



Holy Trinity Church of England Primary School

Year 3		Term: Autumn One					Topic: Gods and Mortals					Class Read: Usbourne Greek Myths				
Hook: Greek Day							Trip: Greek Theatre visit school									
This term, we are learning:	History	Geography	Science	PSHE & No Outsiders	Art	French	RE	Games	PE	Computing/ Online Safety	Music					
		Ancient Greeks	Use maps to locate countries of Europe	Skeletons and Muscles	Families and relationships <i>This is our house</i>	Craft and Design: Ancient Greek Scrolls	Numbers, Days and Months	How did Jesus change lives and how is this good news?	Invasions skills and ball control	Fundamentals	Computing systems and networks Online Relationships	Recorders				
Key Knowledge						<ul style="list-style-type: none"> ❖ The ancient Greeks lived about 4000 years ago. ❖ Ancient Greece was made up of many city-states. These city-states were protected by a powerful city. Each city-state had its own laws, customs and rulers. ❖ Many city-states were at war with each other ❖ The Greek army were mainly made up of foot soldiers called hoplites ❖ They fought with a long spear and used a large shield for protection. In battle, hoplites fought as a team. They would line up and interlock their shield to make a wall and point their spears over the top. This was called the Phalanx ❖ Ancient Greece is a warm, dry country. ❖ Most people worked as farmers, fisherman or traders ❖ Men made all the important decisions in ancient Greece ❖ Women in most city states were expected to look after the home and were taught home making skills such as cooking and weaving ❖ Sparta: Women and children in the Spartan state had more freedom and were taught to read and write ❖ Spartan children were sent away from home when they were 6 or 7 years old. Boys were trained as soldiers and girls went to school. ❖ Olympic Games: Ancient Greeks loved sports and created the Olympic games. They took part in running, long jump, shot put, javelin, boxing and horse riding events, winning a wreath of leaves. ❖ The Olympic games was also a religious occasion as the even was dedicated to a god called Zeus ❖ Culture: The ancient Greeks were craft people. They made pottery vases that were decorated with scene from daily life or geometric designs ❖ They were excellent builder and built temples to their gods, as well as huge statues and open-air theatre ❖ The ancient Greeks enjoyed music, dancing and feasting ❖ Gods and Goddesses: The Ancient Greeks believed the Gods and goddesses watched over them from the top of Mount Olympus and that each god or goddess had power over a different part of the world ❖ Zeus: King of the god and ruler of the skies ❖ Poseidon: God of the sea ❖ Hades: God of the underworld ❖ Demeter: Goddess of the Earth and harvest 										
						<ul style="list-style-type: none"> ❖ Myths: Greeks myths are stories about the gods and magical creatures of Ancient Greece. They taught people about values such as bravery, intelligence, right and wrong. ❖ Famous Myths: Icarus and Daedalus; Theseus and the Minotaur ❖ Battle of Marathon: 10,000 Athenian soldiers fought 20,000 Persian soldiers at Marathon, 26 miles north of Athens. Despite there being many more Persians the Athenians won. They sent a man called Pheidippides – a fast runner to run 26 miles to Athens to tell them of the victory in Marathon. ❖ Trojan War: The Trojan war was between the city of Troy and the Greek city-states. It had been going on for a long time when Odysseus, a Greek Soldier had a plan to get inside the walls of Troy. The Greeks built a wooden horse and hid 30 soldiers inside. They left it outside the city gates and retreated. The Trojans took the horse into the city. That night, the Greek soldiers crept out of the wooden horse. Opened the gates and let the Greek army into the city. The Greeks fought the Trojans and won the war. 										
						<p>Key Vocabulary</p> <p>Myth: An ancient story that explain the early history of a group of people</p> <p>Hoplite: A heavily armoured, non-professional foot soldier</p> <p>Conquer: To take control of another country, usually after a war or battle</p> <p>Ancient: Something from a long time ago</p> <p>Empire: A group of countries or states that is ruled by one ruler or country</p> <p>Democracy: A system where the citizens of a country or state are involved in the way it is run</p> <p>City States: Small areas that ancient Greece was divided into, each with their own governments, laws and army.</p>										
						<p>Science Knowledge</p> <ul style="list-style-type: none"> ❖ When we are born, we have about 300 bones in our body by the time we are adults we have 206 because some bones have fused together. ❖ Humans and some animals have skeletons and muscles which help them to move and provide protection and support ❖ The longest bone in the human body is the thigh bone called the femur ❖ The three functions of a skeleton: protection, movement and shape ❖ That muscles work in opposing pairs to create movement ❖ The smallest bone is found in our ear 										

