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| **C:\Users\DaveR\Documents\Wigley & Penny Acres files\BOTH SCHOOLS\2019-2020\Logos\New logos\Logo\Federation logo 7.pngC:\Users\DaveR\Documents\Wigley & Penny Acres files\BOTH SCHOOLS\2019-2020\Logos\New logos\Logo\Federation logo 7.pngFederation of Penny Acres and Wigley Primary Schools – Topic Map**  **Chocolate 2023**  **Key Stage 2** | | | | | | |
| Curriculum driver(s) -  Visit to Cadbury World  Making chocolate boxes/stands  Investigating the history of cacao and chocolate | | | | Aims/Values drivers (taken from school’s key aims/values) –  To develop our partnership in learning through making, building and sharing learning; promoting care and consideration of others. | | |
| Key Question drivers  Who found cacao?  How is cocoa produced?  What is the story of chocolate in Britain? | | | | Authentic Outcome –  Children to present their findings in subjects for parents e.g. present chocolate wrappings with stand, advertising their product etc. | | |
| Visits/Visitors -  Cadbury World | | | | British Values –  To develop mutual respect and tolerance of people from other cultures when learning about the Mayans and when looking at who Quakers are. | | |
| English | | | | | | |
| Reading (including key texts)  The Great Chocoplot – Chris Callaghan  Chocolate Cake – Michael Rosen (poetry)  The Chocolate tree- (stories from other cultures)  Persuasive writing – fair trade | | Writing | | | Spelling and Grammar | |
| Y3/4  Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  Identifying themes and conventions in a wide range of books.  Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. | | Y3/4  Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  Discussing and recording ideas.  In narratives, creating settings, characters and plot.  In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. | | | Y3/4  Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.  Using the present perfect form of verbs in contrast to the past tense. Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done].Using conjunctions, adverbs and prepositions to express time and cause. | |
| Y5/6  Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  Reading books that are structured in different ways and reading for a range of purposes.  Preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. | | Y5/6  Noting and developing initial ideas, drawing on reading and research where necessary.  In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.  Using a wide range of devices to build cohesion within and across paragraphs.  Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. | | | Y5/6  Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must].  Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].  Using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis. | |
| Tiered vocabulary | | Tier 3  ferment liquor tempering conching winnowing nibs Xocoatl Quetzalcoatl deforestation | | | | |
| Tier 2  cocoa butter cocoa powder Rodolphe Lindt plantation Maya praline Aztecs shelled pods bitter truffle roasting moulds harvest cocoa Joseph Fry cacao cacao bean Daniel Peter equator Caribbean packaging Fairtrade rainforest currency | | | | |
| Tier 1  covered cake biscuit sweet dessert smooth melt sauce sugar chocoholic taste bean Africa Asia America drops chunks bar sweets box cream dark milk white dipped farmer tree chocolate chocopocalypse | | | | |
| Numeracy | | | | | | |
| Place Value | | | | | | |
| Y3/4 | | | Y5/6 | | | |
| Y3 Vocabulary:  ones, tens, hundreds, digit, one-, two-, three-digit number, place, place value, stands, represents, exchange, the same number as, as many as, more, larger, bigger, greater, fewer, smaller, less, fewest, smallest, least, most, biggest, largest, greatest, one more, ten more, one hundred more, one less, ten less, one hundred less, equal to, compare, order, size, first…twenty-first, twenty-second…, last, last but one, before, after, next, between, half way between, above, below, part, whole, part-whole, partition, | | | Y5 Vocabulary:  powers of 10, numbers to a million, multiple of, factor of, factor pair, sequence, continue, predict, consecutive, greater than or equal to (≥), less than or equal to (≤), Roman Numerals to a thousand (I,V,X,L,C,D.M), integer, positive, negative, above/below zero, minus, negative numbers, formula, divisibility, square number, prime number, ascending/descending order, ordinal numbers, | | | |
| Y4 Vocabulary:  Roman Numerals (I-C), decimal, decimal place, tenths, hundredths, round (to the nearest), thousand more/less, integers, negative integers, zero, | | | Y6 vocabulary:  numbers to ten million, multiple of, factor of, factor pair, sequence, predict, consecutive, greater than or equal to (≥), less than or equal to (≤), Roman Numerals to a thousand (I,V,X,L,C,D.M), integer, positive, negative, above/below zero, minus, negative numbers, formula, divisibility, square number, prime number, ascending/descending order, ordinal numbers | | | |
| Addition and Subtraction | | | | | | |
| Y3 | Y4 | | Y5 | | | Y6 |
| Y3 vocabulary:  Addition, add, more, and, make, sum, total, altogether, double, near double, half, halve, one more, two more, ten more, one hundred more…, subtract, take away, how many are left/left over? how many have gone? One less, two less, ten less, one hundred less, difference between, equals, is the same as, number bonds/pairs/facts, missing number, tens boundary, hundreds boundary, | | | Y5 vocabulary:  formal written method, number bonds/pairs/facts, missing number, tens boundary, hundreds boundary, inverse, | | | |
