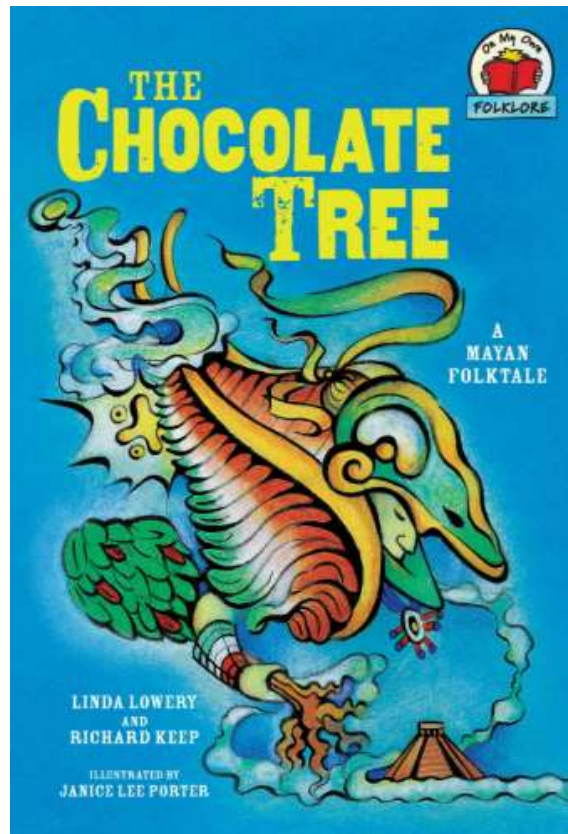


The Chocolate Tree

By Linda Lowery & Richard Keep



Spring Two Planning – Year 3 and 4

Contents

1. Spring 2 Medium Term Plan
2. Knowledge Organisers
3. Curriculum Intentions
4. Assessment Cycle

	Week One	Week Two	Week Three	Week Four	Week Five	Week 6
English	To identify key features of an information text. To plan an information text. To create a first draft of my information text. To edit and improve my information text. To create a final draft of my information text <i>SPaG objectives to be chosen by class teacher based on year group and AfL.</i> Final outcome: To write an information text based on Mayans <i>How might technology enable us to get information quicker?</i> <i>Is information so readily available a positive or negative thing?</i>			To identify key features of a balanced argument. To plan a balanced argument. To create a first draft of my balanced argument. To edit and improve my balanced argument. To create a final draft of my balanced argument. <i>SPaG objectives to be chosen by class teacher based on year group and AfL.</i> Final outcome: To write a balanced argument text based on healthy eating or fairtrade. <i>Would balanced arguments be used in parliament? Why? Why not?</i> <i>Can an argument ever be balanced?</i>		
	Measurement: Length and Perimeter			Number: Fractions		
Mathematics (3)	LO: To measure lengths. LO: To compare equivalent lengths – m & cm. LO: To compare lengths – mm & cm. <i>How might we measure if we did not have the tools?</i>	LO: To compare lengths. LO: To add lengths. LO: To subtract lengths.	LO: To measure perimeter. LO: To calculate perimeter. End of block test.	LO: To understand unit and non-unit fractions. LO: To make a whole number. LO: To understand tenths. LO: To count in tenths.	LO: To understand tenths as decimals. LO: To plot fractions on a numberline. LO: To understand fractions of a set of objects (1). <i>How can fractions be used to support a healthy diet?</i>	LO: To understand fractions of a set of objects (2). LO: To understand fractions of a set of objects (3). End of block test.
	Number: Fractions		Number: Decimals			Consolidation
Mathematics (4)	LO: To subtract 2 fractions. LO: To subtract from whole amounts. <i>How can fractions be used to support a healthy diet?</i>	To calculate fractions of quantity. LO: To solve fraction quantities problems. End of block test.	LO: To recognise tenths and hundredths. LO: To understand tenths as decimals. LO: To play tenths on a place value grid.	LO: To divide 1-digit by 10. LO: To divide 2-digits by 10. LO: To divide 1 or 2-digits by 100.	LO: To place hundredths on a place value grid. LO: To understand hundredths. LO: To understand hundredths as a	Consolidation

			LO: To play tenths on a numberline.	How does technology support the understanding of decimals?	decimal. End of block test.	
Science Plants (Year 3) Fat Question: How did the introduction of chocolate trees help the Mayans achieve a balanced diet?	(Plants) LO: To explain the process of pollination. Could modern day lifestyle factors affect pollination?	(Plants) LO: To explore the different ways a seed can disperse.	Twinkl Assessment Year 3 Plants	(Animals including humans) LO: To identify that animals, including humans, need the right types of nutrition. How does having a healthy body help us achieve a healthy mind?	(Animals including humans) LO: To compare and group animals based on their diet. Do all cultures follow the same diet principles? Why or why not?	Twinkl Assessment Year 3 Animals including humans (balanced diet strands)
Science States of Matter (Year 4) Fat Question: Can chocolate be transformed into three states of matter?	LO: To compare and group materials based on solids, liquids, gases. How are states of matter similar/different in space?	LO: To investigate gases and explore their properties. Explain the impact gases have had on our lives today.	LO: To investigate materials as they change state. How has technology supported how we change through the three different states?	LO: To investigate water as it changes state. What would the impact be of not having water in a liquid form?	LO: To identify and describe the different stages in the water cycle. How might the water cycle be effected in different areas of the world?	Twinkl Assessment Year 4 States of Matter
History Fat Question: What would happen if farmers today used the old Mayan methods of farming?	LO: To create a timeline on the Mayan civilisation. Describe what a Mayan keyboard would look like (laptop).		LO: To investigate how the Mayans lived. Would the world be healthier if the Mayans had not invented chocolate?		LO: To create a Mayan codex. How do Mayan masks compare to other masks within cultures nowadays.	'Stop Week' for consolidation
Geography Fat Question: Considering what you know about the production process,	FAIRTRADE FORTNIGHT	LO: To plot global food exportation to the UK. FAIRTRADE FORTNIGHT		LO: To understand the impact of trade on farmers. How could eating local foods benefit our planet?	LO: To storyboard the journey of the cocoa bean. To what extent are we dependent on	

