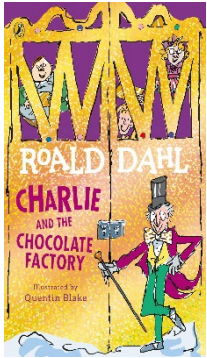



Unit Plan: Chocolate (10 weeks)

Rationale

- To understand our bodies and how food is needed to fuel them.
- To understand produce (chocolate) and what goes into create products.
- To understand how medical advances have changed over time.
- At the start of Year 4, the children learn about the Industrial Revolution. During the Industrial Revolution, the steam engine was invented, which made it possible to grind cacao and produce large amounts of chocolate cheaply and quickly.

Core Texts	Key Figures		Enrichment	
			<ul style="list-style-type: none"> • Ministry of Chocolate workshop • Cadbury's world 	
			Written outcomes	
			<ul style="list-style-type: none"> • Diary entry • Newspaper report • Alternate chapter for a class book • Character description • 	
Science unit	RE unit	Oracy	Cross curricular Links	
<ul style="list-style-type: none"> • Animals including Humans • States of matter 	<ul style="list-style-type: none"> • Who is my neighbour? • Easter 	<ul style="list-style-type: none"> • Class Assembly 	<ul style="list-style-type: none"> • Geography • PSHE • D and T • ART 	<ul style="list-style-type: none"> • Music • Dance • Drama

Lesson Sequencing

Lesson	Learning Challenge	Outcome	Adaptive teaching	Flashbacks
1. History/Science/Geography	Ministry of Chocolate Workshop Tuesday 9th Jan	Pictures for Twitter Floor book with comments from children		South America Map - Can you name all the countries? Challenge: Name the landlocked ones.
2. History	Can I explore the origins of the cocoa bean?	Plan bee history lesson 1 Go through the slides As a class read the info sheets Make comparisons together Do the sheet Mayan/Aztec sort Challenge: What was the main difference?	As a group. LSA read the statements and they decide together Mayan / Aztec. Stick big version in FB.	Layers of the rainforest
3. Geography	Can I identify where and how the coco trees grow?	Plan bee geo lesson 1 Differentiated sheets - choose one of the Planbee lessons.	Dissect worksheet A Group map work Individual middle section Order the images and explain how the coca bean grows. TA scribe.	Description of climate zones - match to the climate zone. Images so that LA children at least describe.
4. Geography	Can I explore the journey of a cocoa bean from pod to product? the journey of a cocoa bean - Google Search	Plan bee geo 2 In groups of 4, match the images with the explanation and the stage. Can they put it in order and explain the process. Make videos for twitter. Picollage in each book.	Order the images and discuss each stage. Focus on developing vocabulary. Images and stages - make into a game. Who can find the moulding stage quickest.	In Year 2, You studies Africa. Map of Africa - Can you name any countries?
5. Geography	Can I investigate the life of a cocoa farmer?	Plan bee geo lesson 3 Diary of a Ghanaian farmer Plenary - Read the English farmers life. Sim/differences Bubble - Which would you rather be why?	Cut up farer sheet and put it back together in order. Speech bubbles - would you like to be a Ghanaian farmer why/why not?	Order the stage of the coca bean to bar.
6. PSHE	Can I explain the term fair trade? Can I persuade people to buy Fairtrade chocolate?	Plan bee PSHE lesson 2 Play the game Make a persuasive poster in groups and present it to the other classes.	Play game together with an adult. Make a group poster.	What were the main changes in the industrial revolution? Dates?
7. History/ geography/ PSHE	Can I combine all my learning into a chocolate double page spread?	Double page spread: How it is made, where is comes from, got to Europe, fairtrade, ect. Provide scaffolded boxes. Part filled models	Premade questions and they talk about it. TA scribes answers. Draw pictures. Colour maps. Title. Order the bean to bar images. Group effort. Present theirs to the class.	What have you leant so far?

8. History	Can I explore the development of the Cadbury company?	Plan bee his lesson 3 Using the dates on the slides Create 28 dates with images or chocolates bars for children to create a visual timeline. Get the children to read the timeline events.	Chocolate bar on timeline Ask questions to John Cadbury.	Place these events on a timeline Industrial revolution, Queen Victoria reign, Stone Age, Romans, Dinosaurs, Birth of Jesus, Birth of Year 4 children
9.	Can I write a biography about John Cadbury?	Make an exploding book - see picture. Interview questions for (John Cadbury Chat GTP) the person information sheet MA- (57) Pinterest	Use a scaffolded sheet where they fill in the blanks	What is a biography?
10. D&T	Can I critique an existing product? Put the letter in ana envelope in the d and t books.	Write a letter from Mr Cadbury asking children to taste the products they already make and give feedback and then to design a new chocolate bar that can go on sale at Easter. Give a bit of a brief; 1. Luxurious for adults 2. Fun for kids 3. Themed chocolate bar Tasting lesson - taste and rate different chocolate bars - use miniature heroes Keep the packaging Get the children to talk about the taste, the filling, the shape, the texture, Use the wrappers to explore the packaging. Look at the colours used. Stick a range of wrappers into the sketch books an annotate them. Talk about the font and the names and the design of each one. Look at the similarities that show them it is the Cadbury brand and then what makes that chocolate design unique.		Matching the 3 types of chocolate to their ingredients.
11. D & T	Can I design a chocolate bar for Cadbury's?	Get the pupils to design a new Cadbury's bar. Think about the brand. What's missing? What shape? What filling? What type of chocolate? Put designs into sketch books and label		What can you remember about John Cadbury?
12. Art	Can I design and create packaging for a bar of chocolate?	Design the packaging thinking about the name and branding. Think about fonts, shapes and colours. Does it meet the brief?		Name these art materials Charcoal, pastels, Which would be best for packing why?
13. D&T	Can I create a chocolate bar?	Make the chocolate slabs. Wrap in foil. Put the packaging on.		
14. Trip	Cadbury's World 26 th Feb	Pictures in floor book. What did they learn.		
15. Science	Can I compare and group materials together, according to whether they are solids, liquids or gases?	Pupils should explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container). Pupils should observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled Pupils physically sort items into solids liquids and gases.	Solid, Liquid, gas game-outside. Explore materials and discuss why are they solid, liquids and gases.	Would these circuits work? Why/ why not?