| Y4 Vocabulary:  Difference between, equals, is the same as, number bonds/pairs/facts, missing number, inverse, partition, part-whole | | | Y6 vocabulary:  order of operation (BODMAS/BIDMAS), indices, inverse, | | | |
| Science  Vocabulary- classify, key, organism, amphibian, reptile, vertebrate, invertebrate, habitat, fertilisation, pollination, seed dispersal, micro-organism, reproduction, puberty, mammal, | | | | | | |
| **LKS2 - Living Things and their Habitats and How Plants Grow**  - Asking relevant questions and using scientific enquiries to answer them  - Setting up simple practical enquiries, comparative and fair tests  - Gathering, recording, classifying and presenting data and findings  - Reporting on findings  - Identifying differences and similarities  - Using evidence to answer questions and support findings  - Using results to draw simple conclusions  - Using classification keys to group, identify and name living things  - Looking at changing environments and the dangers they pose to living things  - Functions of different plant parts  - What plants need to grow  - Pollination, seed formation and seed dispersal | | | | | | |
| **UKS2 - Classifying Organisms and Life Cycles**  - Identifying scientific evidence that has been used to support or refute ideas or arguments  - Recording data and results of increasing complexity  - Reporting and presenting findings from enquiries  - Describing differences in the life cycles of different types of animals  - Describing the life process of reproduction in some plants and animals  - Classifying animals, micro-organisms, and plants based on observable characteristics and giving reasons for this | | | | | | |
| Computing  Key Vocabulary Y3/4: Digital device, input, process, output, Program, digital, non-digital, Connection, network, network switch, Server, wireless access point, Network cables, network socket  Key Vocabulary Y5/6: System, connection, digital, input, process, output, search, search engine, refine, Index, crawler, bot, search engine, Ordering, ranking, search engine, links, algorithm, search engine optimisation (SEO), Searching, search engine, web crawler, content creator, selection, ranking | | | | | | |
| Y3/4  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. | | | | | | |
| Y5/6  Learners develop their understanding of computer systems and how information is transferred between systems and devices. Learners consider small-scale systems as well as large-scale systems. They explain the input, output, and process aspects of a variety of different real-world systems. Learners discover how information is found on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines. | | | | | | |
| Geography  Vocabulary: World, Earth, continent, ocean, tropical, dry, temperate, cold, polar, equator, northern/southern hemisphere, vegetation, biome, aquatic, deserts, forests, woodland, grasslands, tundra | | | | | | |
| Human and physical geography  Years 3 and 4:  I can describe how climate and use of land use supports economy and trade links.  I can compare the physical features of a region in the UK and North or South America.  Years 5 and 6:  I can explain how the physical features of 2 contrasting regions influence how and where people live. | | | | | | |
| Locational knowledge  Years 3 and 4:  I can name and locate the main countries and major cities in North or South America.  I can identify the position of the Equator and how it affects climates in both hemispheres.  Years 5 and 6:  I can identify the equator, northern and southern hemispheres, Tropics of Cancer and Capricorn and lines of longitude and latitude.  I can identify and describe 4 major climate zones. | | | | | | |
| History  Vocabulary: Maya/Mayan, ruins, explorers. Europeans, rainforest, artefacts, abandoned, civilisation, society, city states, | | | | | | |
| Chronological understanding  Years 3 and 4:  Use an increasing range of common words and phrases to show the passing of time e.g. modern, ancient, century.  Order, place and locate the events studied in a timeline.  Years 5 and 6:  Use an increasing range of common words and phrases to show the passing of time e.g. decade, historical, chronological.  Confidently use dates to order. Place and locate historical periods, events, people and changes that are studied on a timeline. | | | | | | |
| Historical enquiry and interpretation  Years 3 and 4:  Use sources of information that go beyond simple observations to answer questions about the past.  Know that there are different opinions and interpretations about people and events from the past.  Years 5 and 6:  Ask questions about people, events and objects from the past and hypothesise about possible answers.  Be aware that different evidence leads to different conclusions. | | | | | | |
| Organisation and communication  Years 3 and 4:  Begin to collect and organise historical information about the past.  Years 5 and 6:  Select and organise relevant historical information to produce structured work, summarising what has been learned about the past. | | | | | | |
| RE  Vocabulary: Qu’ran, surah, prayer beads (subha beads) Allah, Prayers of thanksgiving, confession, adoration, intersession, Vraj.  Theist, atheist, agnostic, Father, creator, rock, shepherd, fortress, light, Jesus eagle, spirit, eternal, potter, everywhere, Almighty, holy, judge, | | | | | | |
| **Key Question U2.1 Why do some people believe God exists?**  Outline clearly a Christian understanding of what God is like, using examples and evidence.  • Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging.  • Express thoughtful ideas about the impact of believing or not believing in God on someone’s life.  • Present different views on why people believe in God or not, including their own ideas. | | | | | | |
