



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

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Depth and Challenge	<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>	<i>Debate different source of evidences.</i>	<i>Convince Mrs Bahia that Tutankhamun's tomb was cursed. Use evidence.</i>
British Values and SMSC	<p><i>Opportunities to take part in a wide range of experiences and undertake difficult tasks (Cadbury world)</i></p>	<i>Opportunities for group activities that teach co-operation and initiative (Forest school)</i>	<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>
Geog	<p>L.O. to investigate places</p> <ul style="list-style-type: none"> • explain own views about locations, giving reasons • use fieldwork to observe and record the human and physical features in 	<p>L.O. to communicate geographically</p> <ul style="list-style-type: none"> •human geography: settlements and land use 	<p>L.O. to investigate places</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features

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	<p>the local area using a range of methods including sketch maps, plans and graphs and digital technologies</p> <ul style="list-style-type: none"> • name and locate countries and cities of the United Kingdom <p>To investigate patterns:</p> <ul style="list-style-type: none"> • describe geographical similarities between countries • describe how the locality of the school has changed over time 	<ul style="list-style-type: none"> • use the eight points of a compass, four figured grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world 	<ul style="list-style-type: none"> • use a range of resources to identify the key physical and human features of a location <p>L.O. to communicate geographically</p> <ul style="list-style-type: none"> • physical geography: rivers, mountains, volcanoes and earthquakes and the water cycle
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>



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



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

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			<p>L.O. to develop ideas</p> <ul style="list-style-type: none"> • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language.
Depth and Challenge	<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>
British Values and SMSC	<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"> • Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism. • Study three of the major six religions not studied in depth in order to gain a brief outline. • Study other religions of interest to pupils 		
	<p>L.O. to understand beliefs and teachings SMSC1 & SMSC3</p> <ul style="list-style-type: none"> • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. 	<p>L.O. to understand practices and lifestyles SMSC1 & SMSC3</p> <ul style="list-style-type: none"> • Identify religious artefacts and explain how and why they are used. 	<p>L.O. to reflect SMSC1</p> <ul style="list-style-type: none"> • Show an understanding that personal experiences and feelings influence attitudes and actions.



	<p>L.O. to understand values</p> <ul style="list-style-type: none"> • Explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas. BV7 	<ul style="list-style-type: none"> • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals. <p>L.O. to understand how beliefs are conveyed SMSC1 & SMSC3</p> <ul style="list-style-type: none"> • Identify religious symbolism in literature and the arts. 	<ul style="list-style-type: none"> • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers. BV6
Depth and Challenge	<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>L.O. To develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <p>Gymnastics</p> <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. 	<p>L.O. To develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <p>Dance</p> <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. 	<p>L.O. To develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <p>Games</p> <ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly.



	<ul style="list-style-type: none"> • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. 	<ul style="list-style-type: none"> • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. 	<ul style="list-style-type: none"> • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. <p>Outdoor and adventurous activities</p> <ul style="list-style-type: none"> • Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of a team. 			
Computing	<p>Opinion pollsters: create surveys and collect data about what makes a good chocolate bar (DT)</p> <p>L.O. to collect</p> <ul style="list-style-type: none"> • Devise and construct databases using applications designed for this purpose in areas across the curriculum. 	<p>Using different web services to create a marketing campaign to sell our chocolate (Computing/DT/Art)</p> <p>L.O. to Communicate</p> <ul style="list-style-type: none"> • Use some of the advanced features of applications and devices in order to communicate 	<p>Create an instructional video on how to make Egyptian shoes (History/English)</p> <p>L.O. to communicate</p> <p>L.O. to connect</p> <ul style="list-style-type: none"> • Give examples of the risks posed by online communications • Understand that comments made 	<p>Use web services to create a presentation (History)</p> <p>L.O. to communicate</p> <p>L.O. to connect</p> <ul style="list-style-type: none"> • Give examples of the risks posed by online communications 	<p>Program an animation (broadcast and receive)</p> <p>L.O. to code</p> <ul style="list-style-type: none"> • Events: Specify conditions to trigger events • Motion: Use specified screen coordinates to control movement • Looks: set the appearance of objects and 	<p>Debugging</p> <p>L.O. to code</p> <ul style="list-style-type: none"> • Control: Use IF THEN conditions to control events or objects • Sensing: Create conditions for actions by sensing proximity or by waiting for a user input... • Operators: use the reporter operators to



		ideas, work or messages professionally	online that are hurtful or offensive are the same as bullying		create sequences of changes L.O. to code • Events: set events to control other events by 'broadcasting' information as a trigger	perform calculations
Science	<p>L.O. to understand movement, forces and magnets</p> <ul style="list-style-type: none"> • Compare how things move on different surfaces. • Notice that some forces need contact between two 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 two poles. 	<p>L.O. to understand evolution</p> <ul style="list-style-type: none"> • <i>Identify how plants and animals, including humans, resemble their parents in many features.</i> • <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> • <i>Identify how animals and plants are suited to and adapt to their environment in different ways.</i> <p>L.O. to investigate materials</p> <p>Rocks and Soils</p> <ul style="list-style-type: none"> • Compare and group together different kinds of rocks on the basis of their simple, physical properties. 	<p>L.O. to understand plants</p> <ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants: roots, stem, 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 role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>L.O. to understand animals and humans</p> <ul style="list-style-type: none"> • Identify that animals, including humans, need the right types and 			

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	<ul style="list-style-type: none"> Predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<ul style="list-style-type: none"> Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. Recognise that soils are made from rocks and organic matter. 	<p>amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.</p> <ul style="list-style-type: none"> Construct and interpret a variety of food chains, identifying producers, predators and prey.
Depth and Challenge	<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> <i>Devise a way to make it a fair test.</i> <i>Hypothesize and justify choices.</i></p> <p><i>Propose a meal plan</i></p>
British Values and SMSC	<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 & Art Gallery – Ancient Egyptian Art http://www.birminghammuseums.org.uk/school_sessions/20 or http://www.planmyschooltrip.co.uk/629/Egyptian-Workshops.php</p>
Fabulous Finish	<p>Parent workshop – make Mayan inspired tortillas.</p>	<p>Stone Age parent assembly</p>	<p>Make clay Egyptian Canopic jars</p>

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