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| Year 3 – Term 2 |  | Chocolate |
| Hook | Federation Day – chocolate tasting | |
| 3G Lesson | Making chocolate | |
| Visit/Visitor | Tesco fair trade visit | |
| Celebration | Share chocolate designs | |
| Children’s Choice for this topic | Tasting different types of chocolate to create their own. | |
| British Values covered | Democracy | |
| Genres Coverage Writing to inform | Recount Letter Instructions – link to making chocolate | |
| Suitable Literacy Text | <ul style="list-style-type: none"> Charlie and the Chocolate Factory by Roald Dahl | |
| Maths | Multiplication and Division | |
| Science (See Andrew Berry/Twinkl plans) What if you only ate chips? Plan a healthy breakfast. Do people with the longest legs jump the furthest? Links to measure | Animals including animals Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat <ul style="list-style-type: none"> Identify that humans and some animals have skeletons and muscles for support, protection and movement. To be able to record using drawings. To be able to report on findings from enquiries. To be able to use evidence to answer questions. To be able to set up a comparative test. To be able to record data in a table. To be able to identify the correct type of enquiry to answer a question | |
| History/ Geography Maps/atlas – fact file Finding out the journey of the bean – bean – bar How far does the bean travel? | From bean to bar <ul style="list-style-type: none"> 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 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Brazilian rivers, mountains, volcanoes and earthquakes economic activity including trade links the distribution of natural resources including energy, food, minerals & water types of settlement and land use | |
| Art/ DT Design your own chocolate bar | Cooking <ul style="list-style-type: none"> investigate and analyse a range of existing products use research develop design criteria design innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion and annotated sketches select from and use a wider range of tools and equipment to shape accurately select from and use a wider range of tools and equipment to finish accurately select and use ingredients, according to their functional properties and aesthetic qualities | |

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| | <ul style="list-style-type: none"> • use a range of cooking techniques • know where and how a variety of ingredients are grown, reared, caught and processed. • evaluate their ideas and products against their own design criteria • consider the views of others to improve their work |
| ICT (Twinkl) | Processing Skills |
| Gym/ Dance (Val Sabin) | RS – Basketball WM - Hockey |
| Games (PE Team) | Swimming |
| Music (Charanga) | Christmas Caroles |
| PSHE (SEAL) | Getting on, falling out |
| RE | What do people believe about God? (Finish) Why is the Bible important to Christians? |