

## Stunning Start

Children will arrive on the 2<sup>nd</sup> day back to a completely empty classroom. They will spend the day struggling to write/ sit comfortably etc. Discuss how circumstances changed overnight and how they coped throughout the day.

## Science

### Plants:

Studying different types of plants and their environments (Cocoa beans)  
Explore the needs of different plants for life and growth  
Investigate how water is transported in plants

## Collective Worship focuses

Caritas in Action – ‘Options for the Poor & Vulnerable’ p. 144 - 161

### P.E. Tennis:

Technique  
Striking a ball  
Different strokes

## R.E.

Unit D Christmas

Unit E Listening to God’s Word at Mass

## SMVSC

### Corporal Works of Mercy

Feed the hungry, give drink to the thirsty

## Caritas in Action

Options for the Poor & Vulnerable

## Computing –

Searching and creating databases.

## Maths

Multiplication and Division (MD3)  
Measurement (M1)

## English Core Text

W1/C2/C4/C5/C6/C7/C8/C10/C12

Charlie and the Chocolate Factory – Roald Dahl

## Writing Opportunities– CE1/

CE2/CE3/CE5/CE7/VPG7/VPG9/

Narrative- Writing in perspective (CE5)

Diary entries (CE4)

Chronological reports (CE6)

Poetry (CE10)

## Other Texts

Non fiction texts relating to chocolate and the industrial revolution.

## Other Reading

Revolting Rhymes

Library books

Historical texts

Class Library

## Spoken Language – SL8

Performing Poetry

Debates (Who should get a Golden ticket?)

# YEAR 3

Options for the Poor & Vulnerable

## Virtues:

Curious & Active

## Scripture Focus:

“Here is the light you will reveal to the nations”

**Luke 2: 32**

## Prayer Focus

Traditional Prayers for Year Group

## Big Questions

<https://humanrights.gov.au/introhumanrights/>

Why are ‘the poor’ and ‘the vulnerable’ together? Can you be one and not the other?

What kind of person is God calling me to be? - What kind of person is God calling me to be?

## History –

## Geography –

### Local History

Industrial revolution

Chronology of Industrial revolution in line with previously taught topics

Historical inquiry into how Birmingham was changed through the work of Cadbury, both physically and the lives of people.

(H1/H6/H7/H17)

## Art / DT –

Focus on the work of Quentin Blake. Children will use their sketches and knowledge to create a sculpture of Willy Wonka’s factory. (A1/A4/A7)

## Ten:Ten

PSHE –

## Music –

## Fantastic Finish

Link with the PoD- Work alongside the PoD to donate and make up food bank donations for those in need within the area