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Year 3 Term: Autumn Two Topic: Heroes and Villains		Class Read: The Owl who was afraid of the dark by Jill Tomlinson The True Story of the 3 Little Pigs by Jon Scieszka 101 Dalmatians by Dodie Smith
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Hook: Dalmation Day: Meet Cruella de Viil

This term, we are learning:	History	Science	French	PSHE & No Outsiders	DT	RE	Games	PE	Computing/ Online Safety	Music
	Heroes from the past	Light and Shadows	Numbers, Days and Months	Families and relationships <i>We're all Wonders</i>	Mechanisms: Making a moving monster	How can artists help us understand what Christians believe and do?	Invasion skills and ball control	OAA Orienteering	iMotion <i>Self-Image and Identity</i>	Tchaikovsky – The Nutcracker; Christmas Production

<p>Key Knowledge</p> <ul style="list-style-type: none"> ❖ A hero or heroine is often the main character in a story. They could also be a friend of the main character or someone who comes to the rescue later in the story ❖ They have skills, powers or abilities that other characters do not have. ❖ The hero or heroine could also be an everyday person. Heroes and heroines will always try to do the right thing and save the day ❖ A Villain is a character that does bad or evil things ❖ There are many types of villains in films, stories and in real life ❖ Villains have certain character traits that make them infamous. They maybe powerful, clever or angry and will stop at nothing to achieve their goal. ❖ The hero must work against the villain to defeat them to bring them to justice ❖ Fairy tales are fictional stories that have been passed down for thousands of years across the world. They are usually set in magical places that have talking animals, giants, witches, fairies or dwarfs. ❖ The stories often have a moral. ❖ Cruella de Vil is an example of a fictional villain from 101 Dalmatians. ❖ Music plays an important part in films. It is there to make the audience feel a certain way or used to add to the effect of the story. ❖ A person who writes music is called a composer. Composers choose suitable instruments and use melody, rhythm, temp and pitch to compose music that matches the pictures on the screen. For a hero the music would be fast tempo, high pitched and happy. For a villain, the music may sound scary, be low pitched and have slow temp 	<ul style="list-style-type: none"> ❖ Melody – the tune of the music; rhythm – the pattern of beats in music; tempo – the speed of music; pitch – the high and low sounds in music ❖ Heroes and Heroines: Amelia Earhart, Mary Seacole; Neil Armstrong; Martin Luther King ❖ Everyday heroes and heroines can be anyone. They could be a member of the emergency services such as a firefighter or someone who risks their own life for someone else. They are brave and admired for their actions. They are people who make life better for others ❖ Charities and Organisations are non-profit organisation that exist to improve the well-being of people, animals or environments ❖ RSPCA; St Johns Ambulance; The United Nations; Shelter <p>Science Knowledge</p> <ul style="list-style-type: none"> ❖ Science It takes 24 hours for the earth to make one rotation, which makes night and day. ❖ A shadow is formed when light source is blocked. Length of shadows change throughout the day due to position of the sun ❖ Light enters the eye and how we see light, but you must never look directly into direct sunlight ❖ Light travels in straight lines ❖ Dark is the absence of light; Some surfaces reflect light ❖ Some objects such as the sun, a candle and light bulb are sources of light; The moon is not a source of light <p>Key Vocabulary</p> <p>Superpower: An amazing ability or power</p> <p>Heroes or heroines: A person who is admired for their courage and who are always trying to do the right thing</p> <p>Villain Is a character that does bad or evil things</p> <p>Crime: An act that breaks the law</p>
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 Mark 12 30-31



Holy Trinity Church of England Primary School

Year 3

Term: Spring One

Topic: Tribal Tales



Class Read:

The Stone Age Boy by Satoshi Kitamura

Settlers

Hook: Stone Age Day

This term, we are learning:	History	Geography	Science	PSHE & No Outsiders	French	Art	RE	Games	PE	Computing/ Online Safety	Music
		Stone age Iron Age Bronze Age	Stonehenge: Location of Celtic Tribes	Magnets	Citizenship Beegu	Birthdays and Months	Prehistoric painting	How does 'ibadah' show what's important to Muslims?	Team, invasion games; attacking and defending	DANCE – collaboration, beat and adaptation	Programming A - Sequence in music Online Reputation

