

<p style="text-align: center;">CREATE</p> 	<p>Title: Crafty Ceramics</p> <p>Topic Description:</p> <p>This half term we will become artists by working imaginatively and creatively to design and make our very own vase. We understand that people often use pieces of art to decorate their homes and will be looking in detail at different types of vases to identify which shapes, patterns and colours we like the best. We will develop our observational drawing skills by producing detailed sketches of different vases and will look into creating different shading effects using pencils. We will learn about colour mixing by using paints to make new colours and patterns to decorate our vases. Using clay, we will develop our ability to work with different types of materials and, our fine motor skills, by preparing and moulding clay into different shapes using a variety of tools.</p>		
<p>Year Group: Year 3 Term: Autumn 1</p>			
<p>Art Objectives:</p> <ul style="list-style-type: none"> • Make their own choices • Begin to work more abstractly. • Collect visual and other information. • Use a sketchbook to make notes about artists, skills and techniques. • Create artwork following an idea or towards a specific purpose. • Mix and use tertiary colours • Design, draw, paint or make images for different purposes using knowledge and understanding • Use a range of materials and techniques in 3D work • Make comments on the work of others, including both ideas and techniques. • Apply previous knowledge to improve work • Adapt and refine work to reflect purpose • Practise to improve skills • Make different tones of colour using black and white 	<p>Curriculum Links:</p> <p>ICT: Use the internet to research examples of ceramic art.</p>	<p>Core Skills:</p> <p>Maths: Exploring shapes and patterns when working with clay and paints.</p>	<p>Sustainability: Working with recyclable materials.</p>
	<p>Topic End Points:</p> <ol style="list-style-type: none"> 1. Create a moodboard using examples of ceramic art and patterns. 2. Mix tertiary colours and change the tones. 3. Draw repeating patterns using shapes. 4. Make a ceramic product using repeated patterns and tertiary colours. 	<p>EAL: Clay, tools, paint, mixing, rolling, shape, size, big, small, straight, round, patterns.</p>	<p>PHSE: Discussing our likes and dislikes when evaluating our vases. Sharing ideas with our peers in class discussions. Developing our sense of pride and celebrating our achievements.</p>
		<p>Drama: Performance poetry. Presenting findings from research about ceramic art.</p>	<p>The World of Work/Enterprise: Looking at sculptors who have made a living out of selling decorative pieces.</p>

	5. Evaluate the ceramic product and identify improvements verbally.		
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Most children will be able to: explore how shape and colour can be organised and combined to create patterns for their ceramic product; collect visual information; experiment with stencilling and print-making techniques to make a printed pattern; comment on similarities and differences between their own and others' work; adapt and improve their own work, according to its purpose.

ICT: Choose from

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- 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
- 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
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- 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

<p style="text-align: center;">CREATE</p> 	<p>Title: Scrumptious Sweets</p> <p>Topic Description:</p> <p>We will delve into the wonderful world of confectionary. The children will use their amazing imaginations to create a new and unique chocolate box. The children will learn how to carefully plan, make and evaluate their product. They will be using ICT to research and design their product logo. We will be exploring the fantastic Roald Dahl story of Charlie and the Chocolate Factory and linking this within our reading and writing lessons. Lastly, we will be developing and using a wide range of vocabulary.</p>		
<p>Year Group: Year 3 Term: Autumn 2</p>			
<p>Art/DT Objectives:</p> <ul style="list-style-type: none"> • Use what they know about the properties of materials. • Measure and cut out using centimetres. • Work out how to make models stronger. • Recognise what has gone well, but suggest further improvements for the finished article. • Suggest which elements they would do better in the future. • Make the finished product neat and tidy. • Use models, pictures and words in designs. 	<p>Curriculum Links:</p> <ul style="list-style-type: none"> • Use ICT to research packaging and logos. • Use Publisher to design a logo. • Using ICT respectfully and safely. 	<p>Core Skills:</p> <p>Participating in discussions, performing to an audience, Team work, patience and resilience.</p>	<p>Sustainability:</p> <p>The impact of throwing away rubbish on the environment and the importance of recycling.</p>
	<p>Topic End Points:</p> <ul style="list-style-type: none"> • Research sweet boxes and logos and create a mood board. • Practise making nets and boxes from paper. • Evaluate the paper design to identify improvements. • Create a final design using measurements and tools to keep it neat and tidy. 	<p>EAL:</p> <p>Key images: Examples of different types of sweet boxes and packaging.</p> <p>Key experiences: Sorting sweet boxes by materials, design, colour.</p> <p>Key vocabulary: materials, strong, straight, neat, bright, vivid, eye catching, joins.</p> <p>Key questions: Why do sweets need packaging? What makes a good sweet box? What do you think about this box? What is a logo?</p> <p>Sentence stems: I like this box because... I don't like this box because... Logos are used for... I think my box is...</p>	<p>PHSE:</p> <p>To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.</p>
		<p>Drama:</p> <p>Acting out various scenes from Charlie and the Chocolate Factory. Dancing and performing. Expressing emotions through drama and music.</p>	<p>The World of Work/Enterprise:</p> <p>Children will design a logo and their own sweet packaging and link to the process of manufacturing real products.</p>

	<ul style="list-style-type: none">• Discuss their design with others and identify how to improve it.		
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DISCOVER



Title: The Terrible Tudors!

