



St Patrick's
Catholic Voluntary Academy

ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

HALF TERM: Pentecost 1 2020

TEACHER: Mr King Teaching Assistant: Mrs Smith

YEAR GROUP: 3



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TOPIC TITLE: Chocolate BOOK FOCUS: Charlie and the Chocolate Factory by Roald Dahl

	WEEK 1	WEEK2	WEEK 3	WEEK 4	WEEK 5
English Text Type	Character Descriptions (Fiction)	Character Descriptions (Fiction)	Character Descriptions (Fiction)	Persuasion (Non-fiction)	Persuasion (Non-fiction)
Reading Comprehension	Charlie and the Chocolate Factory - Chapter 1	Non-fiction - History of Chocolate (webpage)	Poetry - Oompa Loompa Song	Charlie and the Chocolate Factory - Chapter 16 The Oompa Loompas	Fair Trade Information Text (Non-fiction)
Spelling, Punctuation and Grammar	Possessive apostrophes in irregular plurals	Suffixes	Conjunctions	Paragraphing	Homophones
Maths	Block 9 - Fractions	Block 9 - Fractions	Block 9 - Fractions	Block 10 - Measurement (Time)	Block 10 - Measurement (Time)
Science Animals, including humans	<u>National Curriculum Objective</u> Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	<u>National Curriculum Objective</u> Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	<u>National Curriculum Objective</u> Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	<u>National Curriculum Objective</u> 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 what they eat.	<u>National Curriculum Objective</u> 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 what they eat.
	<u>Skills and Knowledge</u> <ul style="list-style-type: none"> Know about the skeletal and muscular system of a human. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Know that a skeleton is needed for support, protection and movement. 	<u>Skills and Knowledge</u> <ul style="list-style-type: none"> Know about the skeletal and muscular system of a human. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Know how muscles work. 	<u>Skills and Knowledge</u> <ul style="list-style-type: none"> Know what herbivores, carnivores and omnivores are (revision of KS 1 knowledge). Know the 5 food groups (revision of KS 1 knowledge) and the proportions of each needed to create a healthy, balanced diet. 	<u>Skills and Knowledge</u> <ul style="list-style-type: none"> Know about the importance of a nutritious, balanced diet. Know that animals including humans need nutrition and get it from what they eat. Know the nutritional properties of carbohydrates, fruit & vegetables, proteins and dairy foods. Know the importance of limiting 	<u>Skills and Knowledge</u> <ul style="list-style-type: none"> Know how nutrients, water and oxygen are transported within animals and humans.



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	<ul style="list-style-type: none"> Know that not all animals have an internal skeleton. 			fats and sugars intake.	
	<p>Activity Human and animal skeletons</p>	<p>Activity Muscles</p>	<p>Activity Diets</p>	<p>Activity Nutritional diet</p>	<p>Activity Transportation of nutrients</p>
History Mayans	<p>National Curriculum Objective Pupils should be taught about a non-European society that provides contrasts with British history - Mayan civilization c. AD 900.</p>	<p>National Curriculum Objective Pupils should be taught about a non-European society that provides contrasts with British history - Mayan civilization c. AD 900.</p>	<p>National Curriculum Objective Pupils should be taught about a non-European society that provides contrasts with British history - Mayan civilization c. AD 900.</p>	<p>National Curriculum Objective Pupils should be taught about a non-European society that provides contrasts with British history - Mayan civilization c. AD 900.</p>	<p>National Curriculum Objective Pupils should be taught about a non-European society that provides contrasts with British history - Mayan civilization c. AD 900.</p>
	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> Know that the Mayans came from Mexico. Know that Mexico is in central America. Know that Mayans lived around 3500 years ago. Use timelines to place events in order. Understand that timeline can be divided into BC and AD. Use historical vocabulary e.g. century, decade. 	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> Know about the ancient city of Tikal. Know that cities were ruled by Kings or Queens. Know what Mayans cities were like. Know what Mayan housing was like. Use evidence to describe the past and changes. 	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> Know about the jobs of the Mayans such as farmers, hunters, warriors, builders and teachers. Know that Cacao beans were important to the Mayans. Know that there are still Mayan communities in Central America. Show changes on a timeline in chocolate products over time. 	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> Know that Mayans believed in many Gods that represented aspects of life eg. sun god, god of rain. Know that there are still Mayan communities in Central America. Describe similarities and differences between people, events and objects. 	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> Know that life was different for Mayan children than it is today. Know that society was separated into rich and poor classes and life was different for these two groups.
	<p>Activity Mayans Timeline and Mapwork</p>	<p>Activity Tikal and Mayan Cities</p>	<p>Activity Mayans, chocolate and cacao beans</p>	<p>Activity Mayan Gods</p>	<p>Activity Mayan Society</p>