<p>'Is Chocolate Worth It?'</p>		<p>Contrast the impact of chocolate production on South American and British peoples.</p>		<p>What is fair trade? Describe the role played by technology in the journey of the cocoa bean.</p>	<p>other countries for food?</p>	
<p>Art Fat Question: How have masks evolved into modern day?</p>		<p>LO: To design a Mayan mask. What was the cultural significance of Mayan masks?</p>		<p>LO: To create a Mayan mask out of clay.</p>		
<p>D+T Fat Question: Why can an image make you feel hungry?</p>	<p>LO: To design packaging for a chocolate bar. Where does chocolate come from?</p>		<p>LO: To make packaging for a chocolate bar. Can chocolate be a healthy part of your diet?</p>		<p>LO: To evaluate packaging for a chocolate bar. How are products packaged for maximum sales?</p>	
<p>Music Fat Question: How and why was music incorporated into Mayan ceremonies?</p>	<p>LO: To identify staff and simple notation. How and why is music incorporated into Mayan ceremonies? Is music inclusive within Britain?</p>		<p>LO: To compose with increase control and fluency. How does music differ from country to country – culture to culture? Does music have an effect on our health?</p>		<p>LO: To perform as an ensemble. How has technology altered music?</p>	
<p>RE Fat Questions: How would Jesus view how we celebrate Easter today?</p>		<p>LO: To understand why Christians celebrate Easter. Do you need to be a Christian to celebrate Easter?</p>		<p>LO: To understand the Easter resurrection story. Why do some other cultures believe in the after life?</p>		

Computing Fat Questions: How has computing changed the packaging industry?		LO: To create a poster using publisher. How has technology supported the packaging industry? Has mass production made our world in danger? (plastic pollution etc)		LO: To combine texts and images on publisher. How can advertisements have an effect on our mental health? How is packaging different around the world?		
MFL Year 3 Spanish Year 4 French Fat Question: Is food in Spanish and French speaking countries different to food in the UK?	LO: To identify food you like. Do all cultures enjoy the same cuisine?		LO: To identify drinks you like. How has technology changed the way we order food and drink? In Spain/ France do they eat meals at the same time as we do in the UK?		LO: To order food and drink. Do all nations follow the same etiquette? Is Spanish/French food healthier than British food?	
PE <i>Get Set 4 PE</i> Gymnastics & Netball Netball Fat Question: Are you a good team player? Gymnastics Fat Question: What qualities do you have that can help a team be successful?	Year 3 Gymnastics LO: To be able to create interesting point and patch balances. Year 4 Gymnastics LO: To develop individual and partner balances. Year 3/4 Netball LO: To develop ball handling skills. To practise throwing and catching.	Year 3 Gymnastics LO: To be able to match a partner in a sequence. Year 4 Gymnastics LO: To develop control in performing and landing rotation jumps. Year 3/4 Netball LO: To develop passing and moving. To be able to play within the footwork rule.	Year 3 Gymnastics LO: To develop stepping into shape jumps with control. Year 4 Gymnastics LO: To develop the straight, barrel, forward and straddle roll. Year 3/4 Netball LO: To develop passing and moving towards a goal. Why do male footballers get paid	Year 3 Gymnastics LO: To develop the straight, barrel, and forward roll. Year 4 Gymnastics LO: To develop strength in inverted movements. Year 3/4 Netball LO: To develop movement skills to lose a defender. To be able to defend an opponent and try to win the ball.	Year 3 Gymnastics LO: To be able to transition smoothly into and out of balances. Year 4 Gymnastics LO: To be able to explore pathways and travelling movements. Year 3/4 Netball LO: To develop the shooting action. Is cheating the best method to win? Why? Why not?	Year 3 Gymnastics LO: To create a sequence with matching and contrasting actions and shapes. Year 4 Gymnastics LO: To be able to create a sequence to include apparatus and inverted movements. Year 3/4 Netball LO: To develop playing using netball rules. To learn the positions

	Is netball a male or female sport? Why?	How might gymnastics benefit our mental wellbeing?	more than female netballers?	How might different faiths use sport?		of 5-a-side netball and where each is allowed to go.
PSHE Fat Question: What should be the minimum working age?		LO: To discuss and debate relevant topical issues and offer recommendations of how to help. (Link to Cocoa trade-unsustainable farming/ deforestation etc) How ethical is it to consume chocolate?		LO: To understand that there are basic human rights shared by all people and that children have their own special rights. (link to Cocoa trade/ child labour etc)		
	<p>Links to the themes:</p> <ul style="list-style-type: none"> ● The World Beyond Us ● Modern Britain ● Healthy Bodies & Healthy Minds ● The World Around Us ● Culture ● Technology in Action <p><u>Trips, visits and inspirational visitors</u> York Chocolate Story Cadbury World</p>					

Key Vocabulary

Roots - Anchor the plant in the ground and absorb water and nutrients from the soil.

Stem - Transports water and nutrients to different parts of the plant.

Leaves - The place where photosynthesis takes place.

Petal - The separate leaves that form the outside part of a flower head and usually attract insects.

Flower - The part of a plant which allows it to reproduce.

Seed - Produced the fertilisation ovule, seeds allow plant to reproduce.

Pollen - The product of the male part of a plant which allows it to produce seeds.

Ovule - The egg cell which joins with pollen to produce seeds and allows plants to reproduce.

Stamen - The male part of a plant. Consists of the anther (produces pollen) and the filament (which holds the anther up).

