Topic Name – Food Glorious Food
Disposition Developing Contemplation: Being Reflective and Self-Critical

Year Group - Year 3 Spring 2
Topic Purpose Question: How can we make packaging more friendly to the Global World?

Curriculum Coverage: Design Technology
Topic Purpose – to use creativity and imagination to design and make products that solve real life and relevant problem by considering their own needs, wants and values. This will be achieved through evaluation of past and present designs and understanding their impact on daily life and the wider world.

Class Novel: Charlie and the Choclate Factory.
Purpose- to read a novel by a prominent author, who is seen by many worldwide as the No.1 storyteller.

Links to previous topics.
Year 2 Explorers

Links to future topics.
Year 4 Anglo-Saxons
Year 5 Amazon Rainforest
Year 5 Sow, Grow and Farm

MFL - Spanish
Language Angels Planning

Unit:
Instruments

Engaging Experience
Cadburys World.
Tour around the factory and a DT workshop.

Science
Light
Pupils should explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them answer question about how light behaves. They should think about why it is important to protect their eyes from bright lights. They should look for, and measure shadows, and find out how they are formed and what might cause the shadows to change.
The children should be warned that it is not safe to look directly at the sun, even when wearing dark glasses.
Pupils might work scientifically by looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.

Recognise that they need light in order to see things and that dark is the absence of light.
Activity: Look at a city or town centre to see what happens in the evening. Discuss the purpose of lighting at night and how light is used for aesthetic and safety reasons. Discuss times when the lights have gone out during faults or power cuts and how some councils in the UK now dim or switch off street lights between the hours of 12 and 5.30am. Discuss their opinions on this policy.

Notice that light is reflected from surfaces.
Activity: Identify and explain the difference between a source and a reflector of light. Then sort and classify a range of images of objects and pictures into two groups: source or reflector. Objects or pictures could include the Sun, Moon, a light bulb, cats' eyes, glow worm, lit candle, car headlights, torch and high visibility clothing.

Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
Activity: Investigate the importance of sunglasses for protecting eyes from the harmful rays of the Sun. Place a range of sunglasses, from poor to good quality, over light sensitive paper. Put the paper in the sunshine for five minutes before developing and fixing the image according to the manufacturer's instructions. Find out which sunglasses protected the paper from the Sun's rays. Discover whether cheaper brands did as good a job as the expensive ones. Find out why they should never look directly at the Sun.

Recognise that shadows are formed when the light from a light source is blocked by an opaque object.
Activity: Build an urban landscape against a white screen or wall with bricks, blocks, boxes and other reclaimed materials. Use a range of light sources, angling them to create dramatic light effects against the wall behind. Explore ways of making short and long shadows, explaining how they are created and relating the shadows to those seen at different times of the day. What materials could be added to create watery reflections?

Find patterns in the way that the size of shadows change.
Activity: Set up a fair test to investigate patterns in the size of shadows. Use an object of known height, fixing it in a steady position, then move a torch or angle poise lamp to different heights, measuring and recording the shadow's length each time. Think scientifically to answer questions, such as 'Where is the torch when the shadow is at exactly the same height as the object?'

Key Vocabulary: reflective, reflection, light, source, opaque, shadows, mirror

Geography
Geographical Skills and Fieldwork
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Activities:
Food journey – journey of a cocoa bean –plot route on map, think about climate to grow bean. (Fair trade link)

Unusual foods - Match pictures of unusual foods to their country of origin, using a world map to locate them.

Key Vocabulary: industry, transport, agriculture, equator, north-east, north-west, south-east, south-west, farming, transportation.

Computing
Data and information – Branching databases

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.

To create questions with yes/no answers
To choose questions that will divide objects into evenly sized subgroups
To repeatedly create subgroups of objects
To identify an object using a branching database
To retrieve information from different levels of the branching database

Key Vocabulary: Attribute, branching database, equal, even, separate, structure, compare, decision tree

Design Technology
Electrical Systems –Electric Poster **– See Kapow Planning**

The electric poster could take the form of:
- Advert for a new chocolate bar
- Giving information about the history of packaging of a chocolate – first packaging to 2025 packaging.

Skills:
- Create a final design from research and ideas by knowing what an electric poster is.
- To put a circuit together with all the correct components so that a bulb can be part of the electric poster.
- To evaluate their design and final product.

History
A local history study
A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

Key questions:
- Who was George Cadbury?
- Why did the first Cadbury's factory move and why was Bournville picked as the site for new factor?
- How did the factory help the local community? How did the area change?
- How did the factory and the community develop over time?

RE
Theme: Easter - Forgiveness

Key Question: What is 'good' about Good Friday?

Religion: Christianity

Dispositions: Being Open, Honest and Truthful

Key Vocabulary: Resurrection, crucifixion, communion, saviour, eternal

PSHE
Healthy Me
Being Fit and Healthy
Being Safe
My Amazing Body (forming good habitats)
Good Health Week

Music
Taught through Junior Jam.
Singing
Level 1

PE
Dance (Performance) – Teacher Led (PE Hub planning)
Work in solo, duet and as a group.
Explore the ocean through improvisation.
Apply dynamics to different ocean themes.
Develop starts and finishes to the dance.
Start to discuss examples of professional work.
Key vocabulary: Solo, due, action, dynamics, phrasing, timing, layers, improvise
Handball – Sport's Coach Led