

<p>Key Literacy Texts: Chocolate Cake by Michael Rosen Charlie and the Chocolate Factory by Roald Dahl</p>		<p>Locality Links: - Journey of food- How does our food reach Barton Tesco? - Local ethical farming (conversation with local farmer) - Water as starting points for settlements - River Humber/Guatemalan peninsula</p>		<p>Visits/experiences/hooks Chocolate taste testing rating Co-op Fairtrade Workshop</p>			<p>Significant people Author of the term: Roald Dahl Artist of the term: Quentin Blake Musician of the term: Danny Elfman Athlete of the term: Emma Radacanu</p>				
<p>Writing Outcomes: Poetry, Newspaper report, diary entry, debate, non-chronological reports, explanation text</p>				<p>Key artefacts/resources:</p> <ul style="list-style-type: none"> Chocolate Mayan secondary sources of artefacts 			<p>Links to the world of work: Farming - local and international Packaging/retail designer</p>				
English	Reading	Maths	Science	History	Geography	Arts & DT	PE	PSHCE	Computing	RE	Music
<p>Week 1 & 2 Poetry- Chocolate Cake by Michael Rosen Tbat recite a poem using expression and actions Tbat use a variety of descriptive phrases and sentences Tbat use features from a given poem to write descriptively Tbat use a range of adjectives Tbat use prepositions Tbat choose vocabulary to create effect</p> <p>Week 3 Charlie and the Chocolate Factory Tbat write a setting description Tbat investigate how characters are presented Tbat infer character information from a text Tbat use conjunctions to expand sentences and give more detail Tbat use a range of synonyms for words to make writing more interesting Tbat use adjectives, verbs and adverbs to describe Tbat use inverted commas to correctly punctuate speech Tbat use a range of conjunctions to create multi clause sentences</p> <p>Tbat design my own Golden Ticket</p> <p>Week 4 Tbat write a character description using a range of language features Tbat correctly punctuate questions Tbat use a range of descriptive writing techniques: similes, personification, metaphors Tbat use synonyms for effect Tbat use a range of conjunctions Tbat use a range of sentence types and structures (including relative clauses)</p> <p>Week 5 Tbat design and describe a new room for Wonkas factory Tbat identify present, past and future tenses Tbat use the correct determiner following a vowel or consonant Tbat use a relative clause to add detail Tbat use noun phrases Tbat use a range of adjectives to describe accurately Tbat use prepositions to add clarity of position Tbat edit and redraft a piece of writing Tbat use expanded noun phrases to describe Tbat use a range of effective vocabulary to create effect</p> <p>Week 6 & 7 Tbat write a non-chronological report (Oompa Loompas) Tbat use simple organisational devices (headings/subheadings) Tbat use paragraphs to structure writing Tbat use a range of conjunctions Tbat use apostrophes for possession Tbat use adverbials to express time and place Tbat use nouns and pronouns to avoid repetition Tbat use apostrophes for singular and plural possession Tbat use causal conjunctions Tbat use commas to punctuate adverbials Tbat use commas to mark clauses</p> <p>Week 8, 9 & 10 The Journey of Chocolate Tbat write an explanation text (cocoa beans) Tbat identify appropriate tenses (past, present, future) Tbat use simple organisational devices (headings/subheadings) Tbat use paragraphs to structure writing Tbat use coordinating and subordinating conjunctions to express time, place and cause Tbat use causal conjunctions Tbat use commas to mark clauses</p> <p>Week 11 & 12 Author of the term (The Twits)</p>	<p>Half term 1</p> <p>Retrieval Tbat retrieve and record information from poetry (Chocolate/Chocolate! by Sylvia Chidi)</p> <p>Retrieval Tbat retrieve and record information from poetry (Chocolate Cake by Michael Rosen)</p> <p>Inference Tbat infer information from a non-fiction text (Charlie and the Chocolate Factory by Roald Dahl)</p> <p>Inference Tbat infer character information from a non-fiction text (Charlie and the Chocolate Factory by Roald Dahl)</p> <p>Prediction/Summary Tbat predict what might happen from details stated and implied from a fiction text (Mayan research)</p> <p>Vocabulary meanings and impressions Tbat use dictionaries to check the meaning of words that they have read TU the meaning of words and the impact they have on the reader (Fair Trade)</p> <p>Half term 2</p> <p>Retrieval Tbat retrieve and record information from a fiction text (Fair trade)</p> <p>Retrieval Relate to Athlete- based on retrieval activities</p> <p>Inference Tbat use inference skills to infer the subheading for a paragraph (From bean to bar text)</p> <p>Inference Tbat to infer character information to find the culprit of a series of crimes (Character profile inference game)</p> <p>Prediction/Summary</p> <p>Vocabulary meanings and impressions</p>	<p>Place Value Y3: Compare and order Y4: x/÷ by 10, 100, 1000 inc decimals</p> <p>Addition and subtraction Y3: 2 and 3 digit numbers including missing numbers Y4: expanded, compact, including money</p> <p>Using multiplication facts Y3: Times tables, fact families Y4: Written and mental methods. Tables focus.