Pistil - The female part of a plant. Made up of the stigma, style and ovary (which contains the egg cells called ovules).

Nutrient - A substance that provides nourishment for growth.

Pollination - The process by which pollen is transferred to the female parts of the plant which means the plants can make seeds and reproduce.

Fertilisation - When the pollen joins with the ovule (egg) a new seed is created.

Seed dispersal - The movement of seeds away from parent plant.

Photosynthesis - The process by which green plants use the sun's energy from sunlight along with water and carbon dioxide to produce their own food in the form of glucose (sugar).

Germination - the growth of a seed into a young plant

Chlorophyll - green substance found inside leaves which is responsible for absorbing light.

Characteristics of Living Things

Movement

Respiration

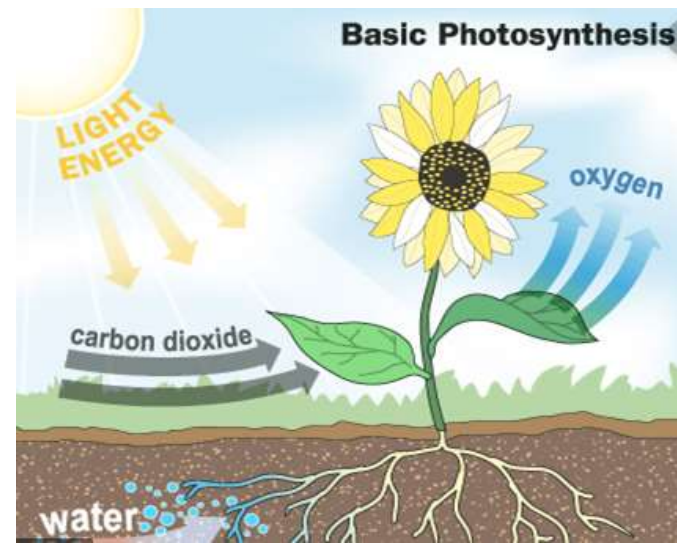
Sensitivity

Growth

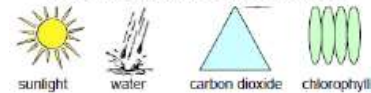
Reproduction

Excretion

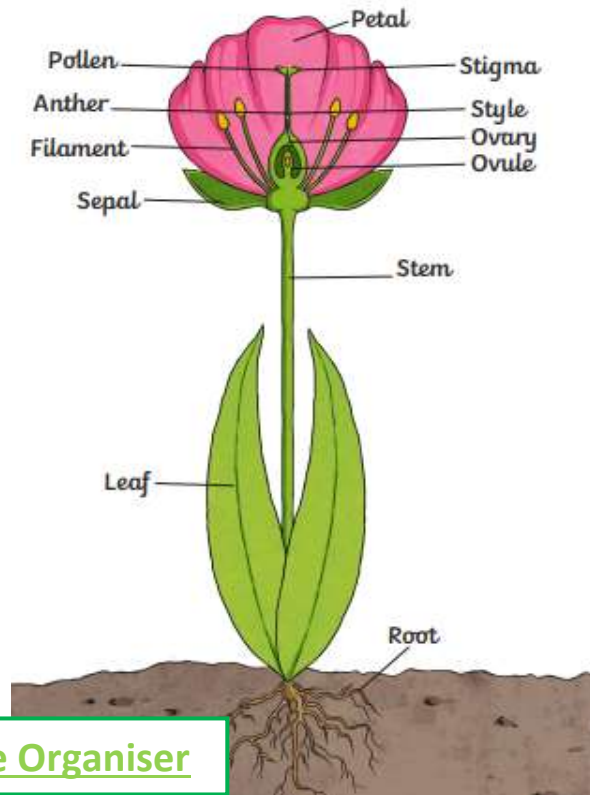
Nutrition



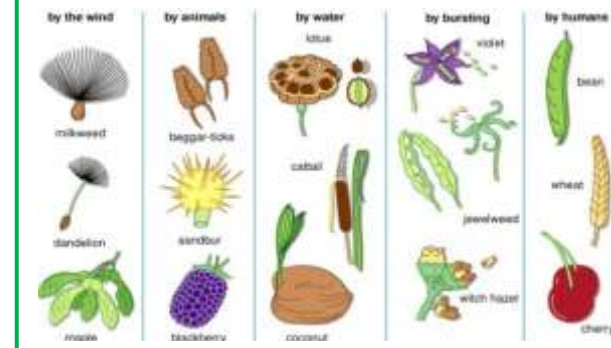
The requirements for photosynthesis:



Parts of a Plant



Seed dispersal



Fat question:

How did the introduction of chocolate trees help the Mayans achieve a balanced diet?

Knowing what we know now about how chocolate is produced, discuss the question above.

Learning Intent:

Children will build on their prior knowledge of plants and focus on the pollination and seed dispersal section of the lifecycle. The children will work scientifically to understand the role of roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction.

Key Vocabulary

States of matter – Materials can be one of three states: solids, liquids or gases. Some can change from one state to another.

Solid – Materials that keep their shape unless a force is applied to them. They take up the same amount of space no matter what has happened to them.

Liquid – Take the shape of their container. They can change shape but do not change the amount of space they take up. They can flow or be poured.

Gas - Can spread out to completely fill the container or room they are in. They do not have any fixed shape but they do have mass.

Water vapour – Water in the form of a gas. When water is boiled, it evaporates into water vapour.

Melt – When a solid changes to a liquid.

Freeze – When a liquid turns to a solid during the freezing process.

Evaporate – When a liquid turns to a gas.

Condensation – When a gas turns into a liquid.

Precipitation – Liquid or solid particles that fall from a cloud as rain, sleet, hail or snow.

