



YEAR 3 NATIONAL CURRICULUM
SPRING 1 MEDIUM TERM OBJECTIVES (6 weeks)
THEME - CHOCOLATE

ENGLISH	MATHS (White Rose Maths Mastery)	SCIENCE	HISTORY/ GEOGRAPHY	R.E (Agreed Syllabus, 2017)	ART AND DESIGN	COMPUTI NG	P.E.	PSHE (Jigsaw)	MUSIC
<p>Poetry- Senses- chocolate cake-Michael Rosen (performance poem) 1 ½ weeks</p> <p>Fiction - Charlie and the Chocolate Factory: Plot- 3 weeks</p> <p>Non-fiction: Chronological / biography Roald Dahl 3 weeks</p>	<p>Multiplication and Division Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two digit numbers times one-digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence</p>	<p>Forces and Magnets 1. Compare how things move on different surfaces 2. Notice that some forces need contact between two objects, but magnetic forces can act at a distance 3. Observe how magnets attract or repel each other and attract some materials and not others 4. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p>	<p>History of chocolate Where is chocolate grown? Geography - 1. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 2. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>History 1. Be able to give some reasons for</p>	<p>L2.4 - Why do people pray? 1. Describe the practice of prayer in the religions studied. 2. Make connection between what people believe about prayer and what they do when they pray. 3. Describe ways in which prayer can comfort and challenge believers.</p>	<p>ART DAY - design and make your own new chocolate bar, including wrapper (cartoon style) 1. To create sketch books to record their observations and use them to review and revisit ideas 2. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 3. About great artists, architects and designers in history.</p>	<p>Course D Coding Write programs that accomplish specific goals. Use sequence in programs. Work with various forms of input Work with various forms of output.</p>	<p>Games / Gym / Dance 1. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 2. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 3. Perform dances using a range of movement patterns</p>	<p>Dreams and Goals 1. Stay motivated when doing something 2. Perseverance 3. Working collaboratively 4. Have positive attitudes 5. Helping others to achieve goals 6. Working hard to achieve own goals</p>	<p>Instruments Recorders [Notes G F C] Duets 1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2. Improvise and compose music for a range of purposes using the inter-related dimensions of music 3. Listen with attention to detail and recall sounds with increasing aural memory 4. Use and understand staff</p>

	<p>problems in which n objects are connected to m objectives.</p> <p>Money Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p> <p>Statistics Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables</p>	<p>5. Describe magnets as having two poles</p> <p>6. Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>particular events and changes</p> <p>2. Be able to gather information from simple sources</p>	<p>4. Describe and comment on the similarities and differences between how Christians, Muslims and Hindus pray.</p>	<p>Primary Engineer's Project In association with the University of Warwick</p>		<p>4. Take part in outdoor and adventurous activity challenges both individually and within a team</p>		<p>and other musical notations</p> <p>5. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>6. Develop an understanding of the history of music.</p>
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