



Eyrescroft Primary School

YEAR 3 2015-2016 Autumn Term 1

| Topic: Chocolate/ The Aztecs Key Text: Charlie and the Chocolate Factory Visual text: Charlie and the chocolate factory | <u>Week 1</u> | <u>Week 2</u> | <u>Week 3</u> | <u>Week 4</u> | <u>Week 5</u> | <u>Week 6</u> | <u>Week 7</u> |
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| ENGLISH N.B Wow activity is used to launch topic. To run alongside Eyrescroft SPAG scheme. | Text study: Charlie and the chocolate factory Discuss and summarise the opening chapters of Charlie and the Chocolate factory considering range, style, characters and situations. Character descriptions of various characters from the Bucket family | Text study: Charlie and the chocolate factory Investigate the way that different characters speak and write an imagined dialogue for them. Explore and discuss Willy Wonka's invitation and then write a reply. Explore chapters about entering the chocolate factory and improvise mimes to convey characters emotions. | Text study: Charlie and the chocolate factory Description of the chocolate room Diary entries from the point of views of the different children Comparison between Charlie and the Chocolate Factory and Georges Marvellous Medicine. | Text study: Charlie and the chocolate factory Research how chocolate is made and create an information text | Text study: Charlie and the chocolate factory Instructional writing – Recipes for various chocolate products | Text study: Charlie and the chocolate factory Persuasive writing – create adverts for chocolate bars designed in D&T | Text study: Charlie and the chocolate factory Playscripts – create a playscript for TV advert for chocolate bar Use of Tablets to record adverts for school website |
| MATHS See separate curriculum | Numbers and the number system | Numbers and the number system | Addition and subtraction 1 | Addition and subtraction 1 | Addition and subtraction 1 | Presentation of data | Presentation of data |
| SCIENCE Plants | Identify and describe the basic structure of a variety of common flowering plants, including trees. Describe the functions of different parts of flowering plants | Explore the requirements of plants for life and growth and how they vary from plant to plant Investigate light as a variable factor in plant growth | Considering the effects that under and over watering plants can have | Comparing plant growth in different soils. Create a guide for the care of plants | Understand that different species of plants have different requirements for healthy growth. Exploring the similarities and differences in plants growing in different places. | Plan an investigation into seed germination using different variables to determine ideal conditions. | Carry out investigation and record findings. |
| R.E What can we learn about ourselves at Harvest? | Recognise that Harvest is a time to give thanks Express thanks in different ways | Recognise worth in others and the importance of being part of a community | Ways of giving thanks | Understand that Christians believe that God created the world | Recognise that religions teach people to have respect and care for living things | | |
| COMPUTING Switched on Computing | We are opinion pollsters. Planning a survey based on opinions about chocolate bars. | We are pollsters- Developing questions and creating an online survey | We are pollsters- Analysing data | We are pollsters – Presenting data | Create a video presentation all about the Eyrescroft chocolate bar and how it was designed/made | Use video presentation to pitch chocolate bar to Headteacher. | |
| DESIGN AND TECHNOLOGY | Discuss and taste various chocolate bars. Carry out a survey to find out which is the most popular. | | Using findings from computing survey design an 'Eyrescroft' chocolate bar that caters for the likes of | Design packaging for chocolate bar | Children make packaging for chocolate bar. | Children make own chocolate bars based on design from previous week | Evaluate design and adjust accordingly |

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| | | | the target group. | | | | |
| ART | Look at the designs on the bowls, incense burner – symbols, represent different gods. Chn to choose one artefact and to sketch own version in art books – think about the shapes, lines and colours. Underneath chn to write a definition of what object was, how it was made, what it was used for – possibly where found? Pavement show – leave books on desk and chn walk around viewing other chn’s work. Leave comments on post it notes | | Create own Aztec patterns using a variety of mediums. | Aztec glyphs. Create own using a variety of mediums. | Aztec Gods and Goddesses Create own images for following gods: Moon goddess. Goddess of plants and seeds, god of flowers, protector of merchants | Create own Aztec artefact using air dry clay. | |
| HISTORY | Begin to talk about eras in history that children are familiar with and to put onto a time line, using both BC and AD – use this website to help http://www.hyperhistory.com/online_n2/History_n2/a.html | | Introductions to the Aztecs – who were they? Where were they from? Create mind maps of things that the children know/Would like to find out about. | Discuss Aztec artefacts, how it might have been made, what we can learn from it. Each group to present their ideas to rest of class How can we learn from artefacts – what can they tell us about the Aztec way of life? | Compare ideas of society in Aztec life to other historical periods and to today – where would chn place – teacher, film star, caretaker, Prime Minister, Queen, millionaire, lottery winner, football player | Compare ideas of society in Aztec life to other historical periods and to today. Where would chn place teacher, film star, Caretaker, Prime Minister, Queen, millionaire, lottery winner, football player | |
| GEOGRAPHY | Taste a selection of foods from Mexico, eg chillies, chocolate, tomatoes, tortillas. Talk about where they all originated from and how they came to this country. Show chn both IWB maps and place Mexico in context of GB | Chn to find Mexico in world atlases and to create fact file to show information as on IWB, shade in map to show mountains, brown, high plateau, yellow, coastal plains, green – label Gulf of Mexico, Pacific Ocean, Mexico City. Look at the environment of the Aztecs and how this could have affected settlement patterns and lifestyles. | | Discuss history of Tenochtitlan and how it was built. Locate on different types of maps and label Chn to create own maps to show what happened in temple areas. | | | |
| MUSIC | | | | | | | |
| P.S.H.E/S.M.S.C Jigsaw Scheme of Work | Getting to know each other – Recognising my worth and identifying positive things about myself | Our nightmare school-facing new challenges positively, making responsible choices and asking for help when it is needed | Our Dream school – Understanding why rules are needed and how they relate to rights and responsibilities. Create class charter | Rewards and Consequences – Understand that my actions affect myself and others I care about other people’s feelings. | Our Learning Charter-Making responsible choices and taking actions | Owning our learning charter – Understand how my actions affect others and try to see others points of views. | |

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| <p>P.E Cambridgeshire Scheme of Work</p> | <p>Gymnastics- Recap and development of a range of travel and balance actions</p> | <p>Gymnastics- Exploration of arm actions and linking them to arm patterns</p> | <p>Gymnastics- Exploration of following different pathways using travel on feet actions</p> | <p>Gymnastics – Exploration of different movement patterns and using them to plan movement phrases</p> | <p>Gymnastics – Create travel and balance movement phrases and develop it by covering a clear pathway and incorporating arm pattern.</p> | <p>Gymnastics- remember, improve and perform movement phrases from last week.</p> | <p>Review and assess activities.</p> |
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