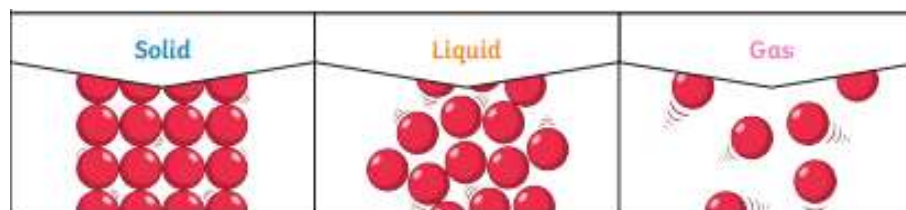
Temperature – how hot or cold something is, normally measured in degrees Celsius.

Particle – an extremely small unit of matter.

Learning Intent

Children will explore a variety of everyday materials and develop simple descriptions of solids, liquids and gases. They will work scientifically to observe how they change from different states of matter through temperature. They will also understand the process of the water cycle.

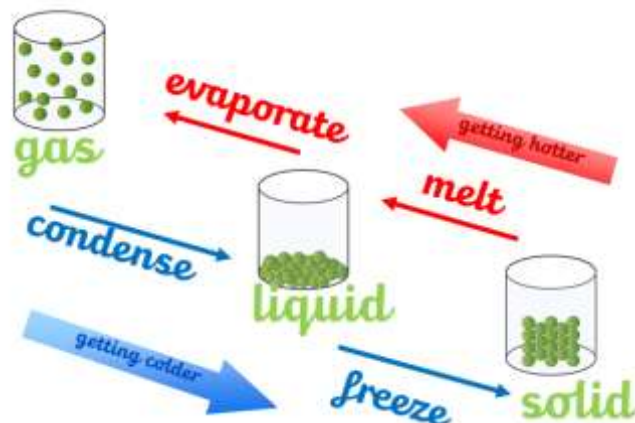
Properties



Solid particles are close together and cannot move. They can only vibrate.

Liquid particles are close together but can move around each other easily.

Gas particles are spread out and can move around very quickly in all directions.



Changing State

If a solid is heated to its melting point, it melts and changes into a liquid because the particles start to move faster and are unable to move around each other. When a liquid gets to its freezing point, the particles begin to slow down as they get colder and eventually stay in one spot giving them a solid structure.

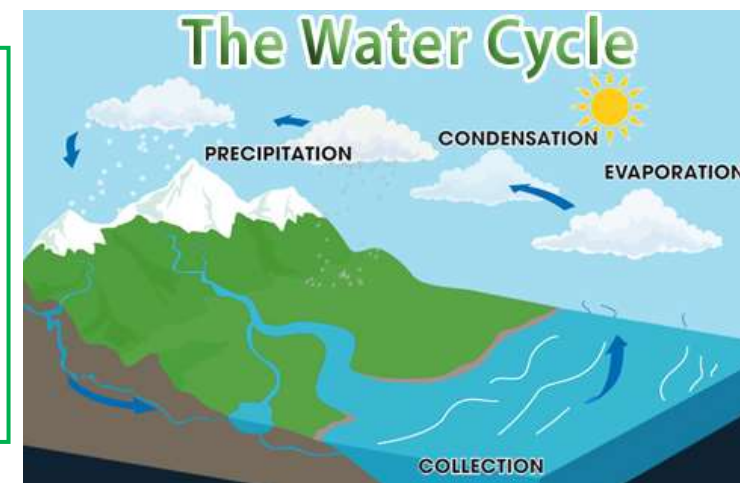
Fat question:

Can chocolate be transformed into three states of matter? Knowing what we know now about how chocolate is produced, discuss the question above.



The Water Cycle

1. Water is evaporated from seas, rivers and lakes by the sun as it is heated up and turned into water vapour.
2. The water vapour rises and then cools to form clouds which is called condensation.
3. When the cloud gets too heavy to hold all the droplets it breaks and falls back down to earth as rain, sleet, hail or snow which is called precipitation.





Geography Knowledge Organiser

Key Vocabulary

Cocoa bean – chocolate is grown from cocoa beans.

Food miles – the distance your food has travelled.

Carbon footprint – the amount of carbon dioxide produced during a journey.

Agriculture – farming.

Farming – growing food to eat.

Production – the act of producing goods such as foods.

Factory – site of production.

Exportation – goods sent out of a country.

Importation – goods brought into a country.

Plantations - an estate where crops are grown.

Trade - buying and selling goods.

Fair trade - trade between companies in developed countries and producers in developing countries in which fair prices are paid to the producers.

