

Summer 1 (Cycle A): Food for thought - Chocolate – Is it worth it?

Subject	NC link	Declarative knowledge	Procedural knowledge
History or Geog. (A) Phase: 3/4	Pupils should extend their knowledge and understanding beyond the local area to include South America.	<u>Chocolate – Is it worth it? – Where does chocolate come from?</u> <ul style="list-style-type: none"> I know the locations of the world’s rainforests. I know the structure of the rainforest. I know the process of making chocolate. 	<u>Chocolate – Is it worth it? – Where does chocolate come from?</u> <ul style="list-style-type: none"> I can use maps and atlases to locate places. I can use geographical vocabulary to describe the rainforest. I can use geographical vocabulary to locate the Equator, Tropic of Cancer and Tropic of Capricorn.
Art or D&T (A) Phase: 3/4	Pupils should use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.	<u>Chocolate – Is it worth it? – Make a chocolate bar</u> <ul style="list-style-type: none"> I know how to design and make my own chocolate bar. I know how to design and make packaging. 	<u>Chocolate – Is it worth it? – Make a chocolate bar</u> <ul style="list-style-type: none"> I can use scales to weigh and measure accurately. I can use equipment to prepare and assemble a product. I can select and use appropriate materials and tools. I can refine and evaluate my design and product.
Science (A) Phase: 3/4	Pupils should be taught to identify and describe the functions of different parts of flowering plants	<u>Year 3 – Plants</u> <ul style="list-style-type: none"> I know the parts of plants and their functions. I know what plants need to grow. I know how to recognise changes in different plants. 	<u>Year 3 – Plants</u> <ul style="list-style-type: none"> I can set up a simple practical enquiry. I can make systematic and careful observations. I can use results to draw conclusions. I can use scientific evidence to answer questions.
Computing (A) Phase: 3/4	Pupils should be taught to select, use and combine a variety of software on a range of digital devices	<u>Year 3 - Handling data</u> <ul style="list-style-type: none"> I know how to organise data in different ways. I know how to search a ready-made database to collect data. 	<u>Year 3 - Handling data</u> <ul style="list-style-type: none"> I can talk about the different ways data can be organised. I can search a ready-made database to answer questions. I can collect data help me answer a question. I can make a branching database.
Music (A) Phase: 3/4	Pupils should be taught to sing and play musically with increasing confidence and control.	<u>Year 3 – Bringing Us Together (Disco music)</u> <ul style="list-style-type: none"> I know how to find the pulse and know how the pulse, rhythm and pitch fit together. I know the importance of warming up my voice. I know how to treat my instrument with respect. I know how to work together as part of a group to develop the confidence to sing alone. I know that a performance can influence how music is presented. I know that when I improvise you make up your own tune or rhythm. 	<u>Year 3 – Bringing Us Together (Disco music)</u> <ul style="list-style-type: none"> I can identify basic musical styles. I can begin to use accurate musical language. I can clap/play a simple rhythm and create my own. I can follow a leader/conductor. I can play a classroom instrument as part of a group and perform to other people. I can discuss other people’s performances. I can compose with two notes (and my voice) and record the composition. I can create and perform simple rhythmic patterns.
Physical Ed. (A) Phase: 3/4	<p>Pupils should be taught to use running, jumping, throwing and catching</p> <p>Pupils should play competitive games and apply basic principles suitable for attacking and defending</p>	<u>Athletics</u> <ul style="list-style-type: none"> I know how to throw accurately. I know the techniques that help me to run with speed or for distance. I know how to jump with the correct techniques. <u>Games - Bat and ball</u> <ul style="list-style-type: none"> I know how PE affects my health. I know how to strike a ball with control. 	<u>Athletics</u> <ul style="list-style-type: none"> I can sustain concentration and practice to improve. I can use running, jumping, throwing and catching in isolation and in combination. <u>Games - Bat and ball</u> <ul style="list-style-type: none"> I can strike a ball with reasonable control using a large headed bat/racquet, a hockey stick or rounders’ bat. I can explain how taking part in PE can impact on health and fitness and developing a healthy lifestyle.
Religious Ed. (A) Phase: 3/4	Pupils should be taught to explore beliefs about how the universe began recognise that the Earth is unique and consider the concept of stewardship	<u>Our World</u> <ul style="list-style-type: none"> I know and can compare different faith beliefs about how the universe began. I know some reasons why people of faith have a sense of awe and wonder about the Earth. I know how to explore religious teachings to see how faith members should care for the Earth. I know how faith members show care for the environment. 	<u>Our World</u> <ul style="list-style-type: none"> I can express thoughts and beliefs about how the universe began. I can share feelings about the sense of awe and wonder in the natural world. I can share thoughts on how and why religions treat the world with respect. I can show understanding of stewardship and suggest actions everyone can take.

<p>PSHE (A) Phase: 3/4</p>		<p><u>Year 3 - Relationships</u></p> <ul style="list-style-type: none"> • I know how to negotiate in conflict situations to try to find a win-win solution. • I know and can use some strategies for keeping myself safe. • I know who to ask for help if I am worried or concerned. • I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. • I know how to express my appreciation to my friends and family. 	<p><u>Year 3 - Relationships</u></p> <ul style="list-style-type: none"> • I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. • I can describe how taking some responsibility in my family makes me feel. • I can identify and put into practice some of the skills of friendship eg. Taking turns, being a good listener. • I can explain how some of the actions and work of people around the world help and influence my life. • I can show an awareness of how this affect my choices. • I can empathise with children whose lives are different to mine and appreciate what I may learn from them.
<p>Spanish (MFL) (A) Phase: 3/4</p>	<p>Pupils should be taught to listen attentively to spoken language and show understanding by joining in and responding.</p>	<p><u>Year 3</u></p> <ul style="list-style-type: none"> • I know how to introduce myself and ask someone their name. • I know some phonemes that are pronounced differently in Spanish. • I know how to form a sentence using <i>soy</i>. 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> • I can ask someone their name and tell them mine. • I can say the Spanish alphabet and can pronounce all letters correctly. • I can use <i>soy</i> to say a sentence about myself.