

History

Who first lived in Britain?

Chronological Understanding: Describe events from the past using dates when things happened. Describe events and periods using the words: ancient and century. Use a timeline within a specific time in history to set out the order things may have happened. Use mathematical knowledge to work out how long ago events would have happened.

Knowledge and Interpretation: Recognise Britain has been invaded by several different groups over time. Understand that invaders in the past would have fought fiercely, using hand to hand combat. Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences.

Historical Enquiry: Use various sources of evidence to answer questions. Use various sources of evidence to piece together information about a period in history. Research a specific event from the past. Use information finding skills in writing to help them write about historical information.

WOW: Share a presentation about the artefacts found related to the Ancient Britons and consider their purposes. (Visit to an archaeologist site – if possible)

- What jobs do archaeologists do and why are they so valuable in helping us to find out about history?
- How did the Early Britons make shelters?
- Would the Early Britons have visited a supermarket for their food?
- What can you find out about the Stone, Bronze and Iron Ages?
- What do we know about the way they moved heavy items around?
- How do you think the early Britons would have communicated?
- Reflection: Working in groups the children should put together a ICT presentation of the life of Early Britons taking account of their weapons, food, ways of communicating and eating.

RE

- Sharing and being generous
- Caring for others, animals and the environment

Art

Drawing: Use sketches to produce a final piece of work. Write an explanation of their sketch in notes. Use different grades of pencil shade, to show different tones and texture.

Painting: Predict with accuracy the colours that they mix. Know where each of the primary and secondary colours sits on the colour wheel. Create a background using a wash. Use a range of brushes to create different effects.

Knowledge: Compare the work of different artists. Explore work from other cultures. Explore work from other periods of time. Begin to understand how they are feeling and what the artist is trying to express in their work.

Sketch Books: Use their sketch books to express feelings about a subject and to describe likes and dislikes. Make notes in sketch books about techniques used by artists. Suggest improvements to their work by keeping notes in their sketchbooks.

Design Technology

Show that their design meets a range of requirements. Put together a step by step plan which shows the order and also what equipment and tools they need. Describe their design using an accurately labelled sketch and words. Use equipment and tools accurately. Evaluate their design. Use the most appropriate materials. Work accurately to make cuts and holes. Join materials.

Year 3

Autumn 1

Computing

We are Programmers

- Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts.
- Use sequence ... in programs; work with variables and various forms of input and output.
- Use logical reasoning to detect and correct errors in algorithms and programs.
- Select, use and combine a variety of software ... to design and create ... content that accomplish(es) given goals, including ... presenting ... information.

Science

Are you attractive enough?

NC: Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic force can act as 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 have two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.

WOW: Explore with a number of magnets and work out which side attracts and which side repels.

- What is a magnet and what is its relationship to the North Pole?
- What do we mean by attract and repel?
- What other force do we know about and how can we classify forces?
- How can we use magnets to make an exciting game?
- Reflection? Create a television advert for your magnetic game.

Challenge

- Investigate the strengths of different magnets and find fair ways to compare them.
- Explain why an object will move faster if it is rolling down a hill or slope.

Music

Recorders

PE

Wall and Net Games

Geography

NC: Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom and a region or area in a European country.

Geographical Enquiry: Connect geographical words to describe a place and the things that happen there. Identify key features of a locality by using a map. Use basic OS map symbols. Make accurate measurement of distances within 100Km.

Physical Geography: Use maps and atlases appropriately by using contents and indexes. Confidently describe physical features in a locality. Locate the Mediterranean and explain why it is a popular holiday destination.

Human Geography: Confidently describe human features in a locality. Explain why a locality has certain human features. Explain why a place is like it is. Explain how the lives of people living in the Mediterranean would be different from their own.

Geographical knowledge: Name some well-known European countries. Name and locate the capital cities of neighbouring European countries. Be aware of the different weather patterns in different parts of the world, especially Europe.

WOW: A visit to or from a travel agent having thought of questions to ask first.