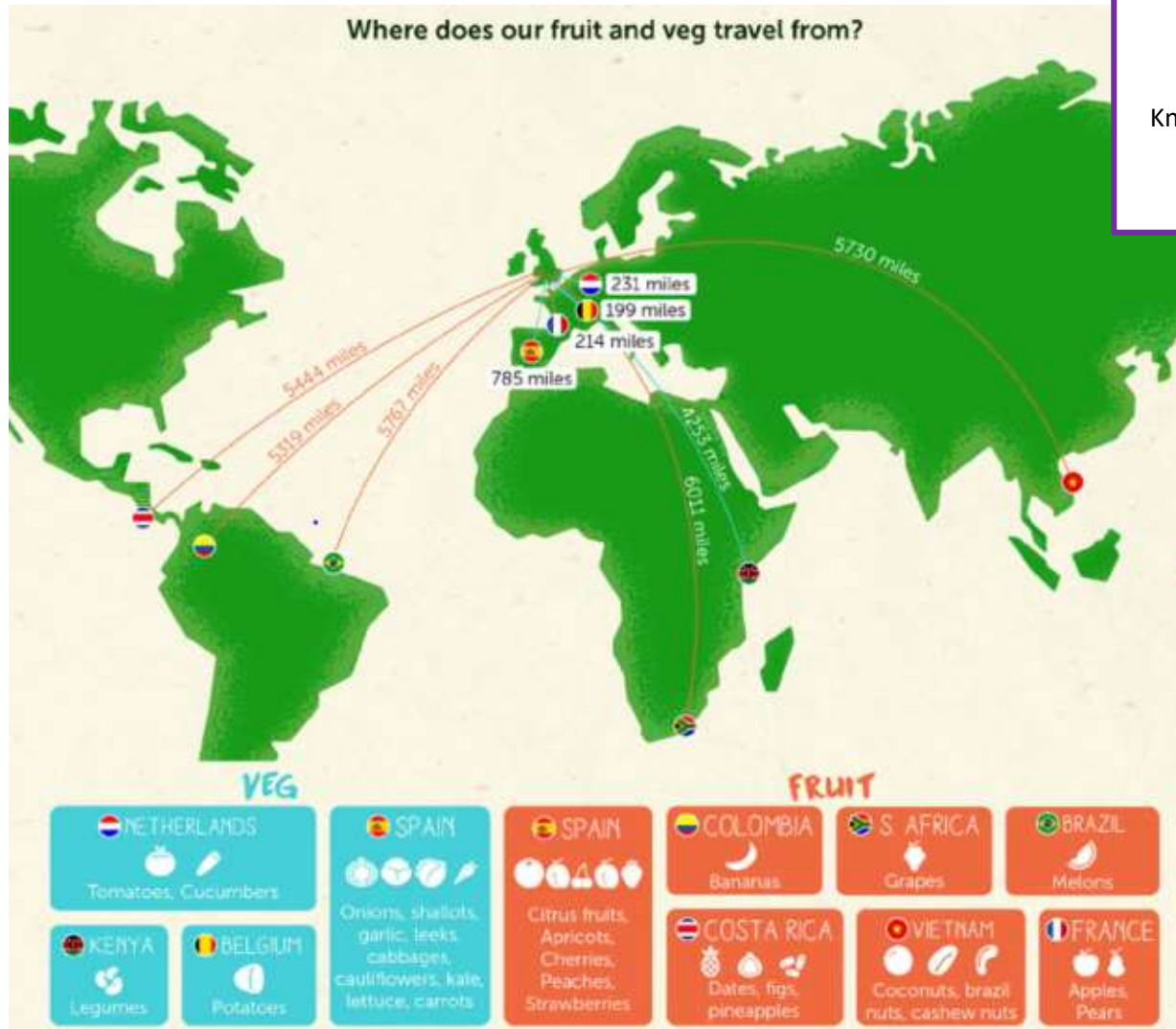
Developed countries - a country that is more industrialised and more economically stable.

Developing countries - a country that is less developed than the above and is not as economically stable.

Community - a group of people living together in the same area.

Climate - the weather conditions in an area over a period of time.

Cacao - seeds from a small tropical American evergreen tree, from which cocoa, cocoa butter and chocolate are made.



Fat question:

“Is chocolate worth it?”

Knowing what we know now about how chocolate is produced, discuss the question above.

The Process of the Cocoa

Bean:

1. Pods grow on cacao trees.
2. Harvesting the beans.
3. Fermenting the beans.
4. Drying the beans.



Learning intent:

The focus of Geography this half term will be to look at where our food comes from. We will do this by plotting the exportation of common foodstuffs to the UK on a world map, learning about the impact of food production on environments and peoples, and tracing the journey of the cocoa bean from bean to bar.



History KO

Key Vocabulary

- Ahau or Ahaw** - The main king or lord of a Maya city-state.
- Batab** - A lesser lord, usually ruling over a small town.
- Cacao** - Seeds that the Maya used to make chocolate.
- Chichen Itza** - The most powerful city-state during the start of the Post-classic period, Chichen Itza is a very popular tourist attraction today.
- Civilisation**- The society, culture, and way of life of a particular area.
- Classic Period** - The golden age of the Maya civilization running from 250 AD to 900 AD.
- Codex** - A type of book written by the Maya that was created by one long sheet of paper that was then folded like an accordion.
- Glyph** - A symbol used in writing.
- Haab'** - The Maya solar calendar that was used to measure time and had 365 days.
- Hero Twins** - A major story in Maya mythology, the Hero Twins were said to be the ancestors of the Maya rulers.
- Huipil** - A traditional garment worn by Maya women.
- Itzamna** - The main god of the Maya, Itzamna was the god of fire who created the Earth.
- Kin** - Word representing a day in the Maya calendar. .
- Obsidian** - A hard rock that was used to make sharp edges and tools.
- Popol Vuh** - A book or codex that described Maya religion and mythology.
- Pre-classic Period** - The period of Maya history running from the start of the Maya civilization around 2000 BC to the start of the Classic Period in 250 AD.
- Post-classic Period** - The period of Maya history running from the end of the Classic Period in 900 AD to the end of the Maya civilization in 1500 AD.
- Priest-
- Quetzal** - A type of jungle bird with feathers that the Maya used in their feathered clothing and headdresses.
- Settlement**- A community of people smaller than a town.
- Stela** - A tall monumental sculpture made from stone with relief carvings made by the Maya.
- Temple**- A building devoted to the worship of a god or gods.
- Tikal** - One of the most powerful city-states during the Classic Period.
- Tzolk'in** - The Maya religious calendar used to track religious days and ceremonies. It had 260 days.
- Uinal** - Word for a month in the Maya calendar. It was 20 days long.

Fat question:

“What would happen if farmers today used the old Mayan methods of farming?”

One reason the Mayas were so successful at farming was because they studied the stars and the weather. This meant they were able to create very detailed calendars which told them what time of year to plant crops and when they should harvest them.

Learning intent:

The focus of history this half term will be to find out where the Mayans lived, what their lives were like and how their society was organised, as well as investigating the evidence they left behind.



