

Year 4 Spring 1 Chocolate

Hook (curiosity): Trip to Dr Chocs', Windsor, chocolate factory

Text (Reading, language, communication):

Roald Dahl 'Charlie and the chocolate factory' (class novel)

End product (engagement):

Design day: Designing and creating our own chocolate boxes

Vocab (Reading, language, communication):

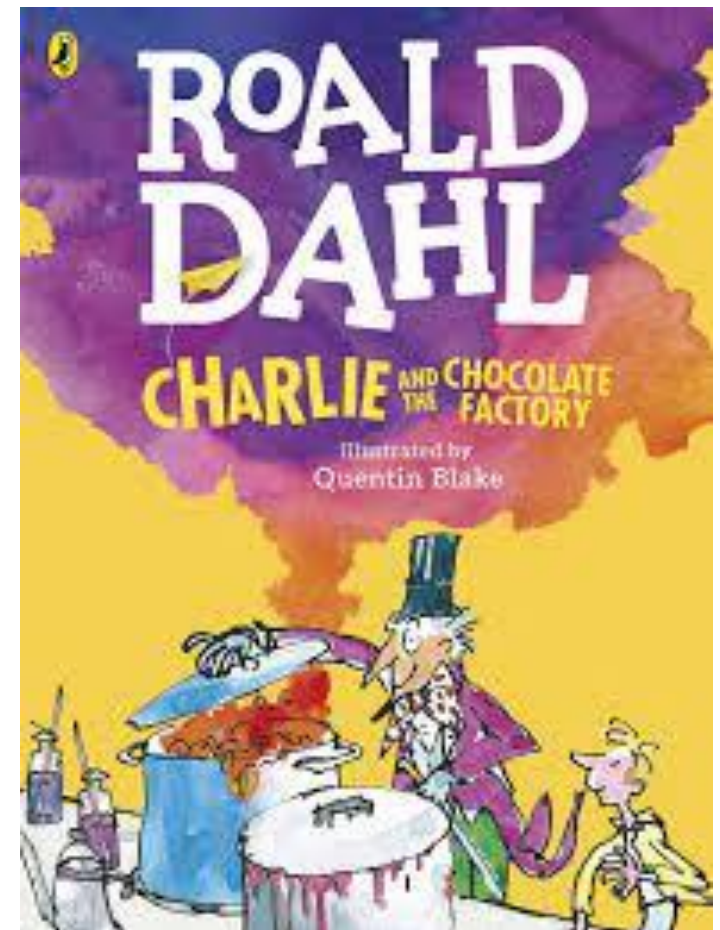
Fair trade, nutrition, persuade, critique, evaluate

Sticky knowledge (Learning that sticks):

1. Cocoa pods grow in countries that are close to the equator because they are warmer
2. Chocolate starts its journey as a cocoa bean in a pod on a cocoa plant.
3. There are many stages to a cocoa bean becoming a chocolate bar.
4. Cocoa farmers have to work for very long periods of time for very little money.
5. Fair trade is an organisation that pays the farmers fairly for their cocoa beans.
6. Roald Dahl is a famous children's author who wrote 'Charlie and the Chocolate Factory'.

Driver: Geography

Chocolate



Computing
Photo editing

National Curriculum links:

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Progression of skills:

- I can recognise that digital images can be manipulated
- I understand that digital images can be changed for different purposes
- I can choose the most appropriate tool for a particular purpose
- I can consider the impact of changes made on

Religious Education

**Humanism: How do non-religious people celebrate new life?
(Surrey Agreed Syllabus 23-28)**

PE

Netball and hockey

National Curriculum links:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

Progression of skills:

Netball:

- I can learn to pass a ball accurately.
- I can Learn how to control and use positive touch.
- I can learn how to dribble with the ball at speed.

Hockey:

- I can learn how to change direction at speed.
- I can learn how to accurately pass a ball over distance.
- I can learn to apply passing with turning and moving.

Music

No Kapow music - Easter service rehearsals and performance

Art and Design

See Spring 2 – Delight project

PSHE

Health and wellbeing (Kapow)

National Curriculum links:

- Identify and share key facts about dental health.
- Describe a calm place that helps them to feel relaxed.
- Describe how they feel when they make a mistake and explain what can be learned from making mistakes.
- Write or describe their strengths and how they could use these in school.
- Describe what makes them happy, suggesting how they could work towards this as a goal.
- Explain that there are some things they can control and others they cannot.
- Understand the range of emotions we can experience.
- Understand what mental health is and that sometimes people might need help.

Progression of skills:

I can:

- Develop my independence in looking after my teeth.
- Identify what makes me feel calm and relaxed.
- Use visualisation as a tool to aid relaxation.
- Explore how my skills can be used to undertake certain jobs.
- Explore ways we can make myself feel happy or happier.
- Develop the ability to appreciate the emotions of others in different situations.
- Learn to take responsibility for my emotions by knowing that I can control some things but not others.
- Develop a growth mindset.

Geography (Fair trade)

National Curriculum links:

- To describe and understand the key aspects of human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources

Progression of skills objectives:

Location/ Place knowledge

- Identify the position and significance of Equator
- Locate the world's countries using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics

Human and physical geography

- Describe and understand key aspects of Physical geography, including: climate zones, biomes and vegetation belts

Geographical skills and fieldwork

- Use maps, atlases, globes and/or digital/computer mapping (Google Earth) to locate countries and describe features studied.

Design technology

Shell structures

National Curriculum links:

Designing: Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and the functional and aesthetic purposes of the product.

Making: Select and use appropriate tools and software to measure, mark out, cut, score, shape and assemble with some accuracy.

Evaluating:

Investigate and evaluate a range of shell structures including the materials, components and techniques that have been used.

Science (States of matter)

National Curriculum Links:

- 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)
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

Progression of skills:

I can:

- Ask relevant questions and using different types of scientific enquiries to answer them
- Set up simple practical enquiries, comparative and fair tests
- Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- Gather, recording, classifying and presenting data in a variety of ways to help in answering questions
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

BSL (Family)

National Curriculum Links:

- Sign in BSL word order and using facial expressions to add meaning and context
- Understand and use the handshapes within BSL and the importance of placement and direction of these to make the correct sign and show an understanding that changes in handshape/direction and placement will change the word or the meaning of the word
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- Develop receptive skills to be able to answer questions on single signs or short phrases
- Describe people, places, things and actions through BSL

Progression of skills objectives:

Lip pattern with nouns

Placement of signs

Vocab- Mum, dad, sister, brother, uncle, aunty, niece, nephew, grandad, grandma, parents, friends, boyfriend, girl friends, family tree, young, old, son, daughter, child, children, baby