| **Key Question L2.4 Why do people pray?**  Describe the practice of prayer in the religions studied.  • Make connections between what people believe about prayer and what they do when they pray.  • Describe ways in which prayer can comfort and challenge believers.  • Describe and comment on similarities and  differences between how Christians, Muslims and Hindus pray. | | | | | | |
| Art  (Key Vocabulary and links to programmes of study) | | | | | | |
| **Drawing – Chocolate Wrappers**  - Generating ideas in sketchbooks  - Appraising own and others’ work  - Learn about great artists (Andy Warhol, Wayne Thiebaud, Roy Liechtenstein)  - Using different tools and surfaces  - Controlling line, shape and value to create form with drawing tools  - Perspective, scale, proportion and order  - Shading techniques | | | | | | |
| DT  Key Vocabulary Y3/4: shell structure, 3-dimensional (3D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, capacity, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating, font, lettering, text, graphics, decision, evaluating, design brief, design criteria, innovate, prototype  Key Vocabulary Y5/6: frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent, design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional | | | | | | |
| * Investigate different shell structures including packaging: take a small package apart identifying and discussing different parts of a net including the tabs. * evaluate existing products to determine which designs children think are the most effective * Use kit parts with flat faces to construct nets. Practise making nets out of card, joining flat faces with masking tape to create 3D shapes. Experiment with assembling nets in numerous ways. * Demonstrate skills and techniques of scoring, cutting out and assembling using pre-drawn nets. Practise constructing a simple box. Show how a window could be cut out and acetate added. * Demonstrate how to use different ways of stiffening and strengthening their shell structures e.g., folding and shaping, corrugating, ribbing, laminating. Carry out tests to see where these structures might need to be strengthened or stiffened. * Discuss and explore the graphics techniques and media that could be used to achieve the desired appearance of their products. * Practise using computer aided design (CAD) software to design the net, text and graphics for their products according to purposes. * Develop a design brief with the children. * Discuss the uses and purposes of their shell structure e.g., a box for chocolates * Ask the children to annotate sketches and prototypes to develop, model and communicate their ideas for the product. * Ask the pupils to identify the main stages of making and appropriate skills they learned. * Evaluate throughout and the final products against the intended purpose. | | | | | | |
| Years 5 and 6 Frame Structures   * Investigate and make annotated drawings on a range of portable and permanent frame structures e.g., tents, bus shelters, umbrellas. Use photographs and web-based research to extend the range * Research key events and individuals related to their study e.g., *Stephen Sauvestre* – a designer of the Eiffel Tower <https://kids.kiddle.co/Stephen_Sauvestre#:~:text=Charles%20L%C3%A9on%20Stephen%20Sauvestre%20(26,Universal%20Exposition%20in%20Paris%2C%20France>. * Look at original design <https://www.birmingham.gov.uk/info/50165/birmingham_connection/1571/history_of_bournville_village_trust#:~:text=George%20Cadbury%20was%20appalled%20at,spaces%20for%20recreation%20and%20leisure>. And redesign of Bournville <https://www.bvt.org.uk/news-and-events/bournville-design-guide-to-be-reimagined-for-21st-century/> * Use a construction kit consisting of plastic strips and paper fasteners to build 2D frameworks. Compare the strength of a square frame with triangular frameworks. Ask the children to reinforce square frameworks using diagonals to help develop an understanding of using triangulation to add strength to a structure. * Demonstrate how paper tubes can be made from rolling sheets of newspaper diagonally around pieces of dowel. Ask children to use these tubes and masking tape or paper straws with pipe cleaners to build 3D frameworks such as cubes, cuboids and pyramids. How could each of the frameworks be reinforced or strengthened? * Demonstrate the accurate use of tools and equipment. Develop skills and techniques using junior hacksaws, bench hooks, square sectioned wood, card triangles and hand drills to construct wooden frames as appropriate. * Demonstrate skills and techniques for accurately joining framework materials together e.g., paper straws, square sectioned wood. Practise these, mounting these joints onto card for future reference. * Discuss the brief of designing and making a small-scale frame structure e.g., a frame for chocolate. What is the purpose of the structure? Who is the intended user? Will it be permanent, or will it be easily dismantled? What materials will you use? How will it be joined? How will it be reinforced? How will it be finished? Generate innovative ideas drawing on their research. Design a simple design specification to guide their thinking. * Produce a detailed step-by-step plan listing tools and materials. Annotate sketches to help develop and communicate ideas.   Model ideas first using materials such as paper, card and paper straws. How will you make it stable? How will it stand up? How could you make it stronger? Where are the weak points? How could you reinforce them? What tools and materials will you need? How can you improve the design? | | | | | | |