Timeline of Cocoa Beans:

- 1500 - 400 BC** - first recorded use of cacao beans by the Olmec Indians in Mexico.
- 900 - 250 BC** - the ancient Maya of Mexico and central America made cacao into a spicy drink and mixed it with chilli.
- AD 1200 - 1500** - The Aztecs uses cacao for trade and cacao seeds as a form of money.
- 1502** - Christopher Columbus was the first European to come into contact with cacao.
- 1540** - The Spanish brought cacao home and started flavouring it with cinnamon and sugar.
- 1657** - The first chocolate house opened in London. Cacao was very expensive and in France, royalty could only drink chocolate.
- 1830** - JS Fry and Sons of England produced the first ever moulded bar of 'eating' chocolate.
- 1861** - The Cadbury brothers of England introduced the first mass marketed boxes of chocolate.

Key Vocabulary

Anglicans – Church of England

Apostles – Jesus’s twelve disciples

belief – personal attitude

Catholics – Church with the Pope as the leader

celebrations – a special enjoyable event

Christian – people who follow the teaching of Jesus (Christianity)

cross – on which Jesus was crucified

crucifixion – punishment where someone was nailed to a cross to die

disciples – Jesus’s 12 closest followers

Easter – the time of year when Christians remember and celebrate the death and resurrection of Jesus

Easter Day – also known as Resurrection Day when Christians celebrate the death and resurrection of Jesus. Always on a Sunday.

executed – capital punishment, to kill someone

festival – a period of celebration, often for religious reasons

Good Friday - a Christian holiday commemorating the crucifixion of Jesus and his death at Calvary

Holy Week - the week just before Easter. It is also the last week of Lent

Holy Thursday - also known as Maundy Thursday, commemorates the Washing of the Feet and Last Supper of Jesus Christ with the Apostles

Jerusalem –the town Jesus rode into on Palm Sunday

life after death – the belief in eternal life

Palm Sunday – commemorates Jesus’s triumphant entry to Jerusalem where his followers paved the way with palm leaves

Religion – belief in a god or gods

Resurrection - coming back to life after death

Symbol – an object or picture that stands for something else

tomb – a burial chamber

Religious Education Knowledge Organiser

Learning intent:

To understand the importance of Easter to Christians and to learn the Easter story.

Fat question:

How would Jesus view how we celebrate Easter today?

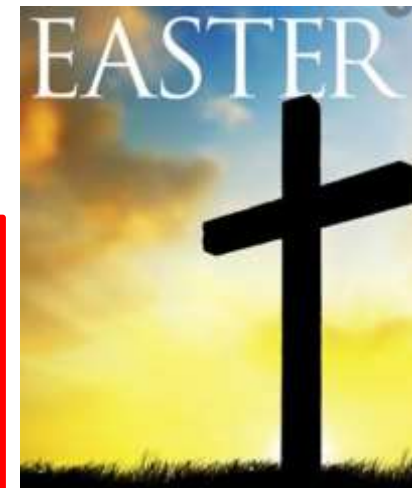


Last Supper, wall painting by Leonardo da Vinci, c. 1495–98

When is Easter?

Each year, **Easter** falls on the Sunday after the first **full moon** following March 21st.

This year, Good Friday is 10th April and Easter Day is 12th April.



Art Knowledge Organiser

Learning intent:

To design and create a Mayan mask using a mouldable material.

Fat question:

Considering how Mayan's used masks to hide their identity, how are masks used in today's society?

How do we hide our identity online?



Key Vocabulary

Sculpt

To create or represent something by carving, casting, or other shaping techniques.

Design

A plan or drawing produced to show the look and function or workings of a building, garment, or other object before it is made.

Texture

The feel, appearance, or consistency of a surface or a substance.

Material

The matter from which a thing is or can be made.

Mayan

The Mayan civilization was one of the most dominant indigenous societies of Mexico.

Identity

The fact of being who or what a person or thing is.

The Design Process

- Initial idea
- Planning stage
- Prototype is made
- Testing
- Evaluation
- Repeat until achieved!

Design Technology Knowledge Organiser

Learning Intent

Children will think about the effect of packaging on a person's choice of product. They will base their design around current trends and consider how designs appeal to different audiences.

Can the process of design really be so important in a person's choice of product?

Fat Question:

Why can an image make you feel hungry?



Key vocabulary

- Design
- Research
- Investigate
- Collate
- Plan
- Develop
- Discuss
- Compare
- Analyse
- Sketch
- Modify
- Improve
- Manufacture
- Evaluate
- Consider
- Measure
- CAD/CAM
- Consumer

Colour Marketing

The choice of colours used by designers and manufacturers can influence the price point and marketing for chocolate bars. Different colours can give different impressions such as luxury, fun, expensive, cheap and environmentally friendly..

Packaging

One of the most common types of packaging is the assorted packaging in cardboard cartons with cell trays, with one or various levels with dividers that protect the product. However, as chocolate packaging has developed over the years, creators have come up with some weird and wonderful ideas that have been created to keep consumers interested.



PSHE Knowledge Organiser

Key Vocabulary

- Human rights
- Deforestation
- Child labour
- Sustainable farming
- Unsustainable farming
- Children's rights
- Economy
- Fair Trade
- Cocoa production
- Equality and diversity
- Cultures and traditions



Being part of a community is important, because we can talk about issues and offer support to those in need. We all need to feel we are treated equally and have the same level of importance as everyone else.

Fat Question:

What should be the minimum working age?



Learning Intent

Children will explore relevant topical issues of unsustainable farming and deforestation and how this can affect the world population and the environment of the planet we live on. They will understand that all people have rights, including children.



French key vocabulary:

La viande - Meat
Le poisson -Fish
Les legumes -
Vegetables
Le pain - Bread
Les œufs- Eggs
Le fromage - Cheese

L'eau- Water
Le lait - Milk
Le jus d'orange- Orange
juice
Le café - Coffee
Le thé - Tea

I like... J'aime...
I don't like... Je n'aime
pas..
I would like... Je
voudrais

Fat question:

**"Is food in French
speaking countries
different to food in the
UK?"**

Knowing what we now
know about French
food, do you think it is
different to the UK?