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D&T What makes a good chocolate bar?	<u>National Curriculum Objective</u> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Understand the source, seasonality and characteristics of a broad range of ingredients. 	<u>National Curriculum Objective</u> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. 	<u>National Curriculum Objective</u> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. 	<u>National Curriculum Objective</u> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. 	<u>National Curriculum Objective</u> <ul style="list-style-type: none"> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
	<u>Skills and Knowledge</u> <ul style="list-style-type: none"> Select design features informed by knowledge of product analysis. Gather information about the needs and wants of individuals or groups. Explore ideas through the use of prototypes/samples. Know that chocolate can be made in different flavours eg. milk, plain, white, dark. 	<u>Skills and Knowledge</u> <ul style="list-style-type: none"> Know what a consumer is. Know why consumer research is important. Know that a product has to appeal to the consumer. Gather information about the needs and wants of individuals or groups. 	<u>Skills and Knowledge</u> <ul style="list-style-type: none"> Explore ideas through the use of prototypes/samples. Select design features informed by knowledge of product analysis. 	<u>Skills and Knowledge</u> <ul style="list-style-type: none"> Use computer- aided design packages, to develop and communicate ideas. (packaging) Know that packaging and advertising are important in marketing a product. Select design features informed by knowledge of product analysis. Use a simple IT program within the design. Design a product and make sure that it looks attractive. 	<u>Skills and Knowledge</u> <ul style="list-style-type: none"> Use the knowledge from consumer research to determine if your products meets the needs of the user. Know why a model has, or has not, been successful. Prove that a design meets a set criteria.
	<u>Activity</u> Chocolate bar sampling	<u>Activity</u> Consumer research	<u>Activity</u> Design chocolate bar including ingredients and flavours. Annotated diagram	<u>Activity</u> Design chocolate bar wrapper using IT	<u>Activity</u> Peer-evaluate chocolate bar designs



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Computing Stop-motion Animation	<p><u>National Curriculum Objective</u> 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.</p>	<p><u>National Curriculum Objective</u> 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.</p>	<p><u>National Curriculum Objective</u> 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.</p>	<p><u>National Curriculum Objective</u> 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.</p>	<p><u>National Curriculum Objective</u> 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.</p>
	<p><u>Skills and Knowledge</u></p> <ul style="list-style-type: none"> • Know what stop motion animation is. • Know what is meant by stop motion. • Know how to create a short animation. 	<p><u>Skills and Knowledge</u></p> <ul style="list-style-type: none"> • Know how to decompose a story into smaller parts. 	<p><u>Skills and Knowledge</u></p> <ul style="list-style-type: none"> • Use software to create story animations. • Use greater control when taking photos with tablets or computers. • Know how to edit frames on my stop motion animation. • Collect and present information. • Use technology respectfully and responsibly. 	<p><u>Skills and Knowledge</u></p> <ul style="list-style-type: none"> • Use software to create story animations. • Use greater control when taking photos with tablets or computers. • Recognise ways to improve my animation. • Know how to edit frames on my stop motion animation. • Collect and present information. • Use technology respectfully and responsibly. 	<p><u>Skills and Knowledge</u></p> <ul style="list-style-type: none"> • Recognise ways to improve my animation.
	<p><u>Activity</u> Experiment with short plasticine stop-motion</p>	<p><u>Activity</u> Plan a stop-motion animation</p>	<p><u>Activity</u> Create first frames of stop-motion animation</p>	<p><u>Activity</u> Complete stop-motion animation</p>	<p><u>Activity</u> Showcase and evaluate stop-motion animations</p>



