



Year 4

What is the most important thing about chocolate?

L earning Journey
 E ngaging
 A uthentic
 R ighteous
 N ova Curriculum



<p>Decorate the classroom- design own character from Charlie and the chocolate factory. Watch Charlie and the chocolate.</p>	<p>Audio description for a scene in Charlie and the chocolate factory for Netflix.</p>	<p>Record using ipads own description. Looking at intonation and tone. Timeline of Mayan's in chronology of other periods taught.</p>	<p>Feedback session with year 5- looking to improve work.</p>	<p>Showing to someone in the community</p>
<p>Design and create a Mayan replica artefact.</p>	<p>Design and create a Mayan inspired woven textile.</p>	<p>Research and write non-chronological report on Mayan culture.</p>	<p>Create own group book based on setting description of new rooms.</p>	<p>Compare descriptive language for rooms in Charlie and the chocolate factory. Comparing setting of the Mayans. (geography) Talk about Guatemala</p>
<p>Mayan museum of handmade artefacts</p>	<p>Blindfolded tasting –rating the chocolate Learn how to make chocolate from scratch.</p>	<p>Fairtrade- compare working conditions of making chocolate. Should all chocolate be fair-trade</p>	<p>Geography link- Where they grow, climate, bean to shop journey- draw the map. Labelling different cocoa growing countries.</p>	<p>. Survey members of the community about why they choose the chocolate they buy? Science changing matters experiments</p>
<p>Make final designs of packaging and chocolate to be sold to adults and children outside classrooms. Adverts to be displayed during sale</p>	<p>Research features persuasive advert. Design and create autonomous advertisement (video/posters/flyers)</p>	<p>Look at Michael Rosen poem- chocolate cake. Look at creating own short poems for inside our chocolate boxes</p>	<p>Design own chocolate prototypes boxes. Looking at nets of 3D shapes. Get feedback from teachers. Decide a charity for the profit to be given.</p>	<p>Design and create own prototype chocolate. Write recipe for specific measurements. Measuring ingredients, budgeting, ratios Looking at features of chocolate packaging.</p>



Key skills and Knowledge Coverage from NC & Nova Skills Progressions

As Writers we will be writing:

- *Writing a descriptive audio description for a scene in Charlie and the chocolate factory*
- *Describing a new room from Charlie and the chocolate factory- to go into a group book*
- *Non-chronological report on Mayan culture*
- *Discussion piece on Fairtrade chocolate. Should all chocolate be fairtrade?*
- *Explanation text of the journey of a cocoa bean from plant to shop.*
- *Poetry- Michael Rosen*
- *Persuasive writing advert.*

As Mathematicians we will develop our understanding of:

- Decimals- tenths, hundredths. Dividing 1 digit by 10, divide 2 digit by 10, 1 and 2 digits by 100.
- Measurement
- Money for budgeting
- Nets for boxes. Geometry
- Statistics- graphs from surveys
- Time

As Scientists we will develop our knowledge and understanding of electricity, forces and magnets.

Animals including humans:

Pupils should be taught to:

- ♣ describe the simple functions of the basic parts of the digestive system in humans
- ♣ identify the different types of teeth in humans and their simple functions

States of matter:

Pupils should be taught to:

- ♣ compare and group materials together, according to whether they are solids, liquids or gases
- ♣ observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)

Through scientific enquiry, we will be:

We will create our own set of teeth using plastercine

Observing over time- teeth egg experiment

- Asking relevant questions and using different types of scientific enquiries to answer them
- Making systematic and careful observations
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Researching using secondary sources Digestive system tights

- Asking relevant questions and using different types of scientific enquiries to answer them
- Using straightforward scientific evidence to answer questions or to support their findings

Melting points of chocolate

- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

Pattern seeking

- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables
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Comparative and fair testing

- Asking relevant questions and using different types of scientific enquiries to answer them
- Setting up practical enquires, comparative and fair tests
- Reporting on findings from enquires, including oral and written explanations, displays or presentations of results and conclusions
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

As Designers we will:

Cooking and nutrition – designing and creating own chocolates and boxes

- Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).
 - Measure ingredients using scales.
 - Prepare ingredients hygienically and using the appropriate utensils by following a recipe.
- Follow procedures for safety & hygiene.

Materials

- Create nets.

Design, make, evaluate and improve

- Investigate existing products, including drawing them to analyse and understand how they are made.
- Gather info about the needs & wants of particular groups.
- Plan a sequence of actions to make a product.
- Develop more than one design.
- Develop prototypes.
- Generate designs with annotated sketches
- Refine work and techniques as work progresses, continually evaluating the product design.
- Identify strengths and weaknesses of their design ideas.
- Talk about how closely their finished product meets their design criteria and meets the need of the user

As Artists we will:

Pupils should be taught:

- ♣ to create sketch books to record their observations and use them to review and revisit ideas
 - ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
 - ♣ About great artists, architects and designers in history. Quentin Blake
- ### Textiles and collage- Weaving Mayan
- Match the tool to the material.
 - Combine skills more readily.
 - Choose collage or textiles as a means of extending work already achieved.
 - Refine and alter ideas and explain choices using an art vocabulary.
 - Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.

Drawing- Line drawing Quentin Blake

- Make informed choices in drawing inc. paper and media.
- Alter and refine drawings and describe changes using art vocabulary.
- Collect images and information independently in a sketchbook.
- Use research to inspire drawings from memory and imagination.
- Explore relationships between line and tone, pattern and shape, line and texture.

Exploring and developing ideas- designing chocolate boxes and taking feedback

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.

Adapt their work according to their views and describe how they might develop it further

In Geography we will be :

Looking at how chocolate is made and where in the world Map the journey of the bean to the shop. Mayan non-chronological report.

Locational Knowledge-

- I can locate the main countries and major cities in North or South America.
- I can locate the main countries and major cities of Europe
- I can identify the position of the Equator and how it affects climates in both hemispheres

Place Knowledge

- I can compare the human and physical features of a place in the UK to South America
- I can compare the human and physical features of a place in the UK and Europe

Human & Physical Geography

- I can identify why early settlers chose to live near physical features
- I can identify how the human features of a landscape have changed over time
- I can use these words: **settlement, population, urban, rural, facilities, location, resources, migrate, scale**
- I can describe how climate and use of land (e.g. for cocoa production) supports an economy and trade links

In History we will be studying:

Chronological awareness/knowledge/understanding- timeline of dates(year 6 book look)

- Continue to develop chronologically secure knowledge of history time periods studied
- Place events from period studied on time line in relation to other studies
- Understand that time can be divided into BC/AD
- Establish clear narrative within period studied
- Note connections, contrasts and any trends over time

Historical enquiry (using evidence, communicating ideas) – research for non-chronological writing in English

- Regularly address and sometimes devise historically valid questions
- Understand how knowledge of the past is constructed from a range of sources (including primary and secondary)
- Construct informed responses by selecting and organising relevant historical information- use evidence to build up a picture of a past event and choose relevant material to present/communicate this

- I can compare the physical features of a region in the UK and North/South America
- I can use these words: **region, hemisphere, equator, tropical, economy, (fair) trade, industry**

Geographical Skills & Field work

- I can interpret tables, diagrams and atlas maps to retrieve information
- I can identify 8 compass points
- I draw conclusion from maps about population, settlement and land use
- I can use a range of apparatus e.g. thermometers, rain gauge and technology to collect geographical data
- I can use a map to trace a route
- I can identify how a place changes over time by using a range of aerial photographs, historical and recent maps
- I can use 4 figure grid references
- I can use and interpret data that I have collected using a range of technologies and equipment