- What are the advantages/disadvantages of living in a Mediterranean country?
- Why do Mediterranean countries have a warmer climate?
- Which fruits and vegetables are produced in the Mediterranean?
- How can we organise a Mediterranean food festival?
- How would you go about attracting someone to visit a Mediterranean country?
- Why doesn't everyone speak English and use the same money?
- Who are the famous artists of the Mediterranean and what can we learn from them?
- Which European cities can we associate with different types of music?
- Reflection: Children in groups choose a European city and put together a special presentation as part of a European day in school.

RE

- Creating Unity and Harmony
- Participating and willing to lead

Food Technology

This aspect of the topic relates to the Geography topic.

Cooking and Nutrition

- Choose the right ingredients for a product.
- Use the equipment safely.
- Ensure their product looks attractive.
- Describe how their combined ingredients come together.
- Grow plants and herbs from seed with the intention of using them for their food product.
- Show that their design meets a range of requirements.
- Create a step by step plan which shows the order and also what equipment and tools they need.
- Describe their design using an accurately labelled sketch and words.
- Be realistic in the planning.
- Use equipment and tools accurately.
- Make changes to improve their design.

Year 3

Autumn 2

Computing

We are bug fixers

- Debug programs that accomplish specific goals.
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Science

How can Usain Bolt move so quickly?

NC: 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 that they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Working Scientifically: Make and record a prediction before testing. Measure using different equipment and units of measure. Record observations in different ways. Describe what they have found using scientific words. Make accurate measurements using standard units of measure. Explain what they have found out and use their measurements to say whether it helps to answer their question. Explain the importance of a nutritious balanced diet. Describe how nutrients, water and oxygen are transported within animals and humans. Describe and explain the skeletal system of a human. Describe and explain the muscular system of a human.

Challenge: Record and present what they have found using scientific language, drawings, labelled diagrams, bar charts, keys and tables. Explain their findings to draw a simple conclusion. Explain how the muscular and skeletal systems work together to create movement.

WOW: Check to see how far each child can run in the 9.68 secs which is the world record for 100m. Compare with Usain Bolt.

- How long will it take you to run 100m?
- How does the arm joint work and can you make a similar joint?
- What role does the muscle have in helping the arm to move?
- How does the food we eat get transported around our body?
- Can you sketch the position that Usain Bolt is from "on your marks to go"?
- How can you create a movement that links six different balances, using your body?
- Reflection: From photographs of your balances explain how the skeleton and muscles link to support you.

Music

Recorders

PE

Dance

Geography/History

NC: Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom and a region or area in a European country.

History: A study of Greek life and achievements and their influence on the western world.

Chronological Understanding: Can they describe events from the past using dates when things happened? Can they describe events and periods using the words: ancient and century? Can they use a timeline within a specific time in history to set out the order things may have happened? Can they use their mathematical knowledge to work out how long ago events would have happened?

Knowledge and Interpretation: Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? Can they suggest why certain events happened as they did in history? Can they suggest why certain people acted as they did in history?

Historical Enquiry: Can they use various sources of evidence to answer questions? Can they use various sources to piece together information about a period in history? Can they research a specific event from the past? Can they use their 'information finding' skills in writing to help them write about historical information?

• Can they, through research, identify similarities and differences between given periods in history?

WOW: *Visit from a Greek warrior, dressed accordingly, with expectation that children already have questions ready of him.*

- Where is Greece and why do so many people enjoy going on holiday there?
- How do Greece's physical features, including its climate differ from ours?
- How does Greece's climate impact on its people?
- Who were the Ancient Greeks and what did we learn from them?
- How would a tourist to Greece today be reminded of the power of the Ancient Greeks?
- ...and the Oscar goes to? (Which Greek God would you choose to receive a special award?)
- Would you have enjoyed being an Olympian?
- What is democracy and what part did the Greeks have in creating it?
- How would you go about reproducing a clay pot in the style of the Greeks?
- Reflection: Children to put on a special Greek event for parents to include features of ancient and modern Greece

RE

- Being fair and just
- Being accountable and Living with Integrity

Art

Drawing: Use sketches to produce a final piece of work. Write an explanation of their sketch in notes. Use different grades of pencil shade, to show different tones and texture.