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PE Athletics	<p>National Curriculum Objective Use running, jumping, throwing and catching in isolation and in combination.</p>	<p>National Curriculum Objective Use running, jumping, throwing and catching in isolation and in combination.</p>	<p>National Curriculum Objective Use running, jumping, throwing and catching in isolation and in combination.</p>	<p>National Curriculum Objective Use running, jumping, throwing and catching in isolation and in combination.</p>	<p>National Curriculum Objective Use running, jumping, throwing and catching in isolation and in combination.</p>
	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> • Run at fast, medium and slow speeds. • Know correct arm and leg movements for sprinting. • Know some famous Olympians from history. 	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> • Know how to combine sprinting with jumping over hurdles. • Run at fast, medium and slow speeds. • Watch and describe techniques used and suggest improvements. 	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> • Take part in a relay, remembering when to run and what to do. • Know how to perform a baton changeover. • Speed up and slow down smoothly during a baton changeover. 	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> • Know how to jump for increased distance. • Know how to take-off correctly for the standing long jump. • Perform an effective flight phase for the standing long jump. 	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> • Know how to throw for increased distance. • Know the correct technique for a chest push. • Throw with greater control and accuracy.
	<p>Activity Sprinting</p>	<p>Activity Hurdles</p>	<p>Activity Sprint Relays</p>	<p>Activity Standing Long Jump</p>	<p>Activity Chest-push Throw</p>
RE	Energy Explore - The energy of fire and wind	LF2 - The coming of the Holy Spirit.	LF4 - The Church celebrates Pentecost.	LF6 - The gifts of the Holy Spirit.	Sikhism - Look and Discover
	Describe the power of wind and fire.	Disciple interview	Describe the Church during Pentecost and give reasons for symbols.	Gifts of the Holy Spirit collage	Describe what's inside a Gurdwara
	LF1 - The Ascension: Jesus goes back to his Father and promises to send the Holy Spirit.	LF3 - The coming of the Holy Spirit.	LF5 - The Holy Spirit energises us.	Energy Respond & Encounter	Sikhism - Respect
	Diary Entry of a disciple present at the Ascension	Speech for a Disciple after the coming of the Holy Spirit	Describe how the Holy Spirit is used in school	Respond & Encounter Task	Describe the pilgrimage to Amritsar
Music Class Band Project	<p>National Curriculum Objective Play tuned and untuned instruments musically.</p>	<p>National Curriculum Objective Play tuned and untuned instruments musically.</p>	<p>National Curriculum Objective Play tuned and untuned instruments musically.</p>	<p>National Curriculum Objective Play tuned and untuned instruments musically.</p>	<p>National Curriculum Objective Play tuned and untuned instruments musically.</p>



