

### Knowledge Outcomes

Chocolate is made from cacao pods.

Cacao beans are commonly grown Ghana, Peru, Brazil, Cameroon, Nigeria and Indonesia.

Fair trade chocolate farmers are paid fairly for their product from countries all over the world.

Cacao beans grow in warm climates near the equator.

#### **Challenge:**

**Chocolate is imported into Great Britain because the UK doesn't have a suitable climate to grow cacao pods.**

### **Strength Lies in Difference**

Children to begin to be familiar with these key terms and understand their meaning: Discrimination, Wealthy, Society, Perception, Stereotype, Heritage, Ethnicity and Identity

Children to be familiar with inspirational and aspirational role models from the African/Caribbean/Asian/Chinese communities

### **Physical Development**

#### **Health Related Education**

Develop children's knowledge of how the body functions/changes during exercise

Develop children's ability to exercise at different intensities

Develop children's knowledge of how the food & drink we consume affects our body

#### **Multi-skills**

Throw and catch displaying with accuracy, in isolation and varied environments

Become competent in the FUNdamentals of movement (Jog, Sprint, Hop, Weight on Hands, Jump, Balance & Coordination)

Use FUNdamentals of movement to employ simple tactics in competitive environments

### **Personal, Social and Emotional Development**

#### **PSCHE: Relationships**

##### **How can we be a good friend?**

Understand how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded

Learn how to recognise if others are feeling lonely and excluded and find strategies to include them

Learn how to build good friendships, including identifying qualities that contribute to positive friendships

Know that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences

Know how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support

#### **R.E.: Symbols in religion**

Know every day signs and symbols have a meaning. Understand the importance of symbols and what they represent.

Know different religions have symbols e.g. Cross, Star of David, Crescent Moon, Wheel of Life, Om, Khanda etc.

Know that movements and activities (rituals) can also be symbolic.

Understand that within religions, different groups may place more emphasis on symbolism and ritual than others e.g. within Christianity, Orthodox and evangelical Christians.

### **AUTUMN TERM 1 Objectives Delightful Dahl Year 3**

### **Languages**

#### **Getting started**

Say a greeting

Say own name and how they are feeling

Can attempt a question about name and feelings

Remember and say most numbers between 1 and 10

Remember and say 6 colours

### **Understanding of the World**

#### **Geography:**

##### **Human and physical geography**

Describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

##### **Geographical skills and fieldwork**

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

#### **Science: Light**

Recognise the need for light in order to see things and that dark is the absence of light

Notice that light is reflected from surfaces

Recognise that light from the sun can be dangerous and that there are ways to protect their eyes

Recognise that shadows are formed when the light from a light source is blocked by an opaque object

Find patterns in the way that the size of shadows change.

#### **Computing: E-Safety**

Explain why we need passwords and know that they should be kept safe

Follow some e-safety rules

Recognise online adverts

### **English / Mathematics**

*Please see separate Success and Challenge cards*

### **Expressive Art and Design**

#### **Art / Design**

Children learn to develop their drawing skills charcoal, pencils and sketching. They can incorporate previously learned techniques i.e. line, shape (geometric and irregular), colour and space.

#### **Music**

Listen with attention to detail and recall sounds with increasing aural memory.

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.