

The Chocolate Connection

2018 Year Group: 3 Miss Frampton No. of children: 25 Term: Spring No. of weeks: 10



Areas of Learning

- As Historians we will:
 - Look at the history of chocolate and the Aztecs.
- As Artists we will:
 - Make Aztec masks
- As Scientists we will:
 - Investigate what plants need to grow.
- As ICT technicians we will:
 - Search the internet sensible and safely and collate information.
 - Use databases to research information and create our own databases about chocolate.
- As Musicians we will:
 - Sing collaboratively as part of our class production.
- As Designers we will:
 - Design and make chocolate bars.
- In Geography we will:
 - Look at Fairtrade and carbon footprint.
 - We will locate the cocoa producing countries using maps and atlases.
- As fencers we will:
 - Learn the skills of fencing.
- As Gymnasts we will:
 - Create and compose a gymnastic sequence.
 - Learn and perform the different gymnastic shapes.
- As Dancers we will:
 - Create sequences for our production
- In Religious Education we will:
 - Look at the pilgrimages and journeys
 - Look at the Easter story from the perspective of the disciples.

Life Skills

We will work collaboratively and solve problems. Understand chocolate in moderation.

Knowledge of the World

Understand how Fairtrade impacts local communities and farmers.
To find out how many food miles are chocolate bar covers.

Problem Solving

Design packaging to fit our chocolate bar designs.
We will work collaboratively and solve problems. Understand chocolate in moderation.

Personal Skills

Work collaboratively to produce a chocolate bar.
Work together to produce a class production of The Selfish Ladybird.

Chocolate

Learning across the curriculum

Using Communication

Talk clearly and confidently about their thoughts, opinions and ideas, listening carefully to others so that they can refine their thinking and express themselves effectively.
Analyse, evaluate and criticise a range of uses of language in reading, writing and drama.

Using mathematics

Calculate
Use numbers and measurements to support both accurate calculation and an understanding of scale, in order to make reasonable estimations.
Interpret
Interpret and interrogate mathematical data in graphs, spreadsheets and diagrams, in order to draw inferences,

Using ICT

We will continue to use Scratch to programme.
We will design adverts for our chocolate bars using multimedia.
We will use data handling programmes to find likes and dislikes for chocolate bars.

Personal Development

To understand what the real cost of chocolate can be.
To understand the principles behind fair trade.
To understanding the potential influence of consumer power.
To understand how the media presents information.
To understand that advertising can influence what we buy.
To recognise and challenge stereotypes.

Subject Key Skills

History, Geography and Citizenship

Look at the history of chocolate to the modern day. Focus on the Aztecs and the importance of chocolate.
We will look at the impact of Fairtrade and food miles and create a carbon footprint.
We will locate the cocoa producing countries and discuss their climate and ecosystems.

Science and Design Technology

We will investigate green plants and the condition they need to thrive and reproduce.
We will design and make our own chocolate bars. We will then construct containers to hold our designs.

Art & Design, Music, Dance and Drama

Recognise and create repeated patterns with a range of instruments.
Perform as a class during a class production.
Produce a class production of "The Selfish Ladybird" including dance routines.
Make clay serpent based on Aztec finds.
Design and make masks based on Aztecs headdresses.

PE

We will learn the skills and rules of fencing.
We will create dance sequences for our productions
We will look at gymnastic sequences and shapes.

Learning Journey

Launch

Design an Aztec mask and look at the history of the Aztecs

Milestones

Taste the different types of chocolate bars.

Invent and design a chocolate bar.

Design packaging for their made chocolate bar and an advertisement campaign.

Land

Production- We look forward to our production of 'The Selfish Ladybird'

Other things going on this term

Class production – 8th February

Open class- 20th March

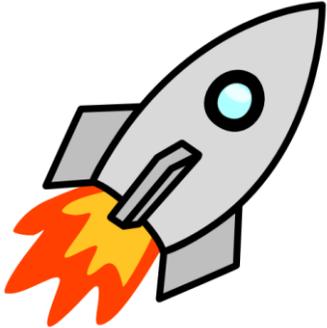
Parents evening and Art exhibition- 6th/7th March

PE days: Tuesday & Thursday

Spelling test- Friday

Change reading books: Daily

TT Rockstars- Daily



Literacy, Numeracy and RE

Literacy

Texts Look at a variety of poetry forms including shape, calligrams, Kennings. Read and perform poetry for performance. Look at poetry vocabulary e.g. simile, metaphor, alliteration, onomatopoeia. Identify expressive and descriptive language to describe the setting. Research information: Where cocoa is grown? How chocolate is made? The History of Chocolate. The Aztecs and chocolate. Write own stories reflected the stories they have studied related to our topic on chocolate. Look at persuasive writing and produce persuasive texts using techniques studied. Use the texts "Charlie & the Chocolate Factory" and "Aladdin"

Grammar

Write using a range of sentence lengths including simple, compound and complex sentences. Write using a range of connectives including, because, when, so, and , moreover. Ensure the correct verb tense is used in their work. Look at explanation texts and discuss structure and organisation. Organise text into paragraphs to distinguish between different information and processes. Use adverbs and conjunctions to link paragraphs. Construct complex sentences with a drop in clause, e.g. The boy, who was caught stealing apples, was chased by the farmer's dog.

Reading

Talk about similarities and differences of different text types. Look at how the time and place of a text affects the reader and writer. Use dramatic skills in class production.

Phonics

Prefixes- Super/auto/anti

Suffixes- -ly/-ally/-ation

Double consonants

Split diagraphs

Numeracy

Rehearse place value in 3-digit numbers, order them on a number line and find a number in between; compare number sentences; solve additions and subtractions using place value; multiply and divide by 10 (whole number answers); count in steps of 10, 50 and 100.

Add pairs of 2-digit numbers using partitioning (crossing 10s, 100 or both) and then extend to add two 3-digit numbers (not crossing 1000). Extend to formal column addition. Sort multiples of 2, 3, 4, 5, and 10; double the 4 times-table to find the 8 times-table; derive division facts for the 8 times-table; multiply and divide by 4 by doubling or halving twice.

Identify $\frac{1}{2}$ s, $\frac{1}{3}$ s, $\frac{1}{4}$ s, $\frac{1}{6}$ s, and $\frac{1}{8}$ s; realise how many of each make a whole; find equivalent fractions; place fractions on a 0 to 1 line; find fractions of amounts.

Recognise right angles and know they are 90° ; understand angles are measured in degrees; recognise $^\circ$ as the symbol for the measurement of degrees; name and list simple properties of 2D shapes; begin to understand and use the term perimeter to mean the length/distance around the edge (border) of a 2D shape; begin to calculate using a ruler; know a right angle is a quarter turn; know 360° is a full turn; begin to understand angles and identify size of angles in relation to 90°

Tell the time to the nearest minute on analogue and digital clocks (minutes past and minutes to); time events in minutes and seconds; find a time after a given interval (not crossing the hour); calculate time intervals; solve word problems involving time.

Double and halve numbers up to 100 by partitioning; solve word problems involving doubling and halving; multiply numbers between 10 and 25 by 1-digit numbers using the grid method; divide multiples of 10 by 1-digit numbers using known tables facts; see the relation between multiplication and division.

RE

Identify features of a special journey and pilgrimages. Look at the similarities and differences of pilgrimages between religions. Understand the importance of pilgrimages to believers. Look at the Easter story from the perspective of the disciples.