</p> <p>Division Written and mental methods (problem solving focus)</p> <p>Fractions Y3: Fractions of shapes and numbers Y4: tenths, hundredths, simplifying</p> <p>Test week +/- Y3: Money Y4: addition and subtraction multi-step problems</p> <p>Fractions Adding fractions Identify decimal equivalents to $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$</p> <p>Geometry Y3: Angles - Acute, Obtuse Right angle Y4: Co-ordinates, translations</p> <p>Addition and subtraction Column/bar Written methods</p> <p>Multiplication and division written methods Tables focus</p> <p>All groups: Time Roman Numerals Reading analogue and digital clocks</p>	<p>Tbat name the states of matter (WS- Identifying and Classifying)</p> <p>Tbat describe ways in which state of matter can be changed (WS-Changes over time) chocolate buttons- link to Michael Rosen</p> <p>Investigation CATCF chapter 3 Mr Wonka and the Indian Prince (WS-Changes over time) How can Prince Potecherry's palace be made to melt more slowly? (2 weeks)</p> <p>Tbat investigate if the size of chocolate affects the melting rate (WS-patterns and relationships) Chocolate towers</p> <p>Tbat name the parts of the human digestive system (WS-research and secondary sources)</p> <p>Tbat describe the functions of the digestive system (WS-identifying and classifying) digestion experiment</p> <p>Tbat name the different types of human teeth (WS-research and secondary sources)</p> <p>Tbat explain how chocolate causes tooth decay(WS-research and secondary sources)</p> <p>Tbat explain how to prevent teeth from becoming decayed Egg Investigation</p>	<p>Week 1- Tbat create a KWL grid of existing knowledge about the theme of chocolate - when, where, how etc</p> <p>Week 1- Tbat create a timeline of key events (Mayan)</p> <p>Week 3- Tbat describe the reliability of different sources (Mayan secondary sources)</p> <p>Week 4- TU the hierarchy of the Mayan (hierarchy pyramid - roles in society)</p> <p>Week 9- Tbat make links between types of transport in different areas of history (link to Shackleton, Ancient Egypt) canoes and boats</p> <p>Week 11- Tbat make links between different areas of history (differents and similarities) Mayans pyramids and houses</p>	<p>Week 2- Tbat investigate countries where cacao trees grow Locate and label countries and continents on map, also add Mayans</p> <p>Week 5- Tbat identify the countries involved in fair-trade Make, price and track fair trade chocolate smoothies - maths link</p> <p>Week 7 TK how settlements develop Bourneville - when and why was it built? Measures put in place to develop social as well as industrial</p> <p>Week 8- Tbat compare a settlement in South America to our location Compare land use, population, social mobility, climate - Venn diagram</p> <p>Week 10- TK about the geographical factors that affect bean growth Use guided reading bookset</p>	<p>DT-Chocolate bars Tbat make functional and appealing products fit for purpose</p> <p>Tbat investigate and analyse a range of existing products (chocolates and packaging)</p> <p>Tbat use CAD to create a net for the packaging (create a net)</p> <p>Tbat do my own research to develop a design idea and discuss with others</p> <p>Tbat consider the views of others to improve my work (evaluating ingredients)</p> <p>Tbat research and evaluate a range of materials to make my product (chocolates and packaging materials)</p> <p>Art: Quentin Blake Charlie & Chocolate Factory characters</p> <p>Tbat explore sketching techniques in the style of Quentin Blake (scribbling) looking at character descriptions to create a character & compare</p> <p>Tbat use a range of grade pencils. Improve a character from the previous week, use it as a draft and try different pencils to see different effects.</p> <p>Tbat mix colours to create tint, tone and shade look at colour work of Quentin, bold colours or pastel colours. Ask children to create different colours and tones.