| Music | | | | | | |
| Penny Acres -  Children will work with Music Partnership, learning a musical instrument. | | | | | | |
| Wigley -   * listen with attention to detail and recall sounds with increasing aural memory * appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians   Children will learn to sing a range of songs in readiness for their Young Voices concert. | | | | | | |
| French | | | | | | |
| Pupils should be taught to:   * listen attentively to spoken language and show understanding by joining in and responding * explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words * engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\* * speak in sentences, using familiar vocabulary, phrases and basic language structures * develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\* * present ideas and information orally to a range of audiences\* * read carefully and show understanding of words, phrases and simple writing * appreciate stories, songs, poems and rhymes in the language * broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary * write phrases from memory, and adapt these to create new sentences, to express ideas clearly * describe people, places, things and actions orally\* and in writing | | | | | | |
| Y3/4  Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.  Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. E.g. My name, where I live and my age. | | | Y5/6  Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.  Write a piece of text using language and learn to adapt any models provided to show solid understanding of any grammar covered. Learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. E.g.: Rewriting a text or book, writing about their family, writing about chocolate. | | | |
| PE | | | | | | |
| Swimming:   * swim competently, confidently and proficiently over a distance of at least 25 metres * use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] * perform safe self-rescue in different water-based situations | | | | | | |
| Football:  play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.   1. Dribbling the ball. 2. Passing and receiving the ball. 3. Dribble and shoot at the target. 4. To practice skills in a football circuit. 5. Keeping the ball under control and away from the defender. 6. Understand the positions when playing a game of football.   Rugby:  play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. | | | | | | |
| Swimming   * swim competently, confidently and proficiently over a distance of at least 25 metres * use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] * perform safe self-rescue in different water-based situations. | | | | | | |
| PSHE | | | | | | |
| Choices:  Children will be looking at differences and of the role of their community.  L7 -Exploring different kinds of responsibilities at school and in the community.  L9 -Identify what being part of a community means.  L11 – Appreciate the range of identities in the UK.  R10 – Listen and respond respectfully.  R13 - Identify that similarities and differences between people arise from a number of factors. | | | | | | |
| Being Safe:  The children will be looking at the PANTS rule.  H2 -Understand how to make informed choices.  H10 -Explore how to recognise, predict and express risks in different situations.  H11 -Understand that increased independence brings increased responsibility to keep themselves safe.  H15 - Explain how rules can keep them safe.  H15 -Identify where and how to get help.  H16 -Understand the term ‘habit’.  H21 -Develop strategies for keeping physically and emotionally safe in different situations.  H22 – Understand the importance of protecting information particularly online. | | | | | | |
| HOMEWORK OPPORTUNITIES | | | | | | |
| |  |  |  | | --- | --- | --- | | Can you create a descriptive paragraph about a chocolate bar? - Remember to use exciting adjectives to describe it and use your 5 senses to give the reader a real taste of your chocolate bar. Can the reader guess which bar you are describing? | Can you research the life of Mr Cadbury and complete a fact file about him? | Have a look around your home, what different materials can you find that would be a good insulator to keep chocolate melted the longest? Can you complete the investigation with an adult? - remember your variables (what you’re keeping the same and what you’re changing) and remember to time them for the same amount of time. Can you complete a graph to show your findings?  Be careful when melting chocolate as it gets **VERY** hot! | | Can you create a box to use as packaging for some chocolates? There are lots of tutorials on www.youtube.com | Create a dish which has chocolate in the ingredients. Take photos, write the recipe, maybe bring it in to share or write about how it tasted at home. | Make a new chocolate wrapper including the name, logo, ingredients and nutritional value grid. | | If you could pick 1 famous person in the whole world you could share your chocolate bar with, who would it be and why? Explain in less than 50 words. | Find out the calorie count of different chocolate bars. Which one would be the best to have if you were on a diet? | Make a list of countries where cocoa beans are grown. | | Make a 3D model of a chocolate bar. | Watch the trailer for the new WONKA film.  Design an advertisement poster. Think about purpose and audience. | The mysterious chocolate maker has asked you a question.  The answer is CHOCOLATE.  What is the question?  Try to write 10 questions. | | | | | | | |