

### Key Vocabulary

Tradition  
Wreath  
Stocking  
Pine  
Fibre optic  
Pomander  
Celebration  
Shilling  
Christmas tree  
Decorations



Whole school unit for  
Christmas  
4 weeks  
(November/December)

### Science key area of learning:

Identify that animals including humans, need the right types and amounts of nutrition and that they get their nutrition from what they eat. How has mankind's 'Christmas diet' changed over the years? Is moderation okay?

### Key areas of maths learning:

We will finish our work on times tables by learning about the 8 times table. Then we will be moving on to multiplying 2 digits by 1 digit.

Year group 3

Our Enquiry for the year is: How does humankind leave its mark upon the world?

Our Enquiry for this unit is: How has Christmas created

### Science working scientifically skill development:

We will use straight forward scientific evidence to answer key questions and support our opinions.

We will make systematic and careful observations and, where appropriate take accurate measurements

### Unit links to maths learning:

Using our times tables to count out groups of cloves when making a spiced pomander.

### Our Story

**Person:** Miss Taylor

**Place:** present day

**Problem:** Should she have a modern Christmas or a traditional Christmas?

**Possibility:** What traditions are there? How has Christmas changed over the years?

### Science knowledge and understanding:

What makes a balanced diet?  
What foods contain vitamins, minerals, healthy and unhealthy fats?  
Are unhealthy foods okay in moderation?

### Key areas of English learning:

This half term we will be revising key elements of the curriculum such as:

- 4 sentence forms
- Apostrophes to show possession
- Apostrophes to show omission
- Coordinating conjunctions
- Subordinating conjunctions

### Visits, visitors or key events (Community)

We hope to visit Tandle view care home to Celebrate Christmas with them by singing Christmas carols. We will take part in the school Christmas show

### Home learning ideas/places to visit (Community)

**Read Together:** Father Christmas and me by Matt Haig

**Talk Together:** Have we lost the true meaning of Christmas?

**Make/Do Together:** Create a Christmas decoration out of recycled materials?

### Unit links to English Learning:

We will be looking at the novel 'A boy called Christmas' by Matt Haig. We will look at his style of writing and use of description before finally writing a 'missing chapter'

We will also recreate Matt Haig's instructions on 'How to be jolly even when times are bad'.

**Physical Education skills development and activity:**

Year 3 will be continuing their work on Gymnastics over this unit. We will be focusing on

**Music skills and learning:**

Year 3 will be continuing their violin lessons with Mr Lang. We will be practising for a violin assembly that will take place towards the end of the unit. We will learn traditional carols to sing

**Computing skills and learning:**

We will initially look at how to navigate the internet simply. We will look at how to find relevant information by browsing a menu. We will then use the publishing tool to create a leaflet advertising our Christmas Carol service.

**Geographical knowledge and skills**

We will look at the origin of Christmas traditions and where they started.

We will refer to a globe so we can see where Christmas traditions began and will look at where the places are in comparison to the UK.

**Historical knowledge and skills**

**We will consider:**

- What does tradition mean and how does it link to our history?
- When did the tradition start?
- Where did the tradition start?
- Why did it start?
- Who was involved in starting the tradition?
- How did the tradition spread?

**Art knowledge and skills:**

We will look at blending colours effectively and will recap on primary and secondary colours. After practise blending we will create our own silhouette art.

**Design and technology knowledge and skills:**

We will recreate some Christmas traditions during our Christmas unit. We will design, create and evaluate a spiced pomander, before reflecting on its strengths and weaknesses and discussing whether we would like the decoration on our own trees.

**Religious Education:**

We will be discussing and researching: Has Christmas lost its true meaning? We will look at what Christmas means to Christians and will also reflect on what Christmas means to us.

**Language Development (French): (KS2)**  
**Role Play and child initiated Play (KS1)**

We will finish off our work on greetings and will begin work on our family. Towards the end of the unit we will revise previous learning on greetings and will create a Christmas card in French.

**PSHE development:**

We will be discussing the importance of maintaining our teeth and will be looking at what happens when oral hygiene isn't maintained.



**Creativity (connections and fluency of ideas) How we are going to share our learning with our community**

We hope to perform a Christmas carol singing service at Tandle View care home. We will share our progress playing the violins with children, staff and parents during a violin assembly. We will continue the Christmas tradition of sending Christmas cards by sending cards to our partners at Bare Trees Primary School.