</p> <p>Tbat explore techniques of colour Children can block, blend or wash colour to create their character. Children can use B&W if they prefer.</p> <p>Tbat evaluate their artwork.</p>	<p>Spring Half term 1</p> <p>Gym- floor (Indoor) Year 3 Tbat move and control with fluency Tbat roll with control Tbat perform a variety of rolls Tbat create a complex sequence Tbat create and evaluate a paired sequence Tbat adapt sequence to include apparatus</p> <p>Year 4 Tbat roll in a variety of ways Tbat perform a backward roll Tbat create a sequence including a change of direction Tbat adapt a sequence (2 weeks) Tbat create and perform a paired sequence</p> <p>Invasion 2 (Outdoor) Year 3 Tbat send and control a ball TU the need for evasion Tbat use evasive movements TK the principles of defence TK the principles of attack Tbat apply principles to game situations (2weeks)</p> <p>Year 4 Tbat send and control a ball Tbat shoot effectively Tbat use evasion TK and apply principles of defence Tbat apply principles of attack and defence in a game situation (2weeks)</p> <p>Spring Half term 2</p> <p>Gym -Flight (Indoor) Year 3 Tbat apply principles of landing and take off Tbat perform half turn and full turn from floor and apparatus Tbat perform short sequence Tbat perform a sequence with a partner(2 Weeks) Tbat adapt a sequence Year 4 Tbat perform jumps and landing safely Tbat perform Sissone Furma and Cat leap Tbat perform Change Leg and Stag Leaps Tbat copy a sequence Tbat create an original sequence Tbat refine and adapt a sequence</p> <p>Netball Games (Outdoor) Year 3 Tbat develop hand/eye coordination Tbat develop racket skills (2 weeks) Tbat develop racket/eye coordination Tbat develop hitting technique Tbat hit a moving ball accurately Year 4 Tbat consolidate the forehand shot TK the backhand shot Tbat develop the backhand shot Tbat develop the volley technique Tbat perform a variety of shots (2 weeks)</p>	<p>Economic Wellbeing Healthy Lifestyles TU how shops persuade us to spend money</p> <p>TU why people are attracted to different brands (link to advertising/DT chocolate wrappers)</p> <p>TU packaging and food labels - know what the colour codes stand for</p> <p>Tbat identify factors that may influence people's choices about food that they buy (ethical farming, Fairtrade, seasonal etc.)</p> <p>Tbat investigate how we decide something is value for money (link to Mayans using chocolate as currency)</p> <p>Tbat describe different ways to spend/save money based on what we want/need</p> <p>Safety & Risk management Road, rail, building sites & firework safety: Tbat identify the level of risk of different activities in the local environment</p> <p>Tbat recognise that some people may pressure them to try something that isn't safe Identify ways to respond to unhelpful pressure.</p>	<p>Programming - Repetition in shapes Tbat identify that accuracy in programming is important</p> <p>Tbat create a program in a text-based language</p> <p>Tbat explain what 'repeat' means</p> <p>Tbat modify a count-controlled loop to produce a given outcome</p> <p>Tbat decompose a task into small steps</p> <p>Tbat create a program that uses count-controlled loops to produce a given outcome (DT link to chocolate wrapping paper)</p> <p>Data Logging Tbat identify that accuracy in programming is important</p> <p>Tbat create a program in a text-based language</p> <p>Tbat explain what 'repeat' means</p> <p>Tbat modify a count-controlled loop to produce a given outcome</p> <p>Tbat decompose a task into small steps</p> <p>Tbat create a program that uses count-controlled loops to produce a given outcome</p>	<p>Christian Vision Afternoon</p> <p>LAS Compulsory Unit: God To explore Christian ideas about God To begin to use disciplinary tools to explore art (Theology) To begin to use disciplinary tools to explore text (Theology) To make visual connections about the Trinity To explore the context and significance of the Apostles creed for Christians</p> <p>To begin to use disciplinary tools to explore text (Theology) To plan my own piece of Trinity artwork (3 wks) To assess substantive knowledge</p>	<p>Danny Elfman</p> <p>To be able to compare a range of film scores by the same composer</p> <p>Tbat reflect on the mood created by a piece of music</p> <p>To be able to identify instruments and the human voice within film soundtracks</p> <p>Tbat explore the human voice as an instrument</p> <p>Tbat use instruments and movement to create own performance</p>
										<p>French</p> <p>MFL to follow 3/4 scheme of work</p>	