Key Knowledge

- ❖ **Prehistoric Life:** Millions of years before the first humans appeared, dinosaurs walked the Earth
- ❖ Humans first arrived in Britain at least 900,000 years ago a long time after the dinosaurs had died
- ❖ Prehistoric time is the time before there were written records
- ❖ Human prehistory begins with humans appearing and ends when written records were first kept at the time of the Romans invasions in AD 43
- ❖ As there are no record from before that time, people use artefacts and cave art as well as buildings and burial sites to discover more about how prehistoric people lived. Prehistory is divided into Stone, Bronze and Iron Ages which are names after main materials used at each time
- ❖ **Stone Age (450,000 – 2300 BC):**
- ❖ **The Palaeolithic:** Early humans living at this time used tools made from wood and bone. They also started to used flaky stones such as flint to make spear tips and sharp tools. They lived a nomadic lifestyle moving from place to place, hunting and gathering food. Woolly mammoths sabre toothed cats walked the Earth at the time. People lived in caves or wooden huts.
- ❖ **The Mesolithic time:** the ice began to melt and the weather became warmer. Larger flatter tools were made such as harpoons. People also started to making small arrow points. Fishing became easier as nets, boats and canoes were built. People began to live in one place for longer periods.
- ❖ **The Neolithic period:** Farming and keeping animals became part of life so people stayed in one place. They began to polish and grind hard rocks to make blades for farming. They lived in small tribes or family groups in round, mud-brick houses, sleeping on animal furs or mats on the ground. People started to build burial mounds for the dead and other ceremonial monuments.
- ❖ **Bronze Age (2300 – 700 BC):** People started to make tools and weapons from bronze. Bronze was a harder and more durable metal than had been created before. It was used to make daggers, swords, and spearheads as well as chariots and armour. Gold was also used to create jewellery and luxury items. Most people lived in villages or on farms. As farms expanded, communities began to compete for space which led to fighting. Bronze Age villagers lived in roundhouses with a fireplace in the middle and a roof of animal skins and thatch. They started to be fences around their villages to keep enemies out
- ❖ **Iron Age (700 BC – AD 43):** People began using iron to make weapons and tools. Iron was cheaper. Stronger and lighter than bronze. During this time, many Celtic people from Europe settled in Britain. People now lived in tribes and fought against each other for land and goods. Hill forts were built for defence. People lived inside the forts and warriors defended them against enemy attack. Towards the end of the Iron Age, some larger towns appeared with strong walls. The Iron Age ended in AD 43 when the Romans arrived.

- ❖ **Skara Brae:** Skara Brae is a Neolithic Stone Age village in Scotland where people lived in stone houses with stone furniture (beds, dressers) about 5,000 years ago, making it older than the pyramids. These clever houses were partly buried by midden for warmth and protection, and connected by passages, showing a community that farmed, hunted, fished, and made things like pottery and jewellery, living a peaceful life.
- ❖ **Stonehenge:** Stonehenge is a prehistoric monument in Wiltshire, England and was built over 3500 years ago. It is made of standing stones with huge stone arches. A circular ditch and bank around the stones were built about 5000 years ago. Nobody knows how or why it was built. The stones came from different places and would have been very difficult to move. Some historians think it was an ancient burial ground or memorial to the dead. Some think it was a prehistoric temple used to track how the sun appeared to move across the sky. Stonehenge is now one of the best-known prehistoric monuments in Europe and is visited by over one million people a year. Many visit to celebrate the yearly summer and winter solstice, the longest and shortest days of the year.
- ❖ **Archaeologists** is the study of buildings, graves, tools and other artefacts from the past to learn about the people who lived at that time.

Science Knowledge

- ❖ A force is a push or a pull
- ❖ Some forces can act at a distance e.g. magnetism. The magnet does not need to touch the object it attracts
- ❖ The strongest parts of a magnet are the poles
- ❖ A magnet is attracted to magnetic material. Iron and nickel and other materials are magnetic
- ❖ Magnets have 2 poles: North and South
- ❖ If 2 like poles e.g. 2 north poles are brought together they will push away from each other – repel
- ❖ If 2 unlike poles E.g. north and south are brought together they will pull together – attract
- ❖ When an object moves on a surface, the texture of the surface and the object affect how it moves. It may help the object to move better or it may hinder its movement
- ❖ For some forces to act, there must be contact e.g. pushing a door open

