


<p>What do you need for a marvellous medicine?</p>	<p><b>Derry Hill C of E Primary School</b></p>	<p><b>Year 3: Term 3: Spring 2025</b></p>	
<p><b>National Curriculum Subject</b></p>	<p><b>Key Vocabulary</b></p>	<p><b>Key Skills and Knowledge</b></p>	<p><b>Learning Intention and Implementation</b></p>
<p><b>History (Local Study)</b></p> 	<p>Chronological order Sources Change Importance Impact Significance Museum Oxygen Philosopher Architecture Local century compare contrast</p>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- Identify a significant turning point in British history (Joseph Priestly , oxygen)</li> <li>- Compare and contrast Bowood house from being built up to now</li> <li>- Recognise changes in the appearance and use of Bowood House</li> </ul> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>- To know who Joseph Priestly was and why they are important to our area</li> <li>- Know that JP lived in Bowood</li> <li>- To know that Joseph Priestley discovered oxygen and why this is important</li> <li>- To know that Bowood House has changed since it was first built</li> <li>- To know the uses of Bowood House over time</li> </ul>	<p><b>LI: I can explain who Joseph Priestley was</b> <b>Lesson 1:</b> Explore who Joseph Priestley was and discuss key facts to his life (e.g birth/death, job, where he lived).</p> <p><b>LI: I can identify why Joseph Priestley is a key historical figure</b> <b>Lesson 2:</b> Discuss what oxygen is and why it is necessary for life. Explore how Priestley discovered it and consider the significance of his discovery.</p> <p><b>LI: understand the history of Bowood House</b> <b>Lesson 3:</b> 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?</p> <p><b>LI: I can compare and contrast Bowood House from when it was first built to now.</b> <b>Lesson 4:</b></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><b>LI: understand the life and legacy of Henry Talbot</b>  <b>Lesson 5:</b>  Research the life and work of Henry Talbot and the importance he has to us as a local historical figure.</p>
<p><b>Science (Working Scientifically)</b></p>	<p>Scientist  Scientifically  Variable  Data  Table  Graph  Prediction  Conclusion  Equipment  Investigate  Accuracy  Fair test  compare</p>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- Record results in a table/chart.</li> <li>- Use variables to plan</li> <li>- Compare and contrast results of an investigation</li> <li>- Plan an investigation and record data</li> </ul> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Variables are things that can be changed and/or measured</li> <li>- Results can be recorded in different ways e.g tables, graphs, observations etc.</li> <li>- Results from investigations help scientists draw conclusions about topics</li> </ul>	<p><b>LI: research and understand the role of a scientist</b>  <b>Lesson 1:</b>  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><b>LI: use variables to plan an investigation</b>  <b>Lesson 2:</b>  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><b>LI: record results accurately</b></p> <p><b>Lesson 3:</b></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><b>LI: draw conclusions using data and observation</b>  <b>Lesson 4:</b>  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><b>LI: design an investigation by working scientifically</b>  <b>Lesson 5:</b>  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><b>LI: carry out an investigation and record results</b>  <b>Lesson 6:</b>  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><b>DT (Cooking)</b></p>	<p>Food  Healthy eating  Nutrition  Chop</p>	<p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>- Understand and apply the principles of a healthy and varied diet</li> </ul>	<p><b>LI: identify what is needed for a balanced diet</b>  <b>Lesson 1:</b>  Use the balanced diet wheel to explore the different food groups needed for a</p>



Slice  
Grate  
Temperature  
Instructions  
Protein  
Fat  
Dairy  
Vegetables  
Grains

- 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.

**Key knowledge:**

- know that a balanced diet is needed to be healthy
- 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)

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.

**LI: Design a healthy lunchbox**

**Lesson 2:**

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.

**LI: Design and plan a healthy pizza**

**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.

**LI: Cook a healthy pizza**

**Lesson 4:**

Use a range of equipment to prepare and cook a healthy pizza using a range of topping ingredients by following a plan.

**LI: Evaluate healthy pizzas**

**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.

RE

## Hinduism

*Brahman is everything*



Deities  
Hindu  
Hinduism  
Tri-Murti  
Brahman  
God  
Belief  
Hindu  
Religion  
Creator  
Preserver  
destroyer

### Key Skills:

- recognise the various Hindu deities
- identify the tri-murti and understand their importance
- discuss key aspects of Hinduism

### Key Knowledge:

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

**LI: understand that there is only one of us**

#### Lesson 1:

We will use cube nets to explore how even though there are different aspects to our personality and we hold different 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:

			<p>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.</p>
<p><b>PSHE</b> <b><i>Nutrition and Food</i></b> <i>(link to DT)</i></p> 	<p>Balanced diet Dietary Healthy Protein Fats Carbohydrates Fibre Dairy Food groups Vitamins Oils</p>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- Identify different food groups and their benefits</li> <li>- Design a balanced menu</li> <li>- Understand the functions of different food groups</li> <li>- Know why a balanced diet is important</li> </ul> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Food can be categorised into different groups e.g protein</li> <li>- It is importance that our diet is balanced with the different food groups.</li> </ul>	<p><b>LI: know what constitutes a healthy diet</b> <b>Lesson 1:</b> 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.</p> <p><b>LI: Know about and understand the function of different food groups for a balanced diet</b> <b>Lesson 2:</b> 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.</p> <p><b>LI: Know the principles of planning and preparing a range of healthy meals</b> <b>Lesson 3</b> 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.</p> <p><b>LI: design a balanced menu</b> <b>Lesson 4:</b></p>

			<p>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.</p>
<p style="text-align: center;"><b>Music</b></p> <p style="text-align: center;"><b>Ingredients for Writing a Successful Pop Song</b></p> 	<p>Pop Tempo Instrumentation Structure Lyrics Melody Staff Notation Xylophone Pitch Instruments</p>	<p><b>Skills</b></p> <p>I can identify the common features of western pop songs.</p> <p>I can compare three songs using musical vocabulary and show understanding of tempo, instrumentation and structure.</p> <p>I can draw the story of a song, by paying close attention to the lyrics.</p> <p>I can explain changes within a piece of music.</p> <p>I can learn to sing a popular song and add instruments parts to perform it.</p> <p>I can pitch the melody to fit in with the accompaniment.</p> <p>I can follow simple staff and letter name notation to perform a known melody on the xylophone.</p> <p>I can listen to our class performance and suggest improvements using appropriate musical language.</p> <p>I can work with my class to write a melody to a simple pop song about an inventor.</p> <p>I can use staff and letter name notation to record the pitch of our melody.</p>	<p>The children will listen to a range of different pop songs and will represent these in picture form. They will learn to sing sections of these songs and will be able to keep in time with their peers and the melody of the music</p> <p>The children will be able to recall the key features of pop songs and will learn some simple staff notation.</p> <p>They will learn to play the harmony of the song using a xylophone and will combine melody and harmony when playing alongside another person</p> <p>The children will be able to identify key features in western pop songs and will compare songs using a range of musical vocabulary. They will create their own pop songs and will write a verse and a chorus which they will then perform to an audience</p>