Painting: Predict with accuracy the colours that they mix. Know where each of the primary and secondary colours sits on the colour wheel. Create a background using a wash. Use a range of brushes to create different effects.

Knowledge: Compare the work of different artists. Explore work from other cultures. Explore work from other periods of time. Begin to understand how they are feeling and what the artist is trying to express in their work.

Sketch Books: Use their sketch books to express feelings about a subject and to describe likes and dislikes. Make notes in sketch books about techniques used by artists. Suggest improvements to their work by keeping notes in their sketchbooks.

Design Technology

Show that their design meets a range of requirements.

Put together a step by step plan which shows the order and also what equipment and tools they need. Describe their design using an accurately labelled sketch and words. Use equipment and tools accurately. Evaluate their design. Use the most appropriate materials. Work accurately to make cuts and holes. Join materials.

Year 3

Spring 1

Computing

We are presenters

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Work with various forms of input and output.
- Use technology safely, respectfully and responsibly.

Science

NC: Recognise that they need light in order to see things and that darkness 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 a solid object. Find patterns in the way that the size of shadows change.

Working Scientifically: Set up a fair test to see what happens when there is more than one source of light and record findings. Looking for patterns in what happens to shadows when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change.

WOW: Use torches to create different shapes and attempt to photograph them.

- How can you show that your shadow changes according to the position of the Sun?
- Why do footballers in a night match often have four shadows?
- How can you explain the relationship between the Sun and the Moon (in terms of lighting up the moon)?
- How can you design and make a periscope to show how light reflects?
- How can you set up an experiment to show how shiny things respond in the dark?
- Can you create a painting which shows reflection of light on water?
- Can you create a stained glass window which is translucent?
- Reflection: Put together a photo story of the completed challenge.

Music

Recorders

PE

Gymnastics

Geography

NC: Pupils to be taught physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Geographical Enquiry: Use correct geographical words to describe a place and the things that happen there. Identify key features of a locality by using a map. Make accurate measurement of distances within 100km. *Challenge: Work out how long it would take to get to a given destination taking account of the mode of transport.*

Physical Geography: Use maps and atlases appropriately by using contents and indices. Describe how volcanoes are created. Describe how earthquakes are created. Confidently describe physical features in a locality. *Challenge: Explain why a locality has certain physical features.*

Human Geography: Describe how volcanoes have an impact on people's lives. Confidently describe human features in a locality. Explain why a locality has certain human features. *Challenge: Explain how people's lives vary due to weather.*

Geographical Knowledge: Name a number of countries in the Northern and Southern Hemisphere. Locate and name some of the world's most famous volcanoes. Name and locate some well-known European countries. Be aware of different weather in different parts of the world, especially Europe. *Challenge: Name two larges seas around Europe.*

WOW: Show a range of clips from tsunami; Volcanoes and hurricane.

- What causes a volcano to erupt and which are the famous volcanoes in the world?
- How do volcanoes impact on the lives of people and why do people choose to live near them?
- How can we create an erupting volcano?
- What causes an earthquake (and a tsunami) and how are they measured?
- Who experiences extreme weather in our country?
- Which countries have experiences earthquakes and tsunamis on your life time?
- How can we capture a stormy weather pattern using music, drama and dance?
- Reflection: Each group to put together a weather presentation of extreme weather using music, drama and video clips.

RE

- Remembering Roots
- Being Loyal and Steadfast

Art

Drawing: Use sketches to produce a final piece of work. Write an explanation of their sketch in notes. Use different grades of pencil shade, to show different tones and texture.

Painting: Predict with accuracy the colours that they mix. Know where each of the primary and secondary colours sits on the colour wheel. Create a background using a wash. Use a range of brushes to create different effects.

Knowledge: Compare the work of different artists. Explore work from other cultures. Explore work from other periods of time. Begin to understand how they are feeling and what the artist is trying to express in their work.