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Mark 12 30-31



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Year 3

Term: Spring Two

Topic: Tremors



Class Read: Escape from Pompeii by Christina Balit

Hook: Visiting theatre trip

	History	Geography	Science	French	PSHE & No Outsiders	DT	RE	Games	PE	Computing Online Safety	Music
This term, we are learning:	Mt Vesuvius: The events of Pompeii 79 AD Who was Mary Anning?	Volcanoes, Earthquakes Tsunamis Layers of the Earth and the Ring of Fire	Rocks and Soils	Birthdays and Months	Economic wellbeing The Truth about old people	Structures-product packaging	What's the Bibles 'Big' story – why is it like treasure for Christians?	Athletics, Running and Jumping	Yoga	Publisher Privacy and Security	Xylophones Bastille Lava Song Composition

- ❖ The Earth is made up of different layers. The inner core is made mostly of solid iron, and the outer core is made of liquid iron and nickel.
- ❖ The **mantle** is made of solid rock and liquid rock called **magma**
- ❖ The crust is a thin layer of solid rock that is broken into pieces called **tectonic plates**. These pieces move very slowly across the mantle
- ❖ Earthquakes happens when 2 tectonic plates move along a fault line. The earth shakes violently, especially at the centre of the earthquake. This is called the **epicentre**.
- ❖ Strong earthquakes cause lots of damage. Buildings, roads can be destroyed and people can be killed.
- ❖ Scientists measure the size of an earthquake with a **seismometer** and a numbered scale called the Richter scale is used to measure the strength.
- ❖ **Volcanoes erupt**. When this happens, liquid **magma** collects in an underground magma chamber. The magma pushes through a crack called a vent and bursts out onto the Earth's surface. Lava, hot ash and mudslides from the volcanic eruptions can cause severe damage.
- ❖ Some rocks contain fossils. Fossils were formed millions of years ago. Fossils were created when animals or plants and fell onto the seabed. They became covered and squashed by other materials. Over time, the animals and plant matter is replaced by minerals from the water.
- ❖ **Ring of Fire**: runs around the edge of the Pacific Ocean and is made up of fault lines in the Earth's crust. Most of the world's earthquakes and volcanic eruptions happen along the Ring of Fire
- ❖ **Tsunamis**: Volcanic eruptions or earthquakes under the sea can cause large waves called tsunamis. Tsunamis become larger and more powerful as they reach the shore and can cause a huge amount of damage to buildings, belongings and people. The 2004 tsunami in the Indian Ocean killed approximately 250,000 people in 13 countries and almost 2 million people were left homeless. **Natural Disasters** – large earthquakes, volcanic eruptions and tsunamis are known as natural disasters because they are created by nature, affect many people and cause widespread damage
- ❖ Other natural disasters include avalanches, droughts, floods, hurricanes, storms and wildfires

❖ **Eruption of Mount Vesuvius**: Mount Vesuvius in Italy erupted in AD 79 covering the Roman town of Pompeii with volcanic ash. The town was rediscovered in the 16th century but excavations didn't begin until 1748

Science Knowledge

- ❖ Rock is a naturally occurring material
- ❖ Rocks can be hard or soft and may be able to absorb water
- ❖ There are different types of rocks e.g. sandstone, limestone, slate which have different properties
- ❖ Rocks have different sizes of grain or crystal
- ❖ Rocks can be different shapes and sizes (stones, boulders, pebbles)
- ❖ The type of rock, size of rock piece and the amount of organic matter affect the property of soil
- ❖ Soils are made up of pieces of ground down rock which may be mixed with plant and animal material
- ❖ Some rocks contain fossils
- ❖ Fossils were formed millions of years ago and are created when plants and animals died, they fell to the seabed. They become covered and squashed by other materials. Over time the dissolving animal/plant is replaced by minerals in the water.
- ❖ **Igneous Rock**: made from cool lava. Usually contain visible crystals. **E.g. granite, basalt**
- ❖ **Sedimentary rocks**: made from mud, sand and particles that have settled in water. They have been squashed over a long time to form rock. **E.g. sandstone, limestone**
- ❖ **Metamorphic rocks**: formed when existing rocks are heated by the magma under the Earth's crusts or squashed by the movement of the Earth's tectonic plates. They are usually very hard. **E.g. marble, slate**
- ❖ **Mary Anning** – was an English fossil collector. She discovered several dinosaur specimens that were important in the early development of palaeontology

Key Vocabulary:

