



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

ENGLISH	MATHS (ABBC)	SCIENCE	HISTORY GEOGRAPHY	R.E (Agreed Syllabus, 2017)	ART AND DESIGN	COMPUTING (SWITCHED ON)	P.E. (Taught externally)	PSHE (JIGSAW)	MUSIC (Music Express)
<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>Number and Place Value</p> <p>Addition and Subtraction</p> <p>Multiplication and Division</p> <p>Fractions including Decimals</p> <p>Measures, time and money</p> <p>Geometry</p> <p>Statistics</p>	<p>Forces and Magnets</p> <p>1. Compare how things move on different surfaces</p> <p>2. Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>3. Observe how magnets attract or repel each other and attract some materials and not others</p> <p>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>5. Describe magnets as having two poles</p>	<p>History of chocolate</p> <p>Where is chocolate grown? Geography -</p> <p>1. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p>	<p>L2.4 - Why do people pray?</p> <p>1. Describe the practice of prayer in the religions studied.</p> <p>2. Make connection between what people believe about prayer and what they do when they pray.</p> <p>3. Describe ways in which prayer can comfort and challenge believers.</p> <p>4. Describe and comment on the similarities and differences between how Christians, Muslims and Hindus pray.</p>	<p>ART DAY - design and make your own new chocolate bar, including wrapper (cartoon style)</p> <p>1. To create sketch books to record their observations and use them to review and revisit ideas</p> <p>2. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range</p>	<p>We are Presenters - Videoing performance</p> <p>1. 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</p>	<p>Tennis / football Swimming</p> <p>1. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>2. Swim competently, confidently and proficiently</p>	<p>Dreams and Goals</p> <p>1. Stay motivated when doing something</p> <p>2. Perseverance</p> <p>3. Working collaboratively</p> <p>4. Have positive attitudes</p> <p>5. Helping others to achieve goals</p> <p>6. Working hard to achieve own goals</p>	<p>1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>2. Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>3. Listen with attention to detail and recall sounds with increasing aural memory</p> <p>4. Use and understand staff and other musical notations</p> <p>5. Appreciate and understand a wide range of high-quality</p>

		<p>6. Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>1. Be able to give some reasons for particular events and changes</p> <p>2. Be able to gather information from simple sources</p>		<p>of materials [for example, pencil, charcoal, paint, clay]</p> <p>3. About great artists, architects and designers in history.</p>		<p>over a distance of at least 25 metres</p> <p>2. Use a range of strokes effectively</p>		<p>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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