

# Chocolate

2018 Year Group: 4 Miss Middlebrook and Mrs Barton No. of children: 24 Term: Spring No. of weeks: 11



## Areas of Learning

As Historians we will:  
-Look at the history of chocolate and the Aztecs.

As Artists we will :  
We will make Aztec masks

As Scientists we will :  
Investigate sound and electricity

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:  
-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

As Hockey players we will:  
-Continue to learn how to pass the ball.  
-Understand the rules of the game.

As Gymnasts we will:  
-Create and compose a gymnastic sequence.

As Dancers:  
We will create sequences for our production

In Religious Education:  
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 Minibeast Madness.

# 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

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.

### 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.  
We will begin to work towards our Archie Archbishop Young Leaders Award

### Science and Design Technology

We will investigate sound and how it travels. We will also investigate electrical circuits  
We will design and make our own chocolate bars. We will then construct containers to hold our designs.

### Art & Design, Music, Dance and Drama

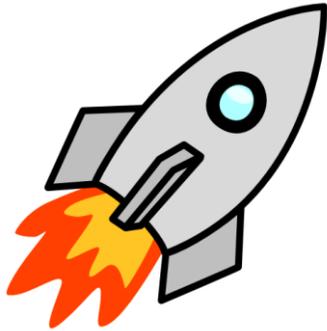
Recognise and create repeated patterns and learn musical notation.  
Perform as a class during a class production.  
Produce a class production of "Minibeast Madness" including dance routines.

### PE

As Hockey players we will continue to learn how to pass the ball.  
Understand the rules of the game.  
As Gymnasts we will create and compose a gymnastic sequence.  
As Dancers we will create sequences for our production

# 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 Minibeast Madness



### Other things going on this term

Class production – 27<sup>th</sup> March

Open class- 6<sup>th</sup> February

Parents evening and Art exhibition- 6<sup>th</sup>/7<sup>th</sup> March

Orchard Week- 9<sup>th</sup> January

PE days: Monday & Friday

Spelling test - Monday

Change reading books - Friday

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 text “Charlie & the Chocolate Factory”

**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.

## Numeracy

Place 4-digit numbers on landmarked lines; 0–10 000 and 1000–2000; round 4-digit numbers to the nearest 10, 100 and 1000; mentally add and subtract to/from 4-digit and 3-digit numbers using place-value; count on and back in multiples of 10, 100 and 1000; count on in multiples of 25 and 50; add and subtract multiples of 10 and 100 to/from 4-digit numbers  
Use expanded written subtraction and compact written subtraction to subtract pairs of 3-digit numbers (one ‘exchange’); use expanded column subtraction and compact column subtraction to subtract pairs of 3-digit and 2-digit numbers from 3-digit numbers (one ‘carry’); learn the 7× table and ‘tricky’ facts; use the vertical algorithm to multiply 3-digit numbers by 1-digit numbers; solve simple money problems with decimals to two decimal places.  
Use mental multiplication and division strategies; find non-unit fractions of 2-digit and 3-digit numbers; find equivalent fractions and use them to simplify fractions (halves, thirds, quarters)  
Recognise and compare acute, right and obtuse angles; draw lines of a given length; identify perpendicular and parallel lines; recognise and draw line symmetry in shapes; sort 2D shapes according to their properties; draw shapes with given properties and explain reasoning; draw the other half of symmetrical shapes.  
Understand how to divide 2-digit and 3-digit numbers by 1-digit numbers using place value and mental strategies; divide numbers by 1-digit numbers to give answers between 10 and 25, with remainders; identify factor pairs and use these to solve multiplications and divisions with larger numbers; use Frog to find complements to multiples of 1000; use Frog to find change from £10, £20 and £50.  
Recognise, use, compare and order decimal numbers; understand place value in decimal numbers; recognise that decimals are tenths; round decimals numbers to the nearest whole number; divide 2-digit numbers by 10 to get decimal numbers; multiply decimal numbers by 10 to get 2-digit numbers; divide 3-digit multiples of ten by 100 to get decimal numbers; multiply decimal numbers by 100 to get 3-digit multiples of ten; add four digit numbers using written method with answers greater than 10 000 Tell the time on a 24 hour clock, using am and pm correctly; convert pm times to 24 hour clock and vice versa; use 24 hour clock in calculating intervals of time; measure and calculate perimeters of rectilinear shapes where each side is labelled in cm and m; find missing lengths in rectilinear composite shapes; find the perimeters of rectilinear shapes with some lengths not marked; convert from one unit of length to another; solve word problems involving lengths including those involving perimeters

## RE/PSHCE

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.  
This term the children will also begin their Archbishop of York’s Youth Leader Award. Through the Young Leaders Award pupils learn about themselves as growing and changing individuals with their own experience and ideas, and as members of their communities. Through Archie’s various challenges they are encouraged to become more mature, independent and self-confident as well as learning about the wider world and the many communities within it. They explore a number of people of faith who have made a significant difference in the world through their faith and leadership and reflect on what it means to be a good leader. They identify leadership skills that they already show and those they would like to grow in, in turn encouraging their own sense of personal identity and setting themselves goals. They develop their own sense of social justice and moral responsibility as they explore the community action projects they will be involved in and begin to understand that their own choices and behaviour can affect local, national and global issues. Inspired by those who have gone before them the pupils begin to put their beliefs, values and skills into action through the active citizenship aspect of the award. .