Topic Description:

Join us as we visit the past and learn all about the interesting, but truly terrible Tudors. We will explore the life of one of England's most famous kings, Henry VIII and discover why he was known as a terrible Tudor. We will discover what life was like back in Tudor England from the clothes they wore to what life would have been like for children. We will also be investigating Tudor homes and how some Tudor architecture can still be seen today within the city of Newcastle Upon Tyne. Would you like to have lived during the Tudor times? You decide!

Year Group: Year 3
Term: Spring 1

History Objectives:

- Use dates and terms accurately, using key dates when describing events
- Use some dates on a time line
- Understand the concept of decades and centuries and use this to divide the past into periods of time
- Use a timeline with dates, including both BC and AD
- Understand that some events of the past affect people's lives today
- Use evidence to describe changes within a time period
- Give reasons for main events and changes

Curriculum Links:

ICT: Use search technologies effectively, appreciate how results are selected how results are selected and ranked, and be discerning in evaluating digital content.

Topic End Points:

- Create a timeline to identify when the Tudors lived.
- Write a fact file about Henry VIII and his wives.
- Create a news report to explain why Henry VIII reformed the English Church.
- Follow instructions to make a Tudor house and compare the similarities and differences of houses today.

Core Skills

Sequencing events in chronological order.
Studying historical sources to understand life in the past.
Comparing the past to the present.
Evaluating cause and effect.

EAL

Key images: Images of Henry VIII and his wives. Tudor timeline.

Key experiences: To construct and decorate Tudor Houses with parents as part of Inspire.

Key vocabulary including: Monarch, Protestant, Catholic,

PHSE

To recognise that their behaviour can affect other people.
To recognise what constitutes a healthy relationship and develop the skills to form and maintain them.
That civil partnerships and marriage are examples of public demonstration of commitment between two people who love and care for one another.
Why and how rules and laws that protect them and others are made and enforced. Why different rules are needed in different situations and how to take part in making and changing rules.

<ul style="list-style-type: none"> • Begin to understand why some people acted as they did and give reasons • Interpret the past through role play – e.g. hot seating 		<p>Divorce, Marriage, King, and Queen.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Who were the Tudors? • What type of King was Henry VII? • How many wives did Henry VII have? • <p>Sentence stems:</p> <ul style="list-style-type: none"> • The Tudors were.... • I think Henry VII was a... • Henry VIII had... 	
		<p>Drama Act out events from Henry VIII's life.</p>	<p>The World of Work/Enterprise The children will learn about what life was like for children in Tudor England and compare it to now.</p>

DISCOVER



Title: The Ancient Egyptians

Topic Description:

Let's travel back in time to 5000BC to explore one of the world's most ancient civilizations; Ancient Egypt. Have you ever wanted to learn how to write in hieroglyphics? Let us show you how the unique alphabet system worked as we teach you how to write your name in hieroglyphics. Have you ever wondered about how and why the art of mummification occurred? We will explore this exciting process through mummifying tomatoes. Have you ever wondered why the Ancient Egyptians worshipped so many different gods? We will learn about their gods and the reasons why they were important to them.

Year Group: Year 3
Term: Spring 2

History Objectives:

- Guess what objects from the past were used for, using evidence to support answers
- Use more complex sources of primary and secondary information
- Use the internet for research
- Choose and discriminate between a range of information, and use this to ask questions
- Understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict

Curriculum Links:

ICT:

1. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
2. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Topic End Points:

1. Use artefacts to ask questions about Ancient Egyptian life.
2. Make a bookmark and solve short messages written in hieroglyphics.

Core Skills

Sequencing events in chronological order.
Studying historical sources to understand life in the past.
Comparing the past to the present.
Evaluating cause and effect.

EAL

Key images: images of Ancient Egypt, alphabet system, mummifying tomatoes and different gods.

Key vocabulary:

Egypt, Egyptian, mummy, sphinx, pyramid, pharaoh, tomb, coffin, canopic jars, desert, scarab beetle, flatbread, irrigation, mattock, plough, sickle, Ra, Nut and Geb, Nile, mummification

Key questions: Who were the Ancient Egyptians? What is mummification?

Key sentence stems: I think the Ancient Egyptians are _____
I think mummification is _____

Drama

PHSE

To work collaboratively towards shared goals
That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)
To consider the lives of people living in other places, and people with different values and customs

The World of Work/Enterprise

	<ol style="list-style-type: none">3. Write instructions about how to make a pyramid.4. Order and describe the process of mummification.5. Make an Egyptian death mask.6. Name some of the Ancient Egyptian gods and goddesses	<p>The children will role play at being Egyptian priests as they carry out ancient burial practises.</p>	<p>The children will learn about the importance of the River Nile on trade in Ancient Egypt.</p>
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EXPLORE



Title: Mysterious Rainforests.