		Stick and sort pictures into their book. Draw the particles of s/l/g Act out being s/l/g - plenary go outside and play game.	Split the double page 3 sort pictures of objects into the correct side. Explain how they know - LSA scribe.	
16. Science	Can I observe water as a solid, a liquid and a gas and record the changes when it is heated or cooled?	Get children to turn an ice cube into water. Water into to steam Steam into water Water back into ice. Record the process with photos and label what is happening. LA - work with support and have photo evidence HA - Explain what is happening at each stage using scientific language. Condensation, evaporation, melting, boiling, reversible, freeze, cooling, water vapour, solid, liquid, gas	Group investigation Photos	What are these circuit symbols?
17. Science	Can I conduct an experiment to investigate if different materials have different melting points? White, dark and milk chocolate. <ul style="list-style-type: none"> 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) 	Plan bee science lesson 2 Use the lesson sheets to record experiment. What happens when they are cooled? What other things melt? Ice cube, ice cream and butter.	Carry out as a group.	Predator and prey?
18. Science	Can I learn the process of the water cycle? Can I learn the water cycle song? Can I create a plasticine model of the water cycle?	Water Cycle Songs For Kids Sing Along GoNoodle - YouTube Model water cycle bag on the window. WATER CYCLE Kids Activities - Montessori From The Heart - label and take pictures in books.	Create a group model of the water cycle.	Types of rocks
19. Science	Can I create a vocabulary for the key terms of the water cycle? Can I learn the water cycle song?	Condensation, evaporation, collection, prescription melting, boiling, reversible, freeze, cooling, water vapour, solid, liquid, gas	Make a group on.	Which of these items and magnetic?
20. Science	Can I identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature?	Put water into a cup Put their group name on it Leave the cup outside in the sun Keep checking and marking the water line. Observe what's happened over time. Teachers demo condensation inside two cups with ice the top and boiling water inside. In books. A picture and explanation of each experiment and what it shows. Use science vocab.		Insulators and conductors.

		Challenge: What would happen to the water on a hotter day?		
21. Science	Can I identify the different types of teeth in humans and their simple functions? Can I work as a team to create a model of the teeth?	Starter- compare the teeth of carnivores and herbivores and suggesting reasons for differences. Explorify Make model of different teeth type. Visit from Amy's sister. Year 4 Teeth St. George's Roman Catholic Primary School (stgeorgesrc-york.org.uk)	Group model	Skeletons- who does it belong to?
22. PSHE/ Science	Can I understand the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health? Can I conduct an experiment to discover what damages teeth? Can I understand how to maintain oral hygiene and dental health, including how to brush and floss correctly?	Dental nurse???? Conduct a fair test by putting eggs into different liquids. Get the children to predict what will happen to each egg. Look at the results from the experiment Write conclusions	Group experiments.	Types of teeth and their role.
23. PSHE	Can I create a video that explains how to look after your teeth?	Label with teeth types and functions. Make a video showing how to look after teeth., brushing, flossing, how regular, not drinking fizzy drinks.		
24. R.E/PSHE	Can I retell the story of the Good Samaritan and its importance to Christians? Can I consider who my neighbour is?	SACRE lesson 1 of who is my neighbour		Places of worship, symbols, holy texts - match with religion
25. R.E/ PSHE	Can I research and learn about the life of good neighbours?	SACRE lesson 2 of who is my neighbour		Who celebrates what and why?
26. R.E/PHSE	Can I be a good neighbour to others?	SACRE lesson 3 of who is my neighbour		How is Christmas and Eid sim/ diff
27. R.E	Can I understand how the symbols of light and dark are used? with examples from worship, sacred texts, festivals and art work	SACRE lesson 1 of signs and symbols		Looks at all religions symbols - cross, diva, bible, Quran
28. RE	Can I consider how light is important in the main religions?	SACRE lesson 2-5 - combine and do a rotation of different religions on tables and learn about each.		Retell the of Diwali story.
29. RE	Can I say what the symbol of light and dark means to me?	SACRE lesson 6		Retell the story of good Sarmatian
30. RE	Can I retell the Easter story and say why it is important to Christians?			What is Hannukah?
31. D&T (Easter)	Can I using sewing techniques to create spring butterflies?	Ordered from ESPO		