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	<p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>
	<p><u>Skills</u> Follow a simple drum pattern on the bongo drums or cajon this rhythm will use a range of notes including some syncopated patterns</p> <p><u>Knowledge</u> How to play a drum pattern using two tone drums using both hands independently in a repeated pattern</p>	<p><u>Skills</u> Play a three chord trick on a ukulele using up to three fingers Be able to play a range of major, minor and 7th chords</p> <p><u>Knowledge</u> How to play three contrasting chords on the ukulele including one three finger cord and a 7th chord</p>	<p><u>Skills</u> Play a number of chords on the keyboard following root notes using the thumb and playing the third and fifth on top</p> <p><u>Knowledge</u> How to play a number of chords on the piano using up to three fingers on each including some accidentals</p>	<p><u>Skills</u> Start to combine the forces studied in previous weeks</p> <p><u>Knowledge</u> How their part will fit with another</p>	<p><u>Skills</u> Combine classroom band with vocals to produce an overall performance</p> <p><u>Knowledge</u> How their part will fit with another</p>
	<p><u>Activity</u> Copycat playing with quaver and crotchet notes Independent playing over a given chord structure improvising where appropriate</p>	<p><u>Activity</u> Copycat playing Playing a number of chords on the ukulele Practice moving from one chord to the next</p>	<p><u>Activity</u> Copycat playing Working on keyboard technique and using the correct fingers to play the three finger chord patterns</p>	<p><u>Activity</u> Putting together the rhythmic forces of a band</p>	<p><u>Activity</u> Creation of a classroom band</p>
French Countries and Nationalities	<p><u>National Curriculum Objective</u> Explore the patterns and sounds of language and link the sound, spelling and meaning of words</p>	<p><u>National Curriculum Objective</u> Speak in sentences using familiar vocabulary, phrases and language structures</p>	<p><u>National Curriculum Objective</u> Listen attentively and show understanding by responding and joining in</p>	<p><u>National Curriculum Objective</u> Write phrases from memory and adapt these to form new sentences</p>	<p><u>National Curriculum Objective</u> Read carefully and show understanding of words, phrases and simple writing</p>
	<p><u>Skills and Knowledge</u> Know at least five countries in French</p>	<p><u>Skills and Knowledge</u> Understand how to say where you live and where you are from</p>	<p><u>Skills and Knowledge</u> Listen for key language about countries and nationalities</p>	<p><u>Skills and Knowledge</u></p>	<p><u>Skills and Knowledge</u> Translate key information into English</p>



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		Know differences between masculine and feminine nationalities		Understand how to form accurate French sentences about where people live	
	Activity Pupils learn a range of countries through various games and simple spoken activities	Activity Pupils say the country in which they live as well as their nationality	Activity Pupils listen to information about where various people live and their nationalities and show understanding by writing key information in English	Activity Pupils write about where their friends and/or celebrities live with some adding opinions about countries	Activity Pupils read about two people and translate sentences about where they live and their opinions into English
PSHE Exploring Emotions	Learning Objectives R1 - Recognising a wide range of emotions in themselves and others. R1 - Responding appropriately to a range of emotions in themselves and others.	Learning Objectives R1 - Recognising a wide range of emotions in themselves and others. R1 - Responding appropriately to a range of emotions in themselves and others. H6 - Deepening their understanding of good and not so good feelings. H6 - Extending vocabulary to help explain the range and intensity of feelings.	Learning Objectives R1 - Recognising a wide range of emotions in themselves and others. R1 - Responding appropriately to a range of emotions in themselves and others. R7 - Understanding their actions affect themselves and others. R12 - Developing strategies to resolve disputes. R12 - Identifying strategies to manage emotions.	Learning Objectives H6 - Deepening their understanding of good and not so good feelings. H6 - Extending vocabulary to help explain the range and intensity of feelings. H7 - Recognising conflicting emotions.	Learning Objectives R12 - Developing strategies to resolve disputes. R12 - Identifying strategies to manage emotions.
	Warm up: Follow the leader Skills wheel R1 - What makes us happy? What can we say/do to make others happy? End Game: Follow the leader	Warm up: Follow the leader H6 - Emotion charades R1, H6 - Full body scan End Game: Follow the leader	Warm up: Follow the leader R1, R7, R12 - Traffic light system for dealing with emotions End Game: Follow the leader	Warm up: Follow the leader H6, H7 - Emotion Iceberg - How can we cool down when we're angry? End Game: Follow the leader	Warm up: Yoga Time R12 - Resolving disputes. Skills wheel Passport question: Talking about feelings matters because... End Game: Storm
British Values	Democracy - we all have a right to be happy and treated in a way that makes us happy (PSHE)		Individual liberty - Chocolate bar design (DT)	Mutual respect - Exploration of Mayan beliefs and Gods (History)	Mutual respect - Sikhism Other Faith Week (RE)



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Special Events	Intriguing Introduction - Mayans Workshop with Partake				Expert Ending - Willy Wonka's Chocolate Factory Tour - Parents invited