St Michael's CE (A) Primary School

Year Group: 3

Topic: Choc-tastic

Term: Summer

Subjects	Objectives/Learning intentions
Art Art work for poster , golden ticket Onomatopoeia (Roy Lichtenstein)	**To develop ideas** • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Suggest improvements to their work using notes in sketchbook. **To master techniques** **Drawing** • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture **To take inspiration from the greats** • Describe the work of noticeable artists, artisans and designers, and replicate some of the techniques used by noticeable artists, artisans and designers.
DT Design own chocolate bar Design & make own invention	**To design, make, evaluate and improve** **Food** • I know how a range of ingredients are grown, reared, caught or processed. • I can use research and develop design criteria to inform the design of functional, appealing products that are fit for purpose. **To take inspiration form design throughout history** • I can identify some of the great designers in all of the areas of study to generate ideas for design.
Geography Where does chocolate come from? How does it get here? Bournville Village – features	**To Investigate places** • Ask and answer geographical questions about the physical and human characteristics of a location. • Use maps, atlases, globes and digital/computer mapping to name and locate geographical regions of the United Kingdom, (Scotland, Wales, Midlands, London) • Use fieldwork to observe and record the human and physical features of a local area using a range of methods including sketch maps, plans and graphs and digital technologies. **To communicate geographically** • Use the eight points of a compass to communicate knowledge of the United Kingdom • Use symbols and keys to communicate knowledge of the United Kingdom
History Bournville – history of factory & village	**To understand chronology** • Place the time studied on a timeline **To build an overview of world history** • Find out about every day lives of people in time studied and compare with our life today • Identify reasons for and results of people's actions • Understand why people may have wanted to do something **To investigate and interpret the past** • Look at representations of the period – museums, cartoons, etc
Science	**Working Scientifically** • ask relevant questions and use different types of scientific enquiry to answer them • set up simple practical enquiries, comparative and fair test

How does your garden grow?	• make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers • gather, record, classify and present data in a variety of ways to help answer questions • record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identify differences, similarities or changes related to simple scientific ideas and process use straightforward scientific evidence to answer questions or support their findings **Plants** • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that plants play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal