

## Repton Manor Primary School Topic Planning – Topic Coverage

<b>Creating</b> Use info to create something new	<b>Evaluating</b> Critically examine info and make judgements	<b>Analysing</b> Take info apart and explore relationships	<b>Greater Depth Skills</b>
<b>Applying</b> Use info in a new situation			
<b>Understanding</b> Understand and make sense of info			<b>Expected Skills</b>
<b>Remembering</b> Remember and recall info			<b>Emerging Skills</b>

Year Group: 3+4	Big Questions	Learning Opportunities	Subject Coverage Objectives Covered	Mind Map symbols
<b>Term(s):</b> 3&4 <b>Topic:</b> Chocolate			<b>Reading – class text</b> Charlie and the Chocolate Factory	
<p><b>SS:</b> Basic ingredients – can you make chocolate?</p> <p><b>MM:</b> Charlie and the Chocolate Factory Stage Show.</p> <p><b>FF:</b> Charlie and the Chocolate Factory School Play.</p> <p><b>Learning Environment:</b> Chocolate factory in the cloakroom.</p>	<p><b>How was chocolate discovered?</b></p> <p style="background-color: yellow;"><b>Term 3, 2 weeks</b></p> <p><b>Big Answer:</b> Can you make a vlog / pod cast to present how chocolate was discovered? (Adobe Spark) <b>1 day project (Add these to the school website).</b></p>	<p style="background-color: green; color: black;"><b>Chn’s Pupil Voice plans to be photographed and stuck into books.</b></p> <p style="background-color: cyan;"><b>SS: Basic ingredients – can you make chocolate?</b></p> <p>1.Can you make the food of the Gods? Chn to have a selection of ingredients on table – can they make the food of the Gods (no input from adults) ... chn experiment. Chn to write method and evaluate in books. Then, teacher show how to make and teach – re-share. Chn to write correct method and re-evaluate in books. Stick in photos.</p> <p style="background-color: #4f81bd; color: white;">Evaluating</p> <p style="background-color: #92c04e; color: white;">Analysing</p> <p style="background-color: #d9ead3; color: white;">Creating</p> <p>2. Can you create a learning environment for your Topic? TA’s: Make Willie Wonka’s Chocolate Factory entrance in groups with chn. Plan this with the chn --- show pictures from internet to show what they’d like it to look like. -Chn to make sweets by wrapping a paper plate in coloured tissue paper and designing a Charlie and the Chocolate Factory style character to be added to the picture of their face. Wrap the design in clear cellophane (to hang from</p>	<p><b>Reading</b> <u>Smart about Chocolate, Smart about History</u></p> <p><b>Writing</b> <u>The story of chocolate</u> <u>Reporting – newspaper reports</u></p> <p><b>Maths</b> Money, percentages (tax)</p> <p><b>History</b> <i>Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.</i> a non-European society that provides contrasts with British history – one study chosen from: early Islamic</p>	<p>1)Symbols of ingredients they used, bowl and spoon (method), lips (taste and evaluate)</p> <p>2)Board (plan), paint brush (creating learning environment), sweet and top hat (design own sweet and character)</p> <p>3) book (story), capital A (Aztecs). Symbols to show what chn have learnt about</p>

<p>Measuring and money / conversions with beans in Maths area.</p> <p>Chocolate factory role play / reading area.</p>		<p>ceiling in cloakroom area)</p>  <p><b>Creating</b></p> <p><b>How was chocolate discovered?</b>  3. Learn the story of chocolate – legend.  - Introduce the Aztecs – who were they? What were their beliefs? How do they link to chocolate?  Chn to research using ICT and present their findings in their own way from a choice of:  1) Information poster  2) Cartoon strip  3) Leaflet  4) Song / wrap – written and sung as presentation  - Chn to teach each other what they've found out.  - Discuss how the Aztecs used chocolate for money / trade.... Conversions.</p> <p><b>Evaluating</b></p> <p><b>Analysing</b></p> <p><b>Creating</b></p> <p>4. Discuss how chocolate first came to Europe ... Christopher Columbus brought it to Europe. Who was Christopher Columbus? Discuss how the Spanish took it and used honey to sweeten – made it hot and sweet. This increased its value.  - Chn to label onto a world map the historical journey of chocolate – where it was discovered, where Christopher Columbus took it, The Spanish adapting it.</p> <p><b>Evaluating</b></p> <p><b>Analysing</b></p> <p>5. Aztec art:  - Evaluate different pieces of art work from the Aztecs – what are the features? How do they make you feel? What do they remind you of? What do you think the art work is used for? Stick in the pictures to books and chn to write their thoughts and evaluations around the edge.  - Discuss that they all include some bold patterns and a God (All related to political and religious messages).  - Look at patterns and skills to create patterns. Which colours do we use?</p>	<p>civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.  a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><b>Life Skills</b>  Trade, conversions, money</p> <p><b>RE</b>  Learning about the nature of religion and belief exploring questions about the nature, truth, meaning and value of religion and belief</p> <p><b>Art</b>  to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.</p> <p><b>Geography</b>  <i>Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</i>  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>Computing</b>  <b>PPA lessons: Skills taught.</b>  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  use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>beliefs, computer (research), graduation hat (teaching others)</p> <p>4) Compass with CC (Christopher Columbus and where chocolate went), bee (honey to sweeten)</p> <p>5) Eyes (evaluating Aztec art), cross hatching (pattern skills).</p> <p>6) Quick God (Aztec Gods), Hinduism symbol - comparing</p>  <p>7) Rolling pin, knife, tap (clay skills), paint brush (painting), sun and rain (calendars)</p> <p>8) Symbols for all computing skills taught each week.</p>
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		<p>What styles are used?  - Chn to sketch some of the patterns into books.... Copy sections of the patterns carefully.</p> <p>Evaluating  Analysing</p> <p>6. Learn about Aztec Gods (discuss link to Hinduism and modern religions with more than one God).  - Show chn pictures of the Aztec Gods – can they infer what they were the God of? Stick into books.  - Chn to design and create their own Aztec God (what is your God God of? Why have you designed him / her as you have?).</p> <p>Evaluating  Analysing  Creating</p> <p>7. Look at the Aztec sunstone. Discuss that it was used as a calendar.  - Chn to create their own Aztec art work – including their God (their own Sunstone).  - Chn to create a clay tablet --- make the desired shape.  - Etch in a pattern.  - Paint the pattern.  - Add numbers / symbols to show calendars – months of year and days. Chn to explain how it can be used as a calendar.  - Pictures and evaluations to go into books – sunstone on display in classrooms / on top of lockers.</p> <p>Evaluating  Creating</p> <p><b>8.COMPUTING – TAUGHT THROUGH PPA SESSIONS TO ALLOW CHN TO MAKE A VLOG / PODCAST WHICH WILL BE ADDED TO SCHOOL WEBSITE.</b></p>		
	<p><b>Where does chocolate come from?</b></p> <p><b>Term 3, 3 weeks</b></p> <p><b>Big Answer:</b>  Can you make a computer game to show where chocolate comes</p>	<p><b>What are the ingredients in Chocolate?</b></p> <p>1.Can we guess the ingredients and amounts in chocolate? Look at ingredients on tables ... chn to measure out how much of each they think will be in a standard Cadbury’s Dairy Milk bar. Write amounts in books. Chn to photograph their estimates and stick in books.  - Look at wrappers – common ingredients. Look at amounts – chn to re-measure amounts. Write in books and chn to photograph and stick in books.  - How close were their estimates? Any surprises?  - Link to healthy eating.</p> <p>Evaluating</p>	<p><b>Reading</b>  <u>The World Came to My Place Today</u>  <u>The chocolate Story - Moji</u></p> <p><b>Writing</b>  <u>The journey of the cocoa bean (first person)</u></p> <p><b>Maths</b>  Time (Time zones – If someone picks beans at 7am in Ghana, what time will they arrive in the UK? What is the timings of their life in Ghana? What would you be doing at the same time?)</p>	<p>1)Scales (measuring amounts of ingredients), g (units measure in), chocolate wrapper (advice on amounts – legal).</p> <p>2)Plant (functions of parts)</p>

	<p>from?  <b>1 day project</b>  <b>(Add these to the school website and computers in Rainbow Room, so chn can play each other's games).</b></p>	<p><b>Analysing</b></p> <p><b>How are cocoa beans grown?</b>  2.Y3 Lesson 1- Functions of different plants. Picture of cocoa plant / tree – can they label the parts of the plant and the functions. Discuss.</p> <p><b>Evaluating</b></p> <p><b>Analysing</b></p> <p>3.Y3 Lesson 2 – Requirements for life and growth. Fair test.  Y3 Lesson 3 – Ways water is transported through plants – obs.</p> <p><b>Evaluating</b></p> <p><b>Analysing</b></p> <p><b>Creating</b></p> <p>4. Y3 Lesson 4 – Flowering life cycle.  Chn to grow own cocoa bean --- does it grow well? Why? Why not?</p> <p><b>Evaluating</b></p> <p><b>Analysing</b></p> <p><b>Where are the Ingredients in chocolate from?</b>  5. Pictures of places around the world. Where are the places? How do you know? What are the countries like? Pictures – what’s your story? (challenge stereotypes)  - Map work – where are the ingredients from? Keys.</p> <p><b>Evaluating</b></p> <p><b>Analysing</b></p> <p>Ghana study:  - 6. Where is Ghana? What is it like? Locational knowledge. Chn draw maps. Look at photos – what can we infer about this place. Stick pictures and thoughts in book.</p> <p><b>Evaluating</b></p> <p><b>Analysing</b></p> <p>- 7. What conditions are needed to grow ingredients for chocolate? What is weather / climate in Ghana like? Chn to make weather report.</p> <p><b>Evaluating</b></p> <p><b>Analysing</b></p> <p><b>Creating</b></p> <p>- 8. Land use in Ghana – where are the cocoa beans grown? What are the conditions like? Draw land use maps / graphs. Where are rich / poor areas.</p>	<p>Measuring and reading scales (Do more intervals on a scale always allow for more accurate measuring? Do digital scales allow for more accurate measuring? – Ratio and proportion)</p> <p><b>Science</b>  Plants</p> <p><b>Geography</b>  <i>The location and characteristics of a range of the world’s most significant human and physical features. Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</i>  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  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>Life Skills</b>  People from other cultures.</p> <p><b>RE</b>  Religions in Ghana (Christianity, Muslim)  Christianity around the world</p> <p><b>Computing</b>  <b>PPA lessons: Skills taught.</b>  design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  use sequence, selection, and repetition in programs; work with variables and various forms of input and output  use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs  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</p>	<p>3) C (change), M (Measure), water droplet, fire (warmth), sun, stem and leaf (transportation of water)</p> <p>4) Draw symbols for stages of life cycle.)</p> <p>5) Compass (map skills)</p> <p>6, 7, 8, 9) compass (map skills), sunshine (climate and weather), crops and house (land use), cross (Christianity around the world)</p> <p>10) Symbols for all computing skills taught each week.</p>
