

Year: 3- Spring 2 Topic: Chocolate-Mayans		
Big question: Where does chocolate come from?	Hook task: Design and make a chocolate bar and box	
PSHE focus: Healthy Me	Review task and presentation: Collaborative afternoon with different year group.	
Experiences/ shared learning: Cadbury's World		
<p>Science NC aims/objectives-<i>Forces and Magnets</i></p> <ul style="list-style-type: none"> • Compare how things move on different surfaces • Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. • Observe how magnets attract or repel each other and attract some materials and not others. • 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. • Describe magnets as having 2 poles. • Predict whether 2 magnets will attract or repel each other, depending on which poles are facing. 	<p>Art and Design NC aims/objectives:</p> <ul style="list-style-type: none"> • Identify art from different cultures. • Identify art from different historical periods. • Compare work from different artists. 	<p>Geography NC aims/objectives:</p> <ul style="list-style-type: none"> •name a number of countries in South America. •use appropriate geographical language such as: coastline, valley, forest, mountain, hill, climate, river, natural resources.
<p>Key vocabulary:</p> <ul style="list-style-type: none"> • Move • Surfaces • Force • Distance • Magnet • Magnetic • Non magnetic • Attract • Repel • Poles • North • South 	<p>Key vocabulary:</p> <ul style="list-style-type: none"> •Design •Colour Combinations •Complimentary Colours 	<p>Key vocabulary:</p> <ul style="list-style-type: none"> • Coastline • Valley • Forest • Mountain • Hill • River • Natural resources

<p>History NC aims/objectives:</p> <ul style="list-style-type: none">• Use research skills to answer specific historical questions.• research in order to find the similarities and differences between two periods in history.	<p>Design Technology NC aims/objectives-<i>Food</i>:</p> <ul style="list-style-type: none">• Describe how food ingredients come together.• Prove that the design meets some set criteria.• Design a product that looks attractive.
<p>Key vocabulary:</p> <ul style="list-style-type: none">• Evidence	<p>Key vocabulary:</p> <ul style="list-style-type: none">• Product• Investigate• Analyse• Innovative

<p>Maths:</p> <ul style="list-style-type: none"> • Multiplication and division • Length and perimeter 	<p>PSHE- <i>My Health</i></p> <ul style="list-style-type: none"> • How exercise affects my body • Why my lungs and heart are important organs • Calories, fat and sugar and how they can affect my health • Drugs, including medicine • How to keep myself safe • How to call emergency services 	<p>RE- <i>How are religion and worldviews shaped and expressed through art and architecture?</i></p> <p>Key vocabulary for discussion:</p> <ul style="list-style-type: none"> • Cathedral • Allah • Mosque/masjid
<p>PE- <i>Creative:</i></p> <ul style="list-style-type: none"> • I can make up my own rules and versions of activities • I can respond differently to a variety of tasks 	<p>Computing -<i>Programming- Robot Algorithms</i></p> <ul style="list-style-type: none"> • To explore a new programming environment • To identify that commands have an outcome • To explain that a program has a start • To recognise that a sequence of commands can have an order • To change the appearance of my project • To create a project from a task description 	<p>French-</p> <ul style="list-style-type: none"> • Les couleurs- The colours • Le jours de la semaine- Days of the week • Les mois- Months of the year • Les nombres- Numbers