Learning intent:

Children will learn the language to talk about the
food and drink they like and dislike. They will be able
to talk about food and place an order.



Spanish key vocabulary:

La carne - Meat
El pescado- Fish
Las verduras-
Vegetables
El pan -Bread
Los huevos - Eggs
El queso - Cheese

El agua - Water
La leche - Milk
El zumo de naranja -
Orange juice
El café - Coffee
El té - Tea

I like... Me gusta(n)..
I don't like...No me
gusta(n)...
I would like... Me
gustaría...

Fat question:

**"Is food in Spanish
speaking countries
different to food in the
UK?"**

Knowing what we now
know about Spanish
food, do you think it is
different to the UK?

Key Vocabulary

Rhythm – Combinations of long and short sounds that convey movement.

Duration – The length of a sound.

Pitch- How high or low a sound is.

Tempo – The speed of the music.

Pulse – The underlying steady beat of the music. This is what we may tap or foot or clap along with.

Beat – The basic unit of time within music.

Timbre – The particular tone that distinguishes a sound or combination of sounds.

Texture – The layers of sound in musical work and the relationship between them.

Melody – A sequence of notes and rhythms.

Harmony – The sounding of two or more notes at the same time.

Dynamics – The variation in loudness between notes or phrases.

Stave - a set of five parallel lines on any one or between any adjacent two of which a note is written to indicate its pitch

Ritual - A religious ceremony with actions in a particular order



Music Knowledge organiser

FAT question

How and why was music incorporated into Mayan ceremonies?

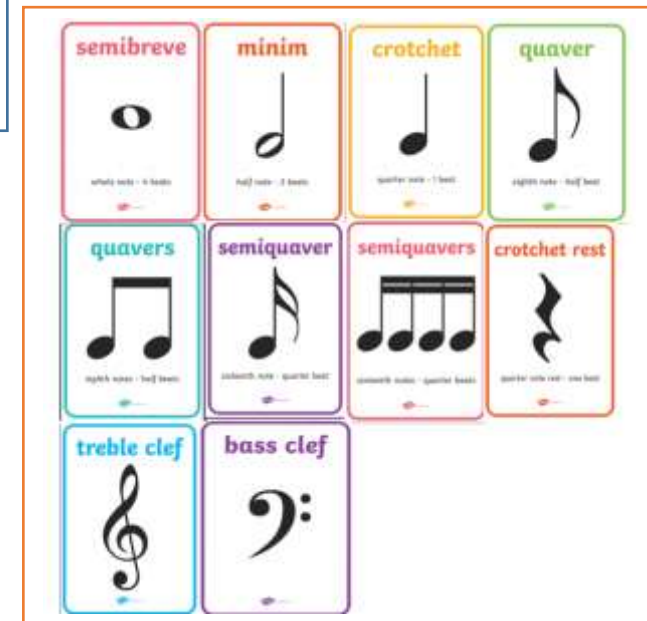
Instrument of the Maya

The Indian civilizations of South and Central America have a rich musical culture. Flutes, including panpipes and whistles were most important.

There is no evidence of stringed instruments at all! A whistle flute, sometimes called a fipple flute is a flute blown from the end.

Air is sent through a simple mouthpiece against the sharp edge of a hole cut in the pipe below the mouthpiece. It can be made of clay, wood cane. Finger holes make more than one pitch possible.

Whistle flutes were common. One example shows a flute made from bird bones. Clay flutes also survive. Ocarinas are flutes in the shapes of animals.



Musicians during the Mayan period were given a lot of respect. Mayan people, whether rich or poor had deep interest in music. However, a few of the musical instruments could only be used by the rich and so it can be said that music during this period was associated with status. Mayans used a wide range of instruments to create musical tones. Percussion was a large part of the culture of the Mayans.

Learning intent

The focus of music this half term will be to identify musical notations on a stave. To identify how the Mayans used percussion in their ceremonies and to create and perform a body percussion performance for a Mayan celebration.





Computing Knowledge Organiser

Fat question:

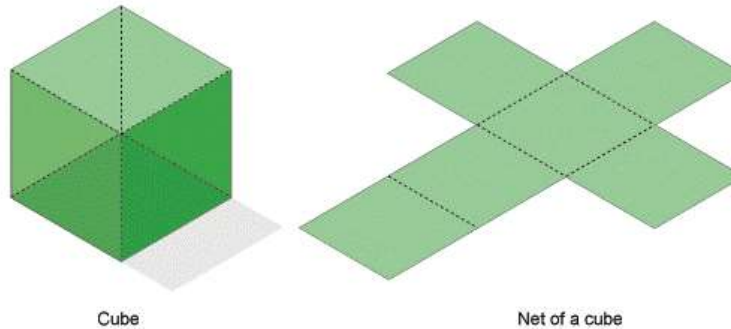
How has computing changed the packaging industry?

Knowing what we know now about how chocolate is produced, discuss the question above.

