

## Ford Class Topic Overview: Chocolate - Autumn Term (1) 2021

<b>English</b>	<p>'Willy Wonka and the Chocolate Factory' by Roald Dahl 'A Chocolate Tree' by Linda Lowery'</p> <p><b>Narrative</b> Warning story based on 'Willy Wonka and the Chocolate Factory' Character description - character from 'Willy Wonka and the Chocolate Factory' Folk Tale (Mayan) based on 'A Chocolate Tree' by Linda Lowery' Myth writing</p> <p><b>Non-fiction</b> Persuasive writing - advert for a new chocolate bar Newspaper report - based on 'Willy Wonka and the Chocolate factory'</p> <p><b>Poetry</b> Narrative poem - 'Chocolate Cake' by Michael Rosen Free Verse poem - 'The Magic Box' by Kit Wright - adapt to 'The Chocolate Box'</p>
<b>Maths</b>	White Rose Maths. Number: Place Value, Addition and Subtraction
<b>Science</b>	<p>States of Matter: 1 Investigating which materials are the best thermal insulators in order to keep a hot drink warm. 2 Exploring the melting point of different types of chocolate. • Year 3 - asking relevant questions and using different types of scientific enquiries to answer them • Year 3 - setting up simple practical enquiries, comparative and fair tests • Year 3 - making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Year 3 - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • Year 3 - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Year 4 - asking relevant questions and using different types of scientific enquiries to answer them • Year 4 - setting up simple practical enquiries, comparative and fair tests • Year 4 - making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Year 4 - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • Year 4 - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Year 4 - 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)</p>
<b>History</b>	<p>1 Exploring the origins of the cocoa bean and comparing its uses in the Aztec and Mayan cultures. 2 Finding out how the cocoa bean came to Europe, and looking at different people's viewpoints of the product. 3 Exploring how the Cadbury company began and developed, and ordering main events on a timeline. • KS2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>
<b>Geography</b>	<p>1 Finding out where in the world cocoa trees grow, and why they grow there. 2 Exploring what happens to a cocoa pod once it is harvested, and how it is turned into a chocolate product. 3 Comparing and contrasting the life of a Ghanaian farmer with that of a British farmer. • KS2 - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • KS2 - describe and understand key aspects of 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</p>
<b>Religious Education</b>	Northumberland R.E. Syllabus. Christianity: God. Stories from the Old Testament and stories told by Jesus to reveal what Christians believe about God, and explore how Christians believe that God as the Holy Spirit is present and active in people's lives.
<b>Computing</b>	NCCE Unit 3.3 Creating media - Desktop publishing. Using a computer program to input, present and analyse chocolate-related data. • KS2 -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
<b>RSHE (PSHE)</b>	<p>1 Finding out about the Fairtrade Foundation and how it helps farmers around the world. 2 Exploring what a balanced diet is, comparing modern day food with Aztec food, and understanding how chocolate can be part of a healthy diet. 3 Considering the impact of philanthropy by looking at the Bournville village, created by Richard and George Cadbury for their workers.</p>
<b>Physical Education</b>	Competitive games: Tag Rugby with Newcastle Thunder

Music	Charanga music scheme: Let Your Spirit Fly unit
Art	1 Exploring the different representations of the Aztec god of chocolate, and creating their own depiction of him in the form of a mask. 2 Using clay to design and create a piece of Aztec-style pottery to use as a drinking vessel for chocolate. 3 Exploring different styles of graphic writing, and creating their own lettering for a new chocolate bar. • KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials • KS2 - to improve their mastery of art and design techniques, including painting with a range of materials • KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials
Design and Technology	1 Investigating, comparing and contrasting different types of packaging for chocolate, and their effectiveness on the consumer. 2 Designing packaging for a new chocolate product from a chosen brief. 3 Evaluating their packaging designs with an option to do so through role play. • KS2 - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • KS2 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • KS2 - investigate and analyse a range of existing products • KS2 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
French	Develop practical communication in the French language: Getting To Know You

Spelling tests are every Friday morning when in school. Spellings can be found on the school website on the Ford Class Page. They are also glued in your child's spelling book.

Multiplication tests are set every Wednesday, when in school. The Times Tables Challenge and our Homework Policy are also on the school website: <http://www.hipsburn.northumberland.sch.uk/website> . Press F9 to refresh the page of multiplications on Times Table Challenge.

P.E. is every Friday.

#### Useful Links:

<https://www.gov.uk/government/collections/national-curriculum> <https://www.twinkl.co.uk/resources/parents>  
<https://whiterosemaths.com>