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	<p><b>Is fair trade always the best trade?</b></p> <p><b>Term 4, 2 weeks</b></p> <p><b>Big Answer: Debate (video). 1 afternoon</b></p>	<p><b>Who makes chocolate?</b></p> <p>1. Pictures – what’s your story? (challenge stereotypes). All people involved in the production of chocolate.</p> <ul style="list-style-type: none"> <li>- Chn to look at the workers and stages in growing. Working conditions.</li> <li>- What is each person’s role? Chn to role play the production line in terms of people involved.</li> </ul> <p>Photos in book of role play.</p> <p>Evaluating Analysing Creating</p> <p><b>What does fair mean?</b></p> <p>2. Is fair the same thing to everyone? Is what’s fair for you what’s fair for me? Modelled debate – teach debating skills. Teach talk tokens.</p> <p>Chn to write their argument in their books before the debate begins.</p> <p>Evaluating Analysing</p> <p><b>How is chocolate traded?</b></p> <p>3. Consumer Power Game (fair trade website)</p> <ul style="list-style-type: none"> <li>- What is trade? What is profit?</li> <li>- How would you distribute profit in chocolate production fairly?</li> </ul> <p>Chn to stick game rules in books.</p> <p>Evaluating Analysing Creating</p> <p><b>What is Fair Trade?</b></p> <p>4. Chn to split up a model of chocolate bar into how much they think each person in production gets from its sale... fractions. Stick in books.</p> <ul style="list-style-type: none"> <li>- What is Fair Trade? Chn to learn the symbol for Fair Trade – draw in books.</li> <li>- Where can you buy Fair Trade?</li> <li>- Why isn’t all chocolate Fair Trade?</li> <li>- Show chn actual split up a chocolate bar and for Fair Trade – chn to stick in books.</li> <li>- Which is fair?</li> </ul> <p>Evaluating Analysing</p> <p><b>Is fair trade always the best trade?</b></p> <p>5. Debate for Big Answer (talking tokens). Video debate.</p> <ul style="list-style-type: none"> <li>- Chn to write their argument in their books</li> </ul>	<p><b>Reading</b> <u>Fair Trade Explore – Gillian Powell</u></p> <p><b>Writing</b> <u>Biography – John Cadbury (they write a fictional one for Fair Trade worker)</u></p> <p><b>Maths</b> Data Handling</p> <p><b>Life Skills</b> Fairness, Trade and fair trade, Workers vs business owners, knowing when to speak, turn taking in speaking, picking important things to say</p> <p><b>Geography</b> <i>Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</i> 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>	<p>1)stick people (production workers), factory (working conditions)</p> <p>2)Lips (fairness debate), token (talk tokens)</p> <p>3)money (trade), purse (profit)</p> <p>4)Fair trade symbol, fractions (profit distribution)</p> <p>5)Completed for debating above.</p>
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<p><b>What makes 'good' chocolate?</b></p> <p><b>Term 4, 3 weeks</b></p> <p><b>Big Answer: Present and evaluate your chocolate and packaging.</b></p>		<p><b>How is chocolate made?</b></p> <p>1. What is involved in the making process? Chn to research independently – teach each other. Notes in books.</p> <p>2. Invite a visitor in to teach chn how they make chocolate and what they do with it. Pictures in books.</p> <p>Evaluating</p> <p>Analysing</p> <p>Creating</p> <p><b>What is 'GOOD' chocolate?</b></p> <p>3. Look at different types of chocolate --- Taste: blindfolded taste test... can they guess the type / added ingredients. What is the most popular and why? Present data in books (apply data handling skills?)</p> <p>4. Appearance of chocolate: Does appearance affect what is good chocolate? Appearance of packet: Packaging. Persuade your partner which chocolate bar is best. Write your persuasion in your book.</p> <p>Evaluating</p> <p>Analysing</p> <p><b>Is chocolate good for us?</b></p> <p>5. Are different types of chocolate better for you and why? Look at dark, white and milk ... what is the difference. Look at cocoa content. Healthy eating – healthy diet – what does diet mean? Why do we need fat in our diet? Why do we need fats and sugars? Healthy eating pyramid in books.</p> <p>6. Endorphins – mood after eating chocolate --- Chn to devise a way to rate your mood at different stages after eating chocolate?</p> <p>Evaluating</p> <p>Analysing</p> <p>Creating</p>	<p><b>Reading</b></p> <p><u>Grendel: A cautionary tale about chocolate</u> <u>Chocolate Cake: Michael Rosen</u> <u>Charlie and Chocolate Factory play script (extracts from) - comparison</u></p> <p><b>Writing</b></p> <p><u>Discussion</u></p> <p><u>Persuasion – persuasive scripts to promote healthy chocolate.