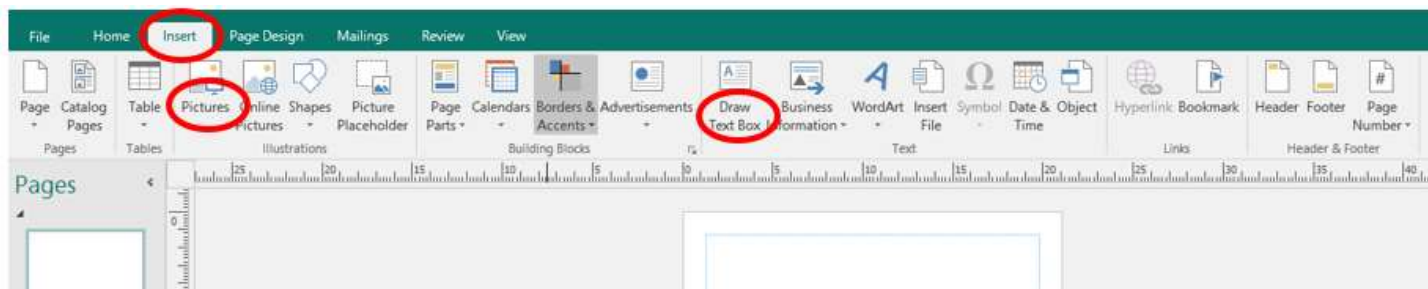


Learning Intent

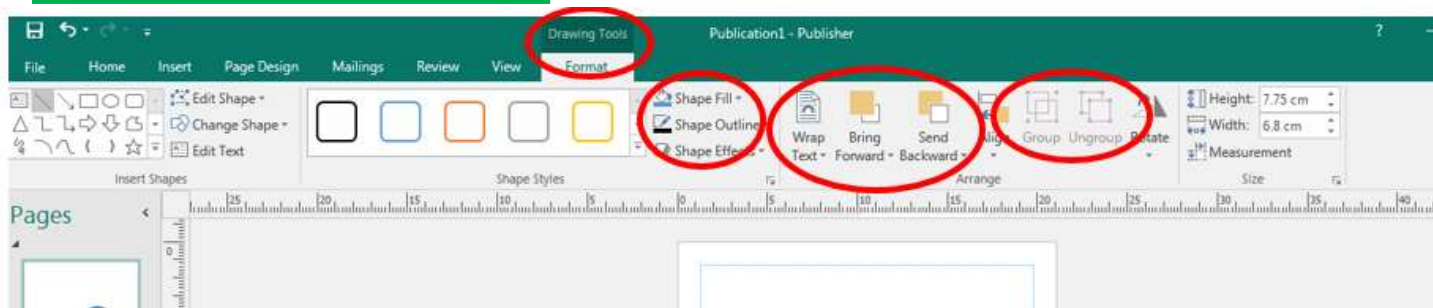
Children will understand the programme Microsoft publisher to enable them design and produce a label for their chocolate packaging. They will focus on combining texts and images in order to produce a high quality label for their packaging.



How to insert pictures and text:



How to format and group:



Key Vocabulary

Text box - a box to allow you to type.

Group - makes individual objects one object.

Ungroup - makes one grouped object back to original individual objects.

Format - changes the look.

Order - layers that are placed in a particular way.

Insert - putting a new object in.

Fill - an object which is filled with colour.

Size - how big or small something is.

Proportion - keeping the length and the width in relation to each other.

Wrap text - the position of the text.

Objects - anything you are adding to your document.

Font - style of writing.

Positioning - where it is on the page.

Curriculum Intents

Computing

Children will understand the programme Microsoft publisher to enable them design and produce a label for their chocolate packaging. They will focus on combining texts and images in order to produce a high quality label for their packaging.

Design & Technology

Children will think about the effect of packaging on a person's choice of product. They will base their design around current trends and consider how designs appeal to different audiences.

R.E

To understand the importance of Easter to Christians and to learn the Easter story.

MFL

Children will learn the language to talk about the food and drink they like and dislike. They will be able to talk about food and place an order.

Music

The focus of music this half term will be to identify musical notations on a staff. To identify how the Mayans used percussion in their ceremonies and to create and perform a body percussion performance for a Mayan celebration.

PSHE

Children will explore relevant topical issues of unsustainable farming and deforestation and how this can affect the world population and the environment of the planet we live on. They will understand that all people have rights, including children.

The Chocolate Tree

Statements of Intent

History:

The focus of history this half term will be to find out where the Mayans lived, what their lives were like and how their society was organised, as well as investigating the evidence they left behind.

Art

To design and create a Mayan mask using a mouldable material.


Science

Children will build on their prior knowledge of plants and focus on the pollination and seed dispersal section of the lifecycle. The children will work scientifically to understand the role of roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction. Children will explore a variety of everyday materials and develop simple descriptions of solids, liquids and gases. They will work scientifically to observe how they change from different states of matter through temperature. They will also understand the process of the water cycle.

Geography

The focus of Geography this half term will be to look at where our food comes from. We will do this by plotting the exportation of common foodstuffs to the UK on a world map, learning about the impact of food production

Year 3/4 - Assessment Calendar 2019/20 (Cycle A)

	Maths		English		Science
	<u>Arithmetic</u>	<u>Reasoning</u>	<u>Reading</u>	<u>SpaG</u>	
Autumn 1	White Rose Maths Hub 2018	White Rose Maths Hub 2018	Cornerstones Autumn 2018	Twinkl Autumn 1 2019	Twinkl end of topic –Animals and humans (year 3 & 4)
Autumn 2	White Rose Maths Hub 2019	White Rose Maths Hub 2019	Cornerstones Autumn 2019	Twinkl Autumn 2 2019	Twinkl end of topic – Electricity (year 4)
Spring 1	White Rose Maths Hub 2018	White Rose Maths Hub 2018	Cornerstones Spring 2018	Twinkl Spring 1 2020	Twinkl end of topic –Plants (year 3)
Spring 2	White Rose Maths Hub 2019	White Rose Maths Hub 2019	Cornerstones Spring 2019	Twinkl Spring 2 2020	Twinkl end of topic –Plants (year 3) Twinkl end of topic –States of matter (year 4)
Summer 1	White Rose Maths Hub 2018	White Rose Maths Hub 2018	Cornerstones Summer 2018	Twinkl Summer 1 2020	Twinkl end of topic –Sound (year 4)
Summer 2	White Rose Maths Hub 2019	White Rose Maths Hub 2019	Cornerstones Summer 2019	Twinkl Summer 2 2020	Twinkl end of topic – Living things (year 4)