Sketch Books: Use their sketch books to express feelings about a subject and to describe likes and dislikes. Make notes in sketch books about techniques used by artists. Suggest improvements to their work by keeping notes in their sketchbooks.

Design Technology

Show that their design meets a range of requirements.

Put together a step by step plan which shows the order and also what equipment and tools they need. Describe their design using an accurately labelled sketch and words. Use equipment and tools accurately. Evaluate their design. Use the most appropriate materials. Work accurately to make cuts and holes. Join materials.

Year 3

Spring 2

Computing

We are Network Engineers

Understand computer networks, including the internet; how they can provide multiple services. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Science

NC: Recognise that they need light in order to see things and that darkness 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 a solid object. Find patterns in the way that the size of shadows change.

Working Scientifically: Set up a fair test to see what happens when there is more than one source of light and record findings. Looking for patterns in what happens to shadows when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change.

WOW: Use torches to create different shapes and attempt to photograph them.

- How can you show that your shadow changes according to the position of the Sun?
- Why do footballers in a night match often have four shadows?
- How can you explain the relationship between the Sun and the Moon (in terms of lighting up the moon)?
- How can you design and make a periscope to show how light reflects?
- How can you set up an experiment to show how shiny things respond in the dark?
- Can you create a painting which shows reflection of light on water?
- Can you create a stained glass window which is translucent?
- Reflection: Put together a photo story of the completed challenge.

Music

Recorders/Mamma Mia

PE

Striking and Fielding Games

History

How did the Victorian period help to shape the Birmingham we know today?

Chronological Understanding: Describe events from the past using dates when things happened. Use a timeline within a specific time in history to set out the order things may have happened. Use mathematical knowledge to work out how long ago events would have happened. **Challenge:** Set out on a timeline, within a given period, what special events took place.

Knowledge and Interpretation: Suggest why certain events happened as they did in history. Suggest why certain people acted as they did in history

Historical Enquiry: Use various sources of evidence to answer questions. Use various sources of evidence to piece together information about a period in history. Research a specific event from the past. Use information finding skills in writing to help them write about historical information.

Challenge: Begin to use more than one source of information to bring together a conclusion of about an historical event. Use specific search engines on the Internet to help them find information more rapidly.

WOW: Children to go on a guided walk through a part of Birmingham and photograph what was there 1000 years ago; between 50 and 100 years ago; and less than 50 years ago.

- What made people come and live in Acocks Green in the first place?
- When did Severne Primary open and what can we find out about it?
- Why does Acocks Green have a ????? memorial?
- Has anyone famous ever lived in Acocks Green?
- How can we capture Acocks Greens history in art and music?
- What is ??? and why is it an important part of the history of Acocks Green?
- Why does Acocks Green have a railway station and when was it opened?
- Reflection: Children to carry out an IT presentation of the advantages of living in Victorian Acocks Green.

Art

Drawing: Use sketches to produce a final piece of work. Write an explanation of their sketch in notes. Use different grades of pencil shade, to show different tones and texture.

Painting: Predict with accuracy the colours that they mix. Know where each of the primary and secondary colours sits on the colour wheel. Create a background using a wash. Use a range of brushes to create different effects.

Knowledge: Compare the work of different artists. Explore work from other cultures. Explore work from other periods of time. Begin to understand how they are feeling and what the artist is trying to express in their work.

Sketch Books: Use their sketch books to express feelings about a subject and to describe likes and dislikes. Make notes in sketch books about techniques used by artists. Suggest improvements to their work by keeping notes in their sketchbooks.

Design Technology

Show that their design meets a range of requirements.

Put together a step by step plan which shows the order and also what equipment and tools they need. Describe their design using an accurately labelled sketch and words. Use equipment and tools accurately. Evaluate their design. Use the most appropriate materials. Work accurately to make cuts and holes. Join materials.

Year 3

Summer 1

Music

Recorders/Three Little Birds

PE

Striking and Fielding

RE

- Being open, honest and truthful
- Being silent and attentive to, cultivating and a sense for the sacred and transcendent

Science

NC: 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. **Working Scientifically:** Children will be provided with may opportunities to carry out their own research based on different aspects of the plants they will have looked at Comparing the effect of different factors on plant growth, for example, the mount of light, fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed.