- Epicentre**: The exact location on the Earth's surface that is directly above an earthquake
- Magma**: Hot, molten rock found in the Earth's mantle
- Vent**: An opening in the earth's crust through which lava escapes
- Lava**: Hot, molten rock that comes out of a volcano or the solid rock formed when it cools.
- Richter Scale**: A mathematical scale (1-10) used by scientists to describe the size of an earthquake. 1 describes the weakest earthquake and 10 describes the strongest.
- Tectonic Plates**: A large, moving piece of rock that makes up the Earth's crust
- Volcanic eruption**: The sudden and violent explosion of lava, gas, ash and rock out of a volcano
- Tsunamis**: Volcanic eruptions or earthquakes under the sea can cause large waves called tsunamis.

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Year 3

Term: Summer One

Topic: Flow



Class Read: Poetry: Valerie Bloom's the River; James and the Giant Peach by Roald Dahl; Rhythm of the Rain by Grahame Baker-Smith

Trip: River Henley

	History	Geography	Science	PSHE & No Outsiders	Art	French	Games	PE	R.E	Computing Online Safety	Music
This term, we are learning:	How the Rivers were used in the past?	Locate rivers and seas Name 8 counties and 6 cities in England Features of a river	The Water Cycle	Safety The Hueys in the new jumper	Drawing: Growing Artists Botanical drawings	Pets	Net and wall games; developing sending and receiving skills	Gym	What do Sikhs value?	Data and Information – branching databases Online bullying	Recorders Smetana – La Moldeau Soundscapes - rivers
<ul style="list-style-type: none"> ❖ Water cannot be made. It is constantly recycled through a process called the water cycle. ❖ The Water Cycle: Water in seas, oceans, rivers and lakes is heated by the Sun and evaporates to form water vapour that rises into the air. The water vapour condenses as it cools and changes back into drops of water, forming clouds. The clouds get blown over high ground, where the water falls back to Earth as rain, snow, sleet or hail called precipitation. The rainwater runs off the land into rivers and streams and travels back to the sea. The cycle then starts again ❖ Water pollution – Water can become polluted by waste. ❖ Plastic is man-made and doesn't degrade. ❖ Animals can die if they mistake plastic for food or become tangled in plastic fishing nets ❖ Using rivers – In the past, rivers provided food and fresh water for drinking and washing. Farmers grew crops near rivers because the soil was fertile. The power of flowing water was also used by machines, such as waterwheels, to make flour and wood pulp. Trade routes often used rivers to transport goods by boat ❖ Settlements near rivers – People have built settlements next to rivers for thousands of years because rivers can provide all the basic needs for life. Many towns and cities started as small settlements near rivers. London was built by the Romans next to the River Thames. The river provides protection, transport and fresh water ❖ Flooding and floodplains – The disadvantage of living next to a river is that the rivers can flood. A floodplain is an area of low-lying, flat ground next to a river. If there is a lot of water in the river, it might spill over the riverbank and flood ❖ Source: The point where the river begins ❖ Mouth: The point where the river meets the sea ❖ Meander: A bend in the river ❖ Tributary: A river that feeds water into a larger river. ❖ Ox-bow lake: curved lake left when a river breaks through two meanders ❖ Estuary: Estuaries and their surrounding wetlands are bodies of water usually found where rivers meet the sea 						<ul style="list-style-type: none"> ❖ Canal: An artificial waterway; Dam: A wall across a river stopping water flow to prevent flooding, form a reservoir or provide hydropower; Levee: A bank built to prevent a river from overflowing; ❖ Reservoir: An artificial lake used to store water; Weir: A low dam built across to raise the water level ❖ Rivers of the World: The Amazon: Longest river in South America with its source in the Andes ❖ Mississippi: River in the USA that flows into the Gulf of Mexico; Nile: The longest river in Africa with its source in Uganda that flows into the Mediterranean Sea; Thames: river in the United Kingdom that flows into the English Channel; Yangtze: A river in China with source in Tibet that flows into the East China Sea <p>Science Knowledge</p> <ul style="list-style-type: none"> ❖ Evaporation happens slowly at lower temperatures and only at the surface of the liquid. ❖ Evaporation happens more quickly if the temperature is higher, the liquid is spread out or it is windy. ❖ Water at the surface of seas, rivers etc. evaporates into water vapour (a gas). This rises, cools and condenses back into a liquid forming clouds. ❖ When too much water has condensed the water droplets in the cloud get too heavy and fall back down as precipitation and drains back into rivers <p>Key Vocabulary:</p> <ul style="list-style-type: none"> ❖ Source: The point where the river begins ❖ Mouth: The point where the river meets the sea ❖ Meander: A bend in the river ❖ Tributary: A river that feeds water into a larger river. ❖ Ox-bow lake: curved lake left when a river breaks through two meanders ❖ Estuary: Estuaries and their surrounding wetlands are bodies of water usually found where rivers meet the sea 					

