

# Knowledge and Skills Organiser Year 3 & 4 Chocolate



Subjects covered by the national curriculum:

<p><b>English Genres</b> Poetry Story start Description, interview, song Persuasive letter Fantasy setting Report Recount and explanation</p>	<p><b>Computing</b> Internet safety Networking Y3 Networking Y4</p>	<p><b>Geography</b> Study of chocolate producing country and comparison to UK</p>
<p><b>Maths</b> Length, perimeter and area Multiplication and division Fractions Decimals</p>	<p><b>R.E</b> The Trinity What Muslims believe about God</p>	<p><b>History</b> History of Fairtrade Aztecs/Mayans</p>
<p><b>MFL</b> Animals and colours Mardi Gras / Easter</p>	<p><b>PE</b> Tbc - ICS coaching</p>	<p><b>D &amp; T</b> DT - Chocolate cookies and packaging design; making flavours and shapes Baking with chocolate - healthier recipes</p>
<p><b>Music</b> Composing and processing effects</p>	<p><b>RSHE</b> Relationships/Beliefs Manners and Rules</p>	<p><b>Art</b> Collage, Giacometti sculpture, Sketching Aztec weaving, pottery and Mayan Masks</p>
	<p><b>Enrichment</b> Fairtrade fortnight 24<sup>th</sup> Feb - 8<sup>th</sup> Chocolatier visit Football match v Rudham</p>	<p><b>Science</b> States of matter - showing reversible and irreversible changes Animals and humans Y4</p>

The skills and knowledge you will develop in this topic:

## Geographical Skills

- Locate places using a range of maps including OS & digital
- Follow a route on a map with some accuracy
- Follow a route on a large scale map
- Locate places on a range of maps (variety of scales)
- Identify features on an aerial photograph, digital or computer map
- Begin to use 8 figure compass and four figure grid references to identify features on a map
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
- physical geography, including: the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

## Historical skills

- Develop increasingly secure chronological knowledge and understanding of history, local, British and world
- Put events, people, places and artefacts on a timeline
- Use correct terminology to describe events in the past
- Develop use of appropriate subject terminology, such as: empire, civilisation, monarch
- Identify some of the results of historical events, situations and changes
- Identify and begin to describe historically significant people and events in situations

## Art:

- Experiment with a wider range of materials
- Develop artistic/visual vocabulary when talking about own work and that of others (Y5/6)
- Mix and match colours (create palettes to match images).
- Make masks from a range of cultures and traditions, building a collage element into the sculptural process. (Y5/6)
- Weave using paintings as a stimulus / the natural world.
- Introduce sculptures from Aztec civilizations (sculpture).

### Design Technology

- Gather information about the needs and wants of particular individuals and groups
- Make design decisions, taking account of constraints such as time, resources and cost (Y5/6)
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

### Computing

- Learners will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. Next, learners will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, learners will discover the benefits of connecting devices in a network.
- Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.

### Science

- Grouping and classifying a variety of different materials; exploring the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party).
- They could research the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid.
- They might observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line, and investigate the effect of temperature on washing drying or snowmen melting.
- We will also learn about the digestive system and how nutrition forms a key role in how our bodies function and work. This will include: different types of teeth, the stomach, the intestines, waste and the importance of nutrition.

### RE

- Offer suggestions about what texts about baptism and Trinity might mean.
- Describe how Christians show their beliefs about God the Trinity in worship (in baptism/prayer), in art and in the way they live.
- Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.
- Who/What is a Muslim? Discover who was Muhammad and what he did. What difference did the revelations make to the life of the prophet Muhammad and followers? Learn about the teachings of Muhammad. What do Muslims do as part of their daily life? What impact do Muslims' beliefs have on the local and wider community?

### MFL

- The linguistic focus is gender, articles (definite & indefinite), plurals and adjectives (position & basic agreement).
- The grammatical concepts are all based around a core vocabulary of **9 animal nouns** and **6 colours**
- Pupils are encouraged at all times to strive to work things out for themselves, work in pairs and small groups sharing knowledge, and to speak aloud when possible - thereby building confidence. Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity are the concepts at the heart of these resources.

### Music

- Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience
- Most children should know the difference between pulse and rhythm. Others will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.

### RSHE

- Recognise a wide range of relationships, including the attributes of positive, healthy relationships.
- Explain that the law is like a set of rules for everyone to follow. Describe how the law is in our lives every day.

### Home Learning ideas:

- Market research chocolate bar preferences and packaging designs
- Research Aztecs and Mayans - Geography, History of chocolate
- Cooking with a chocolate-based recipe

• Look for products with fair trade packaging

Vocabulary I need to know:

Geography - Sustainable, fair trade, industry, natural, location, settlement

History - impact, artefact, source (primary and secondary), trade, civilization, ancient

Science - observe, compare, similarities and differences, record, test, investigate, accurate, conclusion, explain, evaporation, melt, condensation, reversible, irreversible, solid, liquid, gas, digestive, oesophagus, abdomen, bile, gut, stomach, appendix, epiglottis, gall bladder, intestines, gastrointestinal tract, mouth, liver, pancreas, salivary glands, rectum, metabolism, enzyme, orifice

Art - abstract, pattern, sculpture, weave, form, mould, 3D

D.T - evaluate, prototype, product, market research, design criteria, target audience

RE - Trinity, Holy Spirit, Gospel, Bible, Incarnation, Shahadah, Five Pillars of Islam, Allah, Muslim, prophet, Qur'an, Subha beads

Computing - input, output, process, machine, switch, server, wireless access point, digital device, media, internet, router, website, network security, share, re-share

MFL - The key verbs are 'il/elle est' (he/she/it is), 'ils sont' (they are), il y a (there is/are). The negative is revisited and there is also a subtle introduction to 'aussi' (also/too/as well), 'mais' (but).

Music - Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo.

RSHE - Relation/relationship, respectful relationships, considerate, compassionate, manners, etiquette, democracy, law

By the end of our topic the children will:

Understand where chocolate came from, the importance of the Aztec and Mayan cultures, how European explorers imported products from Central America and how chocolate can be produced sustainably in the modern world. They will also learn to design, produce and market their own chocolate-based product.