Topic Description:

Across the ocean lies the mysterious rainforests of Borneo, the home of the Orangutans. We will explore this interesting world, including; its features, location, climate, unique weather systems and the animals that inhabit there. Let's take a look at the problems that are affecting the rainforests and how we can save the homes of the Orangutans. We will compare the rainforests to the forests in our own locality and identify their similarities and differences.

Year Group: **Year 3**

Term: **Summer 1**

Geography Objectives:

- Use prediction and prior knowledge to find out about unknown places, and combine this with observation.
- Collect temperature and rainfall using a range of instruments, and compare these with information from the internet to discuss weather and climate.
- Understand that different places may have similar/different characteristics and give reasons for these.
- Describe and identify how a place has changed.
- Understand how weather changes an environment.
- Know the difference between weather and climate.

Curriculum Links:

- We will develop our mathematical skills by measuring temperature and rainfall and recording the results.
- We will build our reading skills through learning new vocabulary linked to rainforests and by reading non-fiction texts.
- We will improve our writing skills through recording information and ideas.
- We will continue to develop our ICT skills through using the internet to source information about rainforests.
- We will build our scientific understanding through learning about the habitats of different animals in the rainforests and by

Core Skills:

Geography, ICT, maths, reading, writing and science.

Sustainability:

We will learn how to care for the environment and identify steps we can take to reduce climate change.

EAL:

Key images: Images on rainforests, forests, animals, maps and climates.

PHSE:

We will understand the impact that humans are having upon the planet and how our actions have consequences.

<ul style="list-style-type: none"> Suggest ways towards a reduction in climate change. 	<p>observing, questioning and predicting.</p> <ul style="list-style-type: none"> ICT: 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 	<p>Key experiences: Explore a local forest.</p> <p>Key vocabulary: rainforests; forests, animals, habitat, climate, weather, canopy, forest floor, emergent, under storey.</p> <p>Key questions: What is a rainforest? Where are rainforests? What is the climate of a rainforest?</p> <p>Sentence stems: A rainforest is... Rainforests are... The climate of a rainforest is...</p>	
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	<p>of ways to report concerns about content and contact.</p>	<p>Drama: We will learn how to identify a range of solutions to different problems through the use of forum theatre.</p>	<p>The World of Work/Enterprise: We will learn about the impact that industry is having upon the rainforest through looking at deforestation and sourcing palm oil. We will look at how this has effected the rainforests over time.</p>
	<p>Topic End Points:</p> <ul style="list-style-type: none"> • Label the features of a rainforest and a local forest. • Make a fact file to compare and contrast the features of a rainforest and local forest. • Locate rainforests and local forests on a map. • Make a weather report about the climate of the rainforest. 		

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| | <ul style="list-style-type: none">• Match the rainforest animal to its habitat. | | |
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EXPLORE



Title: Wildlife Warriors – The Kittiwake Project

Topic Description:

No one can deny that plastic waste is a major problem both locally and globally and its importance is being highlighted in the news. It is affecting our local wildlife. Kittiwake birds, native to our area, are eating the plastic waste which is contaminating our rivers and the food chain.

In this unit the children will learn about the way humans can impact our wildlife, both negatively and positively. We will visit the Baltic where the Kittiwakes are nesting, as well as the Washington Wetlands Centre, to compare and contrast their urban and rural habitats.

Year Group: **Year 3**
Term: **Summer 2**

Geography Objectives:

Use a range of sources, including the internet, Google Earth and questionnaires.
Suggest own ways of presenting information, including graphically and in writing.
Make detailed and labelled field sketches.
Suggest ways of improving local environment.
Express views and recognise how people affect the environment, summarising the issues.

Curriculum Links:

Science- how plastic is entering the food chains.
Maths- data and statistics.
Art- designing posters, visit from an artist.
English – visit from a writer to produce creative writing.
ICT - use technology safely, respectfully and responsibly.

Core Skills:

The children will learn about data handling.
The children will use persuasive language to encourage people to use sustainable materials, recycle and dispose of waste responsibly.

Sustainability:

Learning about how to look after the environment; recycling, reducing use of plastic, disposing of waste responsibly.

End Points:

- Create a fact file about Kittiwakes.
- Compare the habitat of rural and urban birds.
- Locate the highest levels of plastic in the ocean on a map.
- Make a poster about recycling.
- Write a letter to a local supermarkets to stop using plastic.

EAL:

Key images: Kittiwakes, plastic waste, marine creatures.
Experiences: Trip to the beach to pick litter & make art sculptures.
Vocab: Waste, recycling, plastic, marine, creatures, damage, future, planet.
Key Questions: How is plastic affecting marine creatures?
What can we do to improve our environment?

PHSE:

Debate topical issues for the use of plastic. Understanding the impact humans have on the planet.

		Sentence Stems: Plastic is bad for sea creatures because _____ We can help by _____	
		Drama: Forum theatre- children to change a scenario.	The World of Work/Enterprise: How businesses are trying to cut down on their use of plastic packaging.