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Year 3

Term: Summer Two

Topic: Scrumdiddlyumptious



Class Read: James and The Giant Peach – Roald Dahl

Hook: Fruit kebabs

This term, we are learning:	History	Geography	Science	French	PSHE	DT	RE	Games	PE	Computing	Music
	Who was James Lind and why was he important? (1716-194)	Food and Fair Trade miles	Plants and Nutrition	Birthdays and Pets	Health and well-being Planet Omar – Accidental Trouble Magnet	Cooking and Nutrition: Seasonal Tart	Thematic: How do people use creative ways to express their beliefs	Striking and fielding – fundamental striking and fielding using bats and clubs	Tennis Swimming	Programming B – Events and Actions Scratch	Recorders Orchestra

Key Knowledge:

- ❖ Food gives all animals the energy they need to survive
- ❖ Energy is needed to make muscles move and keeps body systems working well. It is also needed by the body to fight off illness and recover after injury
- ❖ Food groups is a collection of food that provide similar nutrients such as vitamins, minerals, proteins and carbohydrates
- ❖ Minerals are nutrients in food such as calcium, iron, potassium and zinc which helps the body to grow, develop, stay healthy and fight illness
- ❖ Vitamins are nutrients in food such as Vitamin A, C that helps the body grow, develop, stay healthy or fight illness
- ❖ Fruits and vegetables provide fibre to help digestion and carbohydrates and natural sugars for energy. They also contain vitamins and minerals to keep the body healthy. Eat at least 5 different portions of fruit and vegetables every day
- ❖ Carbohydrates provide the body with energy. Eat wholegrain or high-fibre options with lower amounts of salt and sugar
- ❖ Protein from meat, fish, eggs and pulses is needed by the body for building, repairing and maintaining body tissues that make up the muscles, skin and organs
- ❖ Dairy and alternative contain protein, fat, vitamins and minerals, especially calcium, which is needed for healthy bones and teeth
- ❖ Oils and spreads contain fats, which are needed for energy, warmth and to protect the body's organs
- ❖ Food labelling tells shoppers what is inside the foods they buy. The Words and colours on food labels tell the shopper whether the amounts of fat, sugars and salt are low (green), medium (amber) or high (red) and how much energy or calories the food contains.
- ❖ Calories are used to measure the amounts of energy a food provides
- ❖ James Lind (1716 – 1794): was a ships surgeon. He worked with sailors who were suffering from an illness called scurvy. Sailors with scurvy were tired, their joints and muscles were weak and achy, and they felt irritable and miserable. Their gums bled and many lost their teeth. Lind discovered that scurvy was caused by a lack of Vitamin C in their diet and eating citrus fruit containing this vitamin could cure the disease. He helped save many sailors lives
- ❖ Citrus fruits contain vitamin C including oranges, grapefruits, limes and lemons

- ❖ Fairtrade and Farming: The food that people buy comes from all over the world. Bananas are grown in Costa Rica, the cocoa bean used to make chocolate is grown in Ghana and rice is grown in China. Sometimes, farmers in countries across the world get paid very little for the food they grow. Fairtrade is a worldwide movement and supermarkets to make sure farmers get paid and treated fairly. Food and products from Fairtrade farms and producers carry a Fairtrade logo

Science Knowledge

- Nutrients:** These substances are needed by living things to grow and survive. Plants get nutrients from the soil and also make their own food in their leaves.
- Roots:** These anchor the plant into the ground and absorb water and nutrients from the soil.
- Stem:** This holds the plant up and carries water and nutrients from the soil to the leaves. A trunk is the stem of a tree.
- Leaves:** These make food for the plant using sunlight and carbon dioxide from the air
- Flowers:** These make seeds to grow into new plants. Their petals attract pollinators to the plant

How a water moves through plant

The roots absorb water from the soil. 2. The stem transports water to the leaves. 3. Water evaporates from the leaves. 4. This evaporation causes more water to be sucked up the stem. The water is sucked up the stem like water being sucked up through a straw.

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