



# Golden Ticket



Year 3/4

Spring 2019



# Immersion



## SPARCS

Taste chocolate

Guess the flavour

Design a chocolate bar

Map the chocolate journey

## Experiences

Story of chocolate (York)

Chocolate making

Possible visit to Wilberforce House

## Presentation of Learning

Performance (School Play)

Resources for the term:

Chocolate moulds

National Curriculum Links Geography

**NC4:** To understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1), a region or area in a European country, and a region or area within North or South America

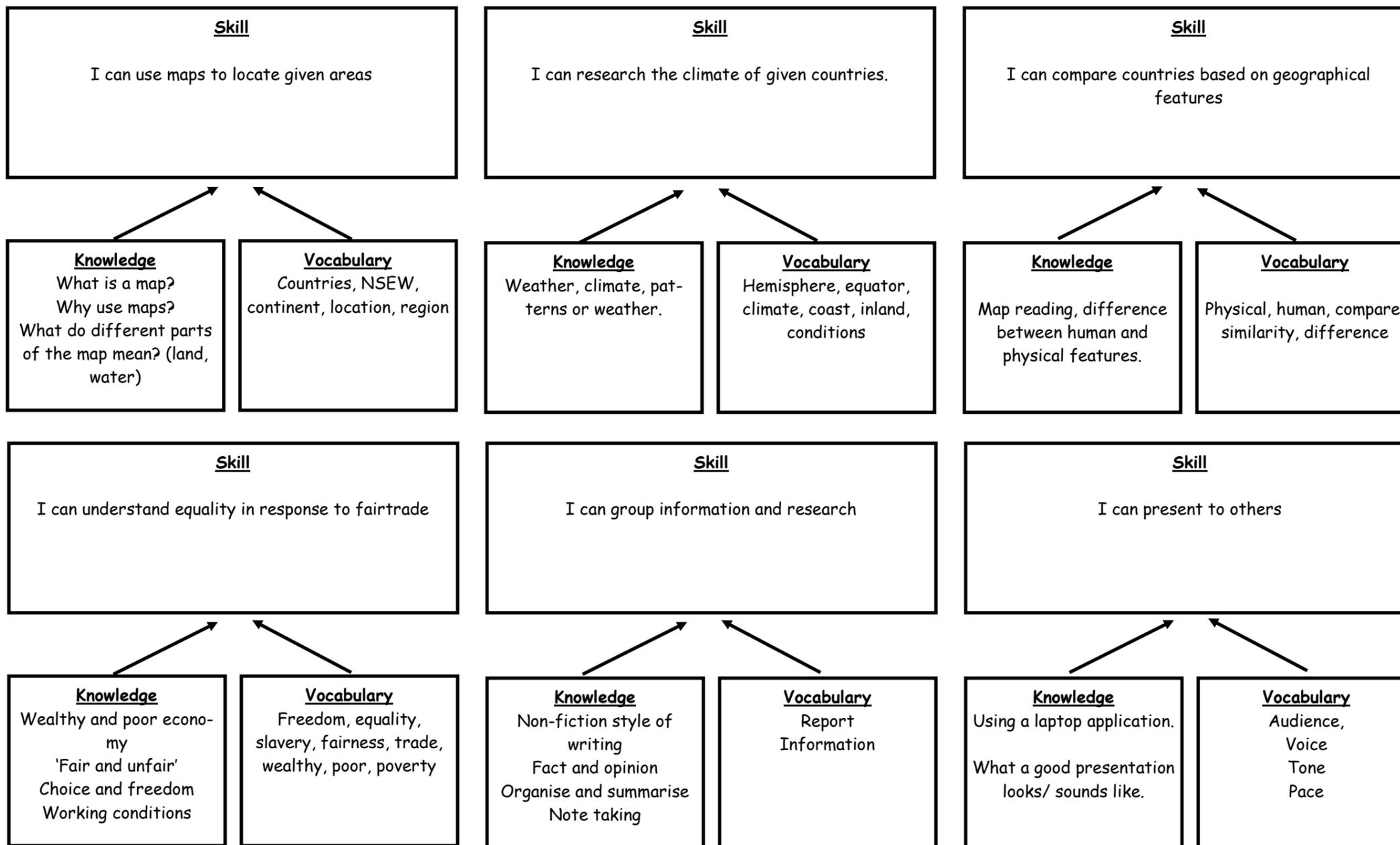
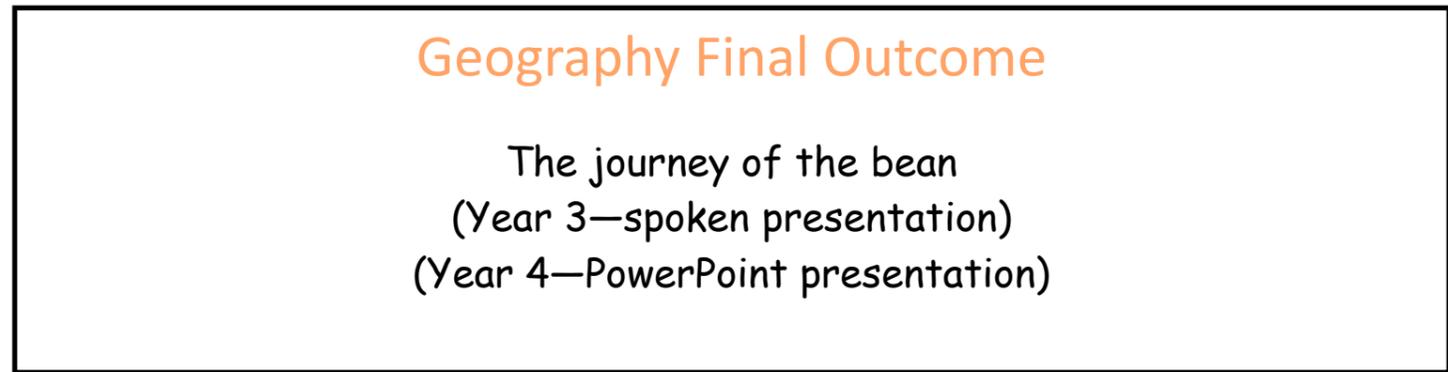
**NC5b:** To describe and understand key aspects of

Geographers

As Geographers we will ask the question "What is fair trade?" We will investigate what fair trade is and what are the most common fair trade products such as tea, coffee, chocolate and bananas. We will look at areas of the world where specific crops come from such as the coco bean, bananas or coffee. We will find these countries on a map and look at the way people live and work in these countries . e.g. Ghana or El Salvador. In doing this we will consider the physical and human features of our own locality and comparing to an economically less developed locality/economy where fair trade development is important.

**Geography Final Outcome**

The journey of the bean  
(Year 3—spoken presentation)  
(Year 4—PowerPoint presentation)





# Humanities



Objective	Emerging	Expected	Exceeding
To investigate places	<p>I ask and answer geographical questions</p> <p>I can identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>I can use world maps, atlases and globes to identify the countries, continents and oceans studied.</p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p>I can name and locate the world's continents and oceans.</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Explain own views about locations, giving reasons.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>Use a range of resources to identify the key physical and human features of a location.</p>	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over</p>
To investigate patterns	<p>I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>Name and locate the countries of North and South America and identify their main physical and human characteristics.</p> <p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones.</p> <p>Describe some of the characteristics of these geographical areas.</p> <p>Describe geographical similarities and differences between countries.</p>	<p>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <p>Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Describe geographical diversity across the world.</p>
To communicate geographical information	<p>I can use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. key human features, including: city, town, village, factory, farm, house, office and shop seas.</p>	<p>Describe key aspects of: physical geography, human geography, Including: settlements and land use</p>	<p>Describe how countries and geographical regions are interconnected and interdependent - looking at physical geography, including: human geography, including: settlements, land use, economic</p> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>

National Curriculum Links Art and Design

**NC1:** To create sketch books to record their observations and use them to review and revisit ideas, and collect visual material to help them to develop their ideas

**NC2:** To improve their mastery of techniques, such as drawing, painting and sculpture with materials (e.g. pencil, charcoal, paint, clay)