WOW: Start by making a fruit salad and discuss the fruit used.

- What is blossom and why is it so important for the fruit we grow?
- How can you make a presentation to show the life cycle of an apple?
- Could we grow any fruit in this country? If not why not?
- How can you capture the beauty of the blossom?
- What happens to the water that you put into the soil to help a plant grow?
- What do we mean by see dispersal and why is it so important for our plants?
- Why is it so important for us to look after the bees in our country?
- Reflection: Choose one of these areas and perform a presentation to the rest of the class: What re bees important to us? Where did that apple seed come from? What is seed dispersal?

Computing

We are Communicators

Understand computer networks, including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

History

Do you think that John Cadbury is a hero or a villain?

Chronological Understanding: Describe events from the past using dates when things happened. Use a timeline within a specific time in history to set out the order things may have happened. Use mathematical knowledge to work out how long ago events would have happened. **Challenge:** Set out on a timeline, within a given period, what special events took place.

Knowledge and Interpretation: Suggest why certain events happened as they did in history. Suggest why certain people acted as they did in history

Historical Enquiry: Use various sources of evidence to answer questions. Use various sources of evidence to piece together information about a period in history. Research a specific event from the past. Use information finding skills in writing to help them write about historical information.

Challenge: Begin to use more than one source of information to bring together a conclusion of about an historical event. Use specific search engines on the Internet to help them find information more rapidly.

WOW: Children to consider all the places and buildings that are associated with John Cadbury.

- Who was John Cadbury and why is he important to the people of Birmingham?
- What was the Industrial revolution and how did it impact Birmingham?
- Why is Bournville situated where it is?
- Why was chocolate important to Birmingham?
- How can you use art to capture Birmingham at this time?
- What were the benefits of working for Cadbury at the time?
- What would the music of the time have been like?
- Reflection: Set up a court rooms simulation to decide whether John Cadbury was a hero or a villain.

RE

Being courageous and confident
Being hopeful and visionary

Art

Drawing: Use sketches to produce a final piece of work. Write an explanation of their sketch in notes. Use different grades of pencil shade, to show different tones and texture.

Painting: Predict with accuracy the colours that they mix. Know where each of the primary and secondary colours sits on the colour wheel. Create a background using a wash. Use a range of brushes to create different effects.

Knowledge: Compare the work of different artists. Explore work from other cultures. Explore work from other periods of time. Begin to understand how they are feeling and what the artist is trying to express in their work.

Sketch Books: Use their sketch books to express feelings about a subject and to describe likes and dislikes. Make notes in sketch books about techniques used by artists. Suggest improvements to their work by keeping notes in their sketchbooks.

Design Technology

Show that their design meets a range of requirements.

Put together a step by step plan which shows the order and also what equipment and tools they need. Describe their design using an accurately labelled sketch and words. Use equipment and tools accurately. Evaluate their design. Use the most appropriate materials. Work accurately to make cuts and holes. Join materials.

Year 3

Summer 2

Music

Recorders/Don't stop believin'

PE

Athletics

Science

NC: 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. **Working Scientifically:** Children will be provided with many opportunities to carry out their own research based on different aspects of the plants they will have looked at Comparing the effect of different factors on plant growth, for example, the amount of light, fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed.

WOW: Start by making a fruit salad and discuss the fruit used.

- What is blossom and why is it so important for the fruit we grow?
- How can you make a presentation to show the life cycle of an apple?
- Could we grow any fruit in this country? If not why not?
- How can you capture the beauty of the blossom?
- What happens to the water that you put into the soil to help a plant grow?
- What do we mean by seed dispersal and why is it so important for our plants?
- Why is it so important for us to look after the bees in our country?
- Reflection: Choose one of these areas and perform a presentation to the rest of the class: What are bees important to us? Where did that apple seed come from? What is seed dispersal?

Computing

We are Opinion Pollsters

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Understand computer networks, including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.

