><b>L.O. to communicate geographically</b></p> <ul style="list-style-type: none"> <li>•human geography: settlements and land use</li> <li>• use the eight points of a compass, four figured grid references, symbols ad key to communicate knowledge of the United Kingdom and the wider world</li> </ul>	<p><b>L.O. to investigate places</b></p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features</li> <li>• use a range of resources to identify the key physical and human features of a location</li> </ul> <p><b>L.O. to communicate geographically</b></p> <ul style="list-style-type: none"> <li>• physical geography: rivers, mountains, volcanoes and earthquakes and the water cycle</li> </ul>

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		<ul style="list-style-type: none"> <li>describe how the locality of the school has changed over time</li> </ul>		
	Depth and Challenge	<p><i>Justify whether the Mexico or USA would be a better place to live.</i></p> <p><i>Create a letter as if you were a child living in Mexico, to tell a friend from the UK to come and stay with you.</i></p>	<p><i>Create a game for children in year 2 to locate parts of the UK.</i></p>	<p><i>Classify the classic landmarks found in ancient Egypt</i></p> <p><i>Create a persuasive leaflet about Egypt</i></p>
	British Values and SMSC	<p><i>Opportunities for debate</i></p>	<p><i>Opportunities to understand the impact of their actions on other people</i></p>	<p><i>Opportunities to enable a moral sense</i></p>

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<p>Art and Design</p>	<p><b>L.O. to master techniques</b></p> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>• Experiment with creating mood with colour.</li> </ul> <p><b>L.O. to develop ideas</b></p> <ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> </ul>	<p><b>L.O. to master techniques</b></p> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>• Shape and stitch materials.</li> <li>• Use basic cross stitch and back stitch.</li> <li>• Colour fabric.</li> <li>• Create weavings.</li> <li>• Quilt, pad and gather fabric.</li> </ul> <p><b>L.O. to develop ideas</b></p> <ul style="list-style-type: none"> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> </ul>	<p><b>Egyptian artwork</b></p> <p><b>L.O. to master techniques</b></p> <p><b>Print</b></p> <ul style="list-style-type: none"> <li>• Use layers of two or more colours.</li> <li>• Replicate patterns observed in natural or built environments.</li> <li>• Make printing blocks (e.g. from coiled string glued to a block).</li> <li>• Make precise repeating patterns.</li> </ul> <p><b>L.O. to develop ideas</b></p> <ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> </ul>
<p>Depth and Challenge</p>	<p><i>Collect ideas to show a range of brush techniques.</i></p> <p><i>Justify what colour represents each mood.</i></p>	<p><i>Invent a dress that the people in the stone age could have worn.</i></p> <p><i>Design a presentation to show your dress design.</i></p>	<p><i>Create a pot using intricate patterns.</i></p>
<p>British Values and SMSC</p>	<p>Opportunities to work on other cultures (eg. Customs, traditions, dress, food) and faiths.</p>	<p>Opportunities to work on other cultures (eg. Customs, traditions, dress, food) and faiths.</p>	<p>Opportunities to work on other cultures (eg. Customs, traditions, dress, food) and faiths.</p>

D&T	<p><b>L.O. to master techniques</b></p> <p><b>Food</b></p> <ul style="list-style-type: none"> <li>• Prepare ingredients hygienically using appropriate utensils.</li> <li>• Measure ingredients to the nearest gram accurately.</li> <li>• Follow a recipe.</li> <li>• Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</li> </ul> <p><b>L.O. to develop ideas</b></p> <ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> </ul>	<p><b>L.O. to master techniques</b></p> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>• Understand the need for a seam allowance.</li> <li>• Join textiles with appropriate stitching.</li> <li>• Select the most appropriate techniques to decorate textiles.</li> </ul> <p><b>To design, make, evaluate and improve</b></p> <ul style="list-style-type: none"> <li>• Design with purpose by identifying opportunities to design.</li> <li>• Make products by working efficiently (such as by carefully selecting materials).</li> </ul> <p><b>L.O. to develop ideas</b></p> <ul style="list-style-type: none"> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> </ul>	<p><b>L.O. to master techniques</b></p> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Cut materials accurately and safely by selecting appropriate tools.</li> <li>• Measure and mark out to the nearest millimetre.</li> <li>• Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</li> <li>• Select appropriate joining techniques.</li> </ul> <p><b>To design, make, evaluate and improve</b></p> <ul style="list-style-type: none"> <li>• Design with purpose by identifying opportunities to design.</li> <li>• Make products by working efficiently (such as by carefully selecting materials).</li> <li>• Refine work and techniques as work progresses, continually evaluating the product design.</li> </ul> <p><b>L.O. to develop ideas</b></p> <ul style="list-style-type: none"> <li>• Adapt and refine ideas as they progress.</li> </ul>

