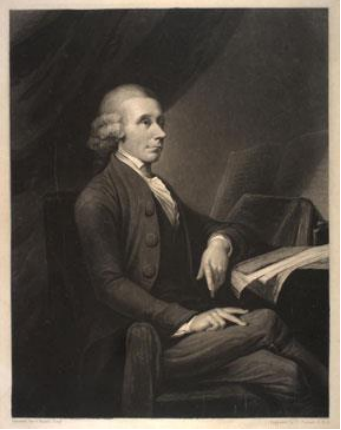



What do you need for a marvellous medicine?	Derry Hill C of E Primary School	Year 3: Term 3: Spring 2024	
National Curriculum Subject	Key Vocabulary	Key Skills and Knowledge	Learning Intention and Implementation
History (Local Study) 	Chronological order Sources Change Importance Impact Significance Museum Oxygen Philosopher Architecture Local century compare contrast	Key Skills: <ul style="list-style-type: none"> - Identify a significant turning point in British history (Joseph Priestly , oxygen) - Compare and contrast Bowood house from being built up to now - Recognise changes in the appearance and use of Bowood House Key Knowledge: <ul style="list-style-type: none"> - To know who Joseph Priestly was and why they are important to our area - Know that JP lived in Bowood - To know that Joseph Priestley discovered oxygen and why this is important - To know that Bowood House has changed since it was first built - To know the uses of Bowood House over time 	LI: I can explain who Joseph Priestley was Lesson 1: Explore who Joseph Priestley was and discuss key facts to his life (e.g birth/death, job, where he lived). LI: I can identify why Joseph Priestley is a key historical figure Lesson 2: Discuss what oxygen is and why it is necessary for life. Explore how Priestley discovered it and consider the significance of his discovery. LI: understand the history of Bowood House Lesson 3: Explore the building of the house and its uses over time. Consider key historical events that link to the house. Why is it important to our local area? LI: I can compare and contrast Bowood House from when it was first built to now.

			<p>Lesson 4:</p> <p>Explore the house's previous uses and how it is used today. How has it changed? Has anything remained the same? Compare and contrast the appearance and uses of the house and grounds.</p> <p>LI: understand the life and legacy of Henry Talbot</p> <p>Lesson 5:</p> <p>Research the life and work of Henry Talbot and the importance he has to us as a local historical figure.</p>
<p>Science (Working Scientifically)</p>	<p>Scientist</p> <p>Scientifically</p> <p>Variable</p> <p>Data</p> <p>Table</p> <p>Graph</p> <p>Prediction</p> <p>Conclusion</p> <p>Equipment</p> <p>Investigate</p> <p>Accuracy</p> <p>Fair test</p> <p>compare</p>	<p>Key Skills:</p> <ul style="list-style-type: none"> - Record results in a table/chart. - Use variables to plan - Compare and contrast results of an investigation - Plan an investigation and record data <p>Key Knowledge:</p> <ul style="list-style-type: none"> - Variables are things that can be changed and/or measured - Results can be recorded in different ways e.g tables, graphs, observations etc. - Results from investigations help scientists draw conclusions about topics 	<p>LI: research and understand the role of a scientist</p> <p>Lesson 1:</p> <p>Choosing a scientist, we will research their role and importance to research. We will use this to create fact files about various scientists alive and in history.</p> <p>LI: use variables to plan an investigation</p> <p>Lesson 2:</p> <p>Understand what a variable is and their importance to experiments. We will use variables to help plan an investigation that will be carried out in the following lesson. We will consider what needs to stay the same and what must change in order to carry out a fair test.</p> <p>LI: record results accurately</p> <p>Lesson 3:</p> <p>We will carry out an experiment to see which material creates the strongest boat. These results will be recorded in a table.</p>

