



# What's the most important thing about chocolate?



Learning Journey

Engaging

Authentic

Rigorous

Nova Curriculum

Year 4

Terms 5 & 6

Big concept: Fairness & Moderation

**Overview:**

This enquiry enables learners to explore and understand the ancient civilisation of the Maya and their impact upon the world. This line of Enquiry will give children the opportunity to understand key geographical skills and knowledge, including where Central America is in the world, what life is like in these countries and how the human and physical geography is different to that of the UK. As historians, children will research from primary and secondary sources to develop an understanding of what life was like for the Ancient Maya compared to those living in Central America today. As Engineers, the children will work through our D&T cycle to research, design, make, evaluate and refine their own chocolate recipes, before designing and creating a wrapper for their chocolate using block printing techniques.

**Learning links (previous learning):**

History – Children will draw on knowledge of other known time periods to compare with the Maya, and link with their learning of non-European societies.  
D&T – children will develop their cooking skills from years 1 & 3, where they made soup and Stone Age Stew. They will draw on their knowledge of handling food as a material.

**Celebrating diversity and inspirational People:**

Studying a non-European society considering what the country is like today through the festivals celebrated in Central America.

Inspirational chefs: Andi Oliver, Sudeep Agarwala

**Launch and Landings**

**Launch:** Maya experience day.  
**Landing:** Parents chocolate tasting event

**Experiential learning opportunities:**

Chocolate making.  
A taste of Mayan food.

**NC Objectives – Skills, knowledge and vocabulary taught through Line of Enquiry**

Science:	DT – Cooking
<p><b>As scientists we will learn about :</b>                      The human digestive system including teeth, animals and food chains and food webs.</p> <p>States of Matter including the water cycle, melting temperature and weight of gas</p> <p><b>Vocabulary:</b> digestion, molar, incisor, tonsils, herbivore, omnivore, carnivore, precipitation, evaporation, condensation, Celsius, Fahrenheit</p>	<p><b>As Designers and Engineers we will design and cook chocolate.</b></p> <ul style="list-style-type: none"> <li>• Measure ingredients using scales.</li> <li>• Prepare ingredients hygienically and using the appropriate utensils by following a recipe.</li> <li>• Follow procedures for safety &amp; hygiene.</li> </ul> <p><b>Vocabulary:</b> cut, shape, measure, hygiene, utensils, procedure</p>
Art – Craft & Design	
<p><b>Formal Elements of Art:</b> texture, line, shape, pattern, colour</p> <p><b>Art and Design Skills:</b> Craft and Design; Printing</p> <p><b>During this unit of learning, children will:</b></p> <ul style="list-style-type: none"> <li>• Observe techniques used by a print artist &amp; compare with manufactured printing techniques</li> <li>• Use simple block printing shapes to replicate tessellating patterns</li> <li>• Mix own printing colours</li> <li>• Explore pattern</li> <li>• Experiment with texture, line &amp; shape by designing a block print using string</li> <li>• Make repeated patterns using own block</li> <li>• Refine block making design &amp; technique using polystyrene, block &amp; roller</li> <li>• Use more than one layer in a print</li> </ul> <p><b>End piece: Design and print chocolate packaging</b></p> <p><b>Vocabulary:</b> block printing, roller, geometric, repeating shapes, pattern</p>	

Opportunities for core subject learning across the curriculum	
<b>As readers and writers we will:</b>	<b>As mathematicians we will:</b>
<p><b>Class texts:</b> The Chocolate Tree (a Mayan folktale) Charlie &amp; the Chocolate Factory, The Legend of Podkin One Ear, Fiction &amp; Non-fiction linked to Ancient Maya.</p> <p><b>Text Types:</b> Instruction Text. Description Story. Warning Story. Discussion Text.</p> <p><b>As writers:</b> For fiction, children will innovate and invent stories themes around Defeating the monster and suspense stories.</p> <p>In non-fiction, children will create instruction texts and discussion texts, including 'Should Children be allowed to eat sweets?'</p> <p><b>Cross curricular writing in LOE books:</b> History/Geography – Children will have the opportunity to write a first person recount from the perspective of a typical Maya worker in a village.</p>	<ul style="list-style-type: none"> <li>- Understand decimals to tenths and hundredths</li> <li>- Tell the time to 5 minutes, including the 24 hour clock</li> <li>- Solve money problems</li> <li>- Geometry – properties of triangles and position and direction on a grid</li> </ul> <p><b>Vocab:</b> decimal, fraction, tenths, ten equal parts, hundredths, one hundred equal parts, decimal point, 10 times smaller, 100 times smaller</p>

Discrete subject teaching - Skills, knowledge and vocabulary taught discretely	
<b>Physical Education</b>	<b>French</b>
<p><b>As fit and healthy citizens we will develop skills in:</b></p> <ul style="list-style-type: none"> <li>• Outdoor and adventurous activities and athletics</li> <li>• Swimming</li> </ul>	<p><b>As linguists we will develop our French vocabulary linked to</b></p> <ul style="list-style-type: none"> <li>• The classroom</li> <li>• The house</li> </ul>
<b>Computing</b>	<b>PSHE</b>
<p><b>In computing we will develop skills through Teach Computing scheme:</b></p> <ul style="list-style-type: none"> <li>• Repetition in shapes (T5)</li> <li>• Repetition in games (T6)</li> </ul>	<p><b>As fit and healthy citizens we will develop our knowledge through SCARF scheme</b></p> <ul style="list-style-type: none"> <li>• Growing and Changing</li> <li>• Being my best</li> </ul>
<b>RE</b>	
<p><b>As philosophers we will explore the question:</b> RE enquiry question: What can religion teach us about what is right and wrong?</p>	