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			<ul style="list-style-type: none"> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> </ul>
<b>Depth and Challenge</b>	<p><i>Devise a plan to create a chocolate bar.</i></p> <p><i>Create a set of instruction to make a chocolate bar.</i></p>	<i>Produce a poster to sell your product.</i>	<i>Decide which pot is most useful and why.</i>
<b>British Values and SMSC</b>	<i>11 before 11 opportunity – cook a meal</i>	<i>Opportunities to take part in a wide range of experiences and undertake difficult tasks</i>	<i>Opportunities to take part in a wide range of experiences and undertake difficult tasks</i>
RE	<p>*Study the beliefs, festivals and celebrations of Christianity.</p> <ul style="list-style-type: none"> <li>• Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.</li> <li>• Study three of the major six religions not studied in depth in order to gain a brief outline.</li> <li>• Study other religions of interest to pupils</li> </ul>		
	<p><b>L.O. to understand beliefs and teachings SMSC1 &amp; SMSC3</b></p> <ul style="list-style-type: none"> <li>• Present the key teachings and beliefs of a religion.</li> <li>• Refer to religious figures and holy books to explain answers.</li> </ul> <p><b>L.O. to understand values</b></p> <ul style="list-style-type: none"> <li>• Explain how beliefs about right and wrong affect people's behaviour.</li> </ul>	<p><b>L.O. to understand practices and lifestyles SMSC1 &amp; SMSC3</b></p> <ul style="list-style-type: none"> <li>• Identify religious artefacts and explain how and why they are used.</li> <li>• Describe religious buildings and explain how they are used.</li> <li>• Explain some of the religious practices of both clerics and individuals.</li> </ul>	<p><b>L.O. to reflect SMSC1</b></p> <ul style="list-style-type: none"> <li>• Show an understanding that personal experiences and feelings influence attitudes and actions.</li> <li>• Give some reasons why religious figures may have acted as they did.</li> <li>• Ask questions that have no universally agreed answers. BV6</li> </ul>

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	<ul style="list-style-type: none"> <li>Describe how some of the values held by communities or individuals affect behaviour and actions.</li> <li>Discuss and give opinions on stories involving moral dilemmas. <b>BV7</b></li> </ul>	<p><b>L.O. to understand how beliefs are conveyed <b>SMSC1 &amp; SMSC3</b></b></p> <ul style="list-style-type: none"> <li>Identify religious symbolism in literature and the arts.</li> </ul>	
<b>Depth and Challenge</b>	<p><i>Create an information booklet about a religion they have researched</i></p> <p><i>Debate different answers or responses to the behaviour of religious figures</i></p>	<p><i>Research and present information on other religions and their place of worship</i></p>	<p><i>Justify why religious figures acted the way they did.</i></p>
PE	<p><b>L.O. To develop practical skills in order to participate, compete and lead a healthy lifestyle</b></p> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Plan, perform and repeat sequences.</li> <li>Move in a clear, fluent and expressive manner.</li> <li>Refine movements into sequences.</li> <li>Show changes of direction, speed and level during a performance.</li> <li>Travel in a variety of ways, including flight, by transferring weight to generate power in movements.</li> </ul>	<p><b>L.O. To develop practical skills in order to participate, compete and lead a healthy lifestyle</b></p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Plan, perform and repeat sequences.</li> <li>Move in a clear, fluent and expressive manner.</li> <li>Refine movements into sequences.</li> <li>Create dances and movements that convey a definite idea.</li> <li>Change speed and levels within a performance.</li> <li>Develop physical strength and suppleness by practising moves and stretching.</li> </ul>	<p><b>L.O. To develop practical skills in order to participate, compete and lead a healthy lifestyle</b></p> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>Throw and catch with control and accuracy.</li> <li>Strike a ball and field with control.</li> <li>Choose appropriate tactics to cause problems for the opposition.</li> <li>Follow the rules of the game and play fairly.</li> <li>Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</li> <li>Pass to team mates at appropriate times.</li> <li>Lead others and act as a respectful team member.</li> </ul>