			<p>LI: draw conclusions using data and observation</p> <p>Lesson 4: We will transfer our data to a graph and compare it to other groups. Through discussion and observation we will draw conclusions about the investigation.</p> <p>LI: design an investigation by working scientifically</p> <p>Lesson 5: Using the skills we have been developing we will design our own experiments in groups. We will ask questions, make predictions, consider variables and equipment.</p> <p>LI: carry out an investigation and record results</p> <p>Lesson 6: We will use our own experiment designs to carry out an investigation and record our results accurately. We will draw conclusions and share these with others during a class discussion.</p>
<p>DT (Cooking)</p> 	<p>Food Healthy eating Nutrition Chop Slice Grate Temperature Instructions Protein Fat Dairy Vegetables Grains</p>	<p>Key skills:</p> <ul style="list-style-type: none"> - Understand and apply the principles of a healthy and varied diet - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <p>Key knowledge:</p> <ul style="list-style-type: none"> - know that a balanced diet is needed to be healthy 	<p>LI: identify what is needed for a balanced diet</p> <p>Lesson 1: Use the balanced diet wheel to explore the different food groups needed for a healthy balanced diet. Children to explore which foods are needed more of and which are okay in small amounts. Identify where different types of food should be placed on the wheel.</p> <p>LI: Design a healthy lunchbox</p> <p>Lesson 2:</p>

		<ul style="list-style-type: none"> - know that we need to be safe when using sharp tools (knives) - know that there are different food categories and how they help our bodies (link to Science) 	<p>Use knowledge of what is needed to have a healthy diet. Compare different lunches and discuss which ones are balanced. Create a lunchbox with a healthy balanced selection of foods.</p> <p>LI: Design and plan a healthy pizza</p> <p>Lesson 3: Prepare for a practical cooking session by designing a healthy pizza using a range of toppings. Create a labelled sketch to show the different food choices.</p> <p>LI: Cook a healthy pizza</p> <p>Lesson 4: Use a range of equipment to prepare and cook a healthy pizza using a range of topping ingredients by following a plan.</p> <p>LI: Evaluate healthy pizzas</p> <p>Lesson 5: Discuss what went well and what didn't work. Explain what elements were enjoyed and what would be changed if they were made again.</p>
<p>RE Hinduism <i>Brahman is everything</i></p>	<p>Deities Hindu Hinduism Tri-Murti Brahman God</p>	<p>Key Skills:</p> <ul style="list-style-type: none"> - recognise the various Hindu deities - identify the tri-murti and understand their importance - discuss key aspects of Hinduism 	<p>LI: understand that there is only one of us</p> <p>Lesson 1: We will use cube nets to explore how even though there are different aspects to our personality and we hold different</p>



Belief
Hindu
Religion
Creator
Preserver
destroyer

Key Knowledge:

- Hindus believe that there is one God
- Brahman is everywhere and everything
- Hindus worship different deities but each deity is Brahman

relationships, there is still only one of us.

LI: identify the different faces of Brahman

Lesson 2:

We will identify some of the different Hindu deities and what is special about them. Consider how although they are all different, Hindus believe that they are all Brahman. Hindus believe in only one God.

LI: identify the tri-murti and understand their significance

Lesson 3:

Focus on the tri-murti deities and discuss their importance. Why are they named the Creator, Preserver and Destroyer?

LI: consider how Brahman is everything

Lesson 4:

Look at different Hindu stories and complete our Brahman cubes. Discuss how Hindus believe that Brahman is everywhere and is everything.

LI: recreate an ancient poem about Brahman

Lesson 5:

We will complete our learning by reading an ancient poem about Brahman and discuss our learning about him. We will use our understanding of the Hindu belief to create our own version of the poem.

PSHE

Nutrition and Food

(link to DT)



Balanced diet

Dietary

Healthy

Protein

Fats

Carbohydrates

Fibre

Dairy

Food groups

Vitamins

Oils

Key Skills:

- Identify different food groups and their benefits
- Design a balanced menu
- Understand the functions of different food groups
- Know why a balanced diet is important

Key Knowledge:

- Food can be categorised into different groups e.g protein
- It is important that our diet is balanced with the different food groups.

LI: know what constitutes a healthy diet

Lesson 1:

Discussion on the different types of food and categorise them in 'plant' and 'animal'. We will use the Eat Well Plate to discuss which animal and plant foods provide protein, carbohydrates, vitamins, fat etc.

LI: Know about and understand the function of different food groups for a balanced diet

Lesson 2:

Children will work in groups to research the benefits of a different section of the Eat Well Plate. We will discuss findings as a class then consider why it would be important to eat a balanced diet.

LI: Know the principles of planning and preparing a range of healthy meals

Lesson 3

Explore different job roles in the food industry. Children will create a job advert for a new school cook and consider the importance of preparing a balanced menu.

LI: design a balanced menu

Lesson 4:

Using knowledge of a balanced diet the children will work together to design a healthy menu for a dinner party for school staff. They will use research food preferences. Dietary requirements and use their knowledge to design a menu.