</u></p> <p><b>Maths</b></p> <p>Shape and space – nets (What is the most effective net for your packaging?) Fractions</p> <p><b>Life Skills</b></p> <p>Debating and persuasion, Differing views and the value of these, Group work, Advertising and ethics</p> <p><b>DT</b></p> <p><i>How to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity.</i></p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p><i>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</i></p> <p><u>Design</u></p> <p>use research and develop design criteria to inform the design of innovative, functional, appealing products</p>	<p>1) Computer (research), abc (notes), chalk board (teach)</p> <p>2) Q+A (questioning)</p> <p>3) lips (taste test), graph axes (data)</p> <p>4) eyes (appearance), tick (persuade)</p> <p>5) pyramid (healthy eating)</p> <p>6) smile (mood)</p> <p>7) balloon (chocolate mould, melting)</p> <p>8, 9, 10, 11) wrapper (evaluate), book (research), a board (design), net (maths nets) scissors (make), green and pink dot (evaluate)</p>

		<p><b>How will we make our chocolate mould? Design, Make, Evaluate.</b>  7. Making chocolate mould (balloon, flour), health and safety of making food products.  <b>Creating</b></p> <p><b>How will we package our chocolate?</b>  8. What do people look for – target audience.  Evaluate:  - What is needed on packaging?  - Appearance vs environment  - Safety and hygiene in packaging  - Chn to collect, bring in and stick a range of packets in books – evaluate which is best and why.  9. Design:  - Chn to design their packet in books.  - What is the most effective net for your packaging?  - What size does it need to be?  - How will it look?  - What information does it need to include.  10. Make.  - Chn to make packet.  11. Evaluate.  - Chn to evaluate their packet.  <b>Evaluating</b>  <b>Analysing</b>  <b>Creating</b></p>	<p>that are fit for purpose, aimed at particular individuals or groups  generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  <b>Make</b>  select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  <b>Evaluate</b>  investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  understand how key events and individuals in design and technology have helped shape the world</p>	
	<p><b>Can you present the play of Charlie and the Chocolate Factory?</b></p> <p><b>Term 4, 1 week</b></p>	<p><b>FF: Charlie and the Chocolate Factory School Play.</b>  <b>Evaluating</b>  <b>Analysing</b>  <b>Creating</b></p>	<p><b>Music</b>  <i>Sing and play musically with increasing confidence and control.</i>  <i>Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</i>  play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p><b>Life Skills</b>  Talking to an audience, working together, following directions, confidence, support, projecting voice, presentation.</p>	<p>Music notes (songs)  Art brush (props)  Coat (costumes)  Paper (script)  Mouth (project voice, lines)  Light bulb (lighting)</p> <p>ANY OTHERS  CHN THINK OF.</p>

**British Values:**

<b>Democracy</b>	<b>Rule of law</b>	<b>Individual liberty</b>	<b>Mutual respect and tolerance</b>
<ul style="list-style-type: none"><li>• Voting on favourite types of chocolate – respecting opinions</li><li>• Coming to group decisions</li><li>• Voice of workers in fair trade</li><li>• Fairness debate</li><li>• Fair Trade debate</li></ul>	<ul style="list-style-type: none"><li>• Trade laws – over time and current</li><li>• Fair trade laws</li><li>• Laws in advertising / packaging</li><li>• Copyright</li></ul>	<ul style="list-style-type: none"><li>• Rights of people in trade / fair trade</li><li>• What rights should everyone have?</li><li>• Ethics in advertising / packaging</li></ul>	<ul style="list-style-type: none"><li>• Fair trade and participants – respect</li><li>• Study of Ghana and religious beliefs</li><li>• Respect for each other – debates.</li></ul>