						<p><b>Outdoor and adventurous activities</b></p> <ul style="list-style-type: none"> <li>• Arrive properly equipped for outdoor and adventurous activity.</li> <li>• Understand the need to show accomplishment in managing risks.</li> <li>• Show an ability to both lead and form part of a team.</li> </ul>
Computing	<p>Opinion pollsters: create surveys and collect data about what makes a good chocolate bar (DT)</p> <p><b>L.O. to collect</b></p> <ul style="list-style-type: none"> <li>• Devise and construct databases using applications designed for this purpose in areas across the curriculum.</li> </ul>	<p>Using different web services to create a marketing campaign to sell our chocolate (Computing/DT/Art)</p> <p><b>L.O. to Communicate</b></p> <ul style="list-style-type: none"> <li>• Use some of the advanced features of applications and devices I order to communicate ideas, work or messages professionally</li> </ul>	<p>Create an instructional video on how to make Egyptian shoes (History/English)</p> <p><b>L.O. to communicate</b> <b>L.O. to connect</b></p> <ul style="list-style-type: none"> <li>• Give examples of the risks posed by online communications</li> <li>• Understand that comments made online that are hurtful or offensive are the same as bullying</li> </ul>	<p>Use web services to create a presentation (History)</p> <p><b>L.O. to communicate</b> <b>L.O. to connect</b></p> <ul style="list-style-type: none"> <li>• Give examples of the risks posed by online communications</li> </ul>	<p>Program an animation (broadcast and receive)</p> <p><b>L.O. to code</b></p> <ul style="list-style-type: none"> <li>• Events: Specify conditions to trigger events</li> <li>• Motion: Use specified screen coordinates to control movement</li> <li>• Looks: set the appearance of objects and create sequences of changes</li> </ul> <p><b>L.O. to code</b></p> <ul style="list-style-type: none"> <li>• Events: set events to control other events by 'broadcasting'</li> </ul>	<p>Debugging</p> <p><b>L.O. to code</b></p> <ul style="list-style-type: none"> <li>• Control: Use IF THEN conditions to control events or objects</li> <li>• Sensing: Create conditions for actions by sensing proximity or by waiting for a user input...</li> <li>• Operators: use the reporter operators to perform calculations</li> </ul>

					information as a trigger	
Science	<p><b>L.O. to understand movement, forces and magnets</b></p> <ul style="list-style-type: none"> <li>• Compare how things move on different surfaces.</li> <li>• Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</li> <li>• Observe how magnets attract or repel each other and attract some materials and not others.</li> <li>• 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.</li> <li>• Describe magnets as having two poles.</li> <li>• Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	<p><b>L.O. to understand evolution</b></p> <ul style="list-style-type: none"> <li>• <i>Identify how plants and animals, including humans, resemble their parents in many features.</i></li> <li>• <i>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</i></li> <li>• <i>Identify how animals and plants are suited to and adapt to their environment in different ways.</i></li> </ul> <p><b>L.O. to investigate materials</b></p> <p><b>Rocks and Soils</b></p> <ul style="list-style-type: none"> <li>• Compare and group together different kinds of rocks on the basis of their simple, physical properties.</li> <li>• Relate the simple physical properties of some rocks to their formation (igneous or sedimentary).</li> <li>• Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.</li> </ul>	<p><b>L.O. to understand plants</b></p> <ul style="list-style-type: none"> <li>• Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.</li> <li>• 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.</li> <li>• Investigate the way in which water is transported within plants.</li> <li>• Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> <p><b>L.O. to understand animals and humans</b></p> <ul style="list-style-type: none"> <li>• Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.</li> <li>• Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>			

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		<ul style="list-style-type: none"> <li>Recognise that soils are made from rocks and organic matter.</li> </ul>	
<b>Depth and Challenge</b>	<p><i>You only pull something to make it move. Decide if this true or false?</i></p> <p><i>Create own toy using push and pull forces.</i></p>	<p><i>Classify a range of rocks using different criteria.</i></p> <p><i>Research information about soils are made from rocks and organic matter.</i></p>	<p><i>Invent own investigation</i></p> <p><i>Devise a way to make it a fair test.</i></p> <p><i>Hypothesize and justify choices.</i></p> <p><i>Propose a meal plan</i></p>
<b>British Values and SMSC</b>	<p><i>Opportunities for debate</i></p>	<p><i>Opportunities to question things which prevent them developing into confident adults</i></p>	<p><i>Opportunities to question things which prevent them developing into confident adults</i></p>
Brilliant Beginning	<p>Visit Cadburys World</p>	<p>Stone Age day</p>	<p>Museum &amp; Art Gallery – Ancient Egyptian Art</p> <p><a href="http://www.birminghammuseums.org.uk/school_sessions/20">http://www.birminghammuseums.org.uk/school_sessions/20</a> or</p> <p><a href="http://www.planmyschooltrip.co.uk/629/Egyptian-Workshops.php">http://www.planmyschooltrip.co.uk/629/Egyptian-Workshops.php</a></p>
Fabulous Finish	<p>Parent workshop – make Mayan inspired tortillas.</p>	<p>Stone Age parent assembly</p>	<p>Make clay Egyptian Canopic jars</p>