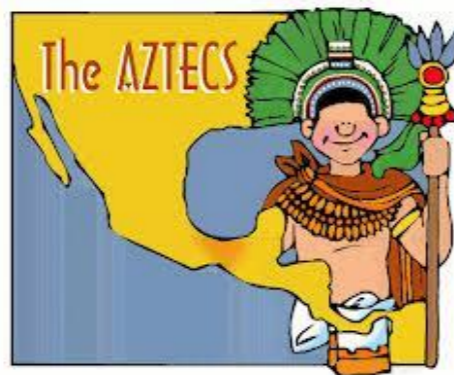


Y3 Autumn

THEME: Chocolate



Spiritual, Moral, Social and Cultural Development:

Personal, Social, Health and Emotional Development:

- Class/school codes of conduct:
- Say No to Bullying
- Shropshire Respect Yourself Eat Better: Food groups; importance of food and nutrients; food plate and plan a meal; plan a packed lunch
- Shropshire Respect Yourself RSE: Healthy Choice challenge; who and what helps; celebrating
- Shropshire Respect Yourself RSE: Lifecycle - link to science

In our exploration of faith we will:

- RQ13: How does religious belief guide and influence. Y5 unit based on Sikhism - link to place of worship visit
- RQ14: Why Celebrate (y6 unit Diwali/Xmas) Incarnation (UC): What Jesus the Messiah? (2b.4)

PE:

Net Wall unit

Invasion unit: passing and controlling and receiving
Gymnastics.

As Historians:

We will focus on a non-European society that provides contrasts with British history -Mayan civilization c. AD 900;

- Answer our own questions about the origins of chocolate
- Aztec tribes - When? Who? What? Where? Why?
- Explorations of Christopher Columbus

As designers we will:

- design own snack bar with a healthy twist
- Use a graphic design program to design packaging suitable for supermarket shelves (google sketch)

As artists we will:

- Develop line drawing/cartoon skills
- Darwin sketches
- Autumn in watercolour use
- Study of South American Art

As musicians we will:

- Consider African work/slave songs and African rhythm
- We will compose our own African music
- Music for Christmas production

As experts in technology we will

- Email and skype: Email communication development.
- Be web developers, this will include: cyber safety, research and internet safety, recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact (5.4).
- Be marketers - we will produce marketing materials for a healthy snack. 6.6

As linguists we will explore the French language through:

- Focus on numbers 1 - 60 min
- Focus on alphabet
- Focus on colours
- Portraits Unit 4
- Giving instructions/directions Unit 15

As Scientists we will:

All Living Things (Plants):

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- Flowering plants, life cycles, parts and purpose, pollination, seed dispersal, photosynthesis (Investigate: what do seeds need to germinate?)
- Conditions that affect the life of a plant (Investigate: under what conditions do plants live the best?)
- Give reasons for classifying plants and animals based on specific characteristics.

As Geographers we will:

- Explore the climate for cocoa bean cultivation - where in world today - compare and contrast landscape, climate and lifestyle.
- Fair trade principles
- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America

Literacy: As appropriate for pupil progress - see expectations for year group.

- Stories by Significant authors - Charlie and the Chocolate Factory (stories in historical settings).
- Explanation Writing - link to science
- Persuasive writing - Educational reasons to go to Cadbury World. Debating fair trade issues.
- Recounts
- Playscripts - in Aztec world
- Poetry linked to Santa Maria focusing on similes, metaphors, personification and powerful images

Numeracy: As appropriate for pupil progress - see expectations for year group.

Units as appropriate for pupil progress.

Problem solving linked to trip to Cadbury's World.