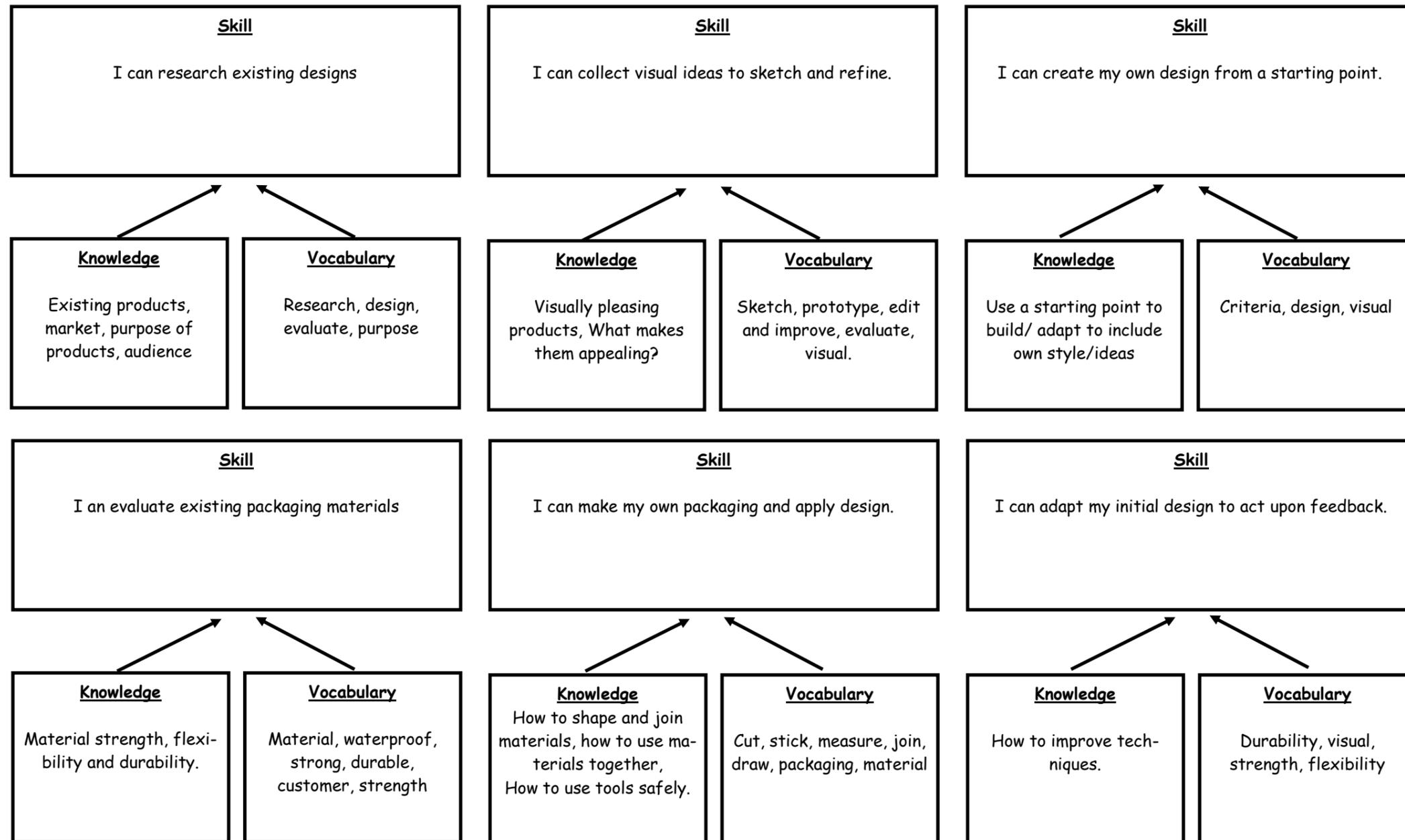
**NC3:** To learn about the greatest artists, architects and designers in history

Art and Design

As Artists we will study the artist Caravaggio. We will look at his still life paintings of fruit and develop our ideas of still life from a starting point. We will then sketch our own still life drawings of food showing light and shade using real food that we have staged ourselves. We will then do still life paintings of the food we have staged using a number of brush techniques and watercolour paints. creating the mood of the piece with colour.

**Art and Design Final Outcome**

**Package design for brownies**





# Art and Design



Objectice	Emerging	Expected	Exceeding
To develop ideas	<p>Explore lots of different materials as ideas develop I explore ideas and collect visual information</p>	<p>Develop ideas from starting point throughout the curriculum.</p> <p>Collect information, sketches and resources.</p> <p>Adapt and refine ideas as they progress.</p> <p>Explore ideas in a variety of ways.</p>	<p>Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>Present ideas imaginatively in a sketch book.</p> <p>Use the qualities of materials to enhance ideas.</p> <p>Spot the potential in unexpected results as work progresses.</p> <p>Comment on artworks with a fluent grasp of visual language</p>
To master techniques	<p>I can use thick and thin brushes.</p> <p>I can mix primary colours to make secondary.</p> <p>I can add white to colours to make tints and black to colours to make tones.</p> <p>I can create colour wheels.</p> <p><b>Drawing</b></p> <p>Draw lines of different sizes and thickness.</p> <p>Colour (own work) neatly following the lines.</p> <p>Show pattern and texture by adding dots and lines.</p> <p>Show different tones by using coloured pencils.</p>	<p><b>Painting</b></p> <p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>Mix colours effectively.</p> <p>Use watercolour paint to produce washes for backgrounds then add detail.</p> <p>Experiment with creating mood with colour.</p> <p><b>Drawing</b></p> <p>Use different hardnesses of pencils to show line, tone and texture.</p> <p>Annotate sketches to explain and elaborate ideas.</p> <p>Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow.</p>	<p><b>Painting</b></p> <p>Create a colour palette based upon colours observed in the natural or built world.</p> <p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Combine colours, tones and tints to enhance the mood of a piece.</p> <p>Use brush techniques and the qualities of paint to create texture.</p> <p>Develop a personal style of painting, drawing upon ideas from other</p> <p><b>Drawing</b></p> <p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p> <p>Use lines to represent movement.</p>
To take inspiration from the greats	<p>I can describe the work of notable artists, artisans and designers.</p> <p>I can use some of the ideas of artists studied to create pieces.</p>	<p>Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Create original pieces that are influenced by studies of others.</p>	<p>Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p> <p>Create original pieces that show a range of influences and styles.</p>

National Curriculum Links Design and Technology

**Design**  
**NC1:** To 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  
**NC2:** To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

**Make**  
**NC3:** To select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing,  
**NC4:** To 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

Food and Cookery

**NC12:** To understand and apply the principles of a healthy and varied diet  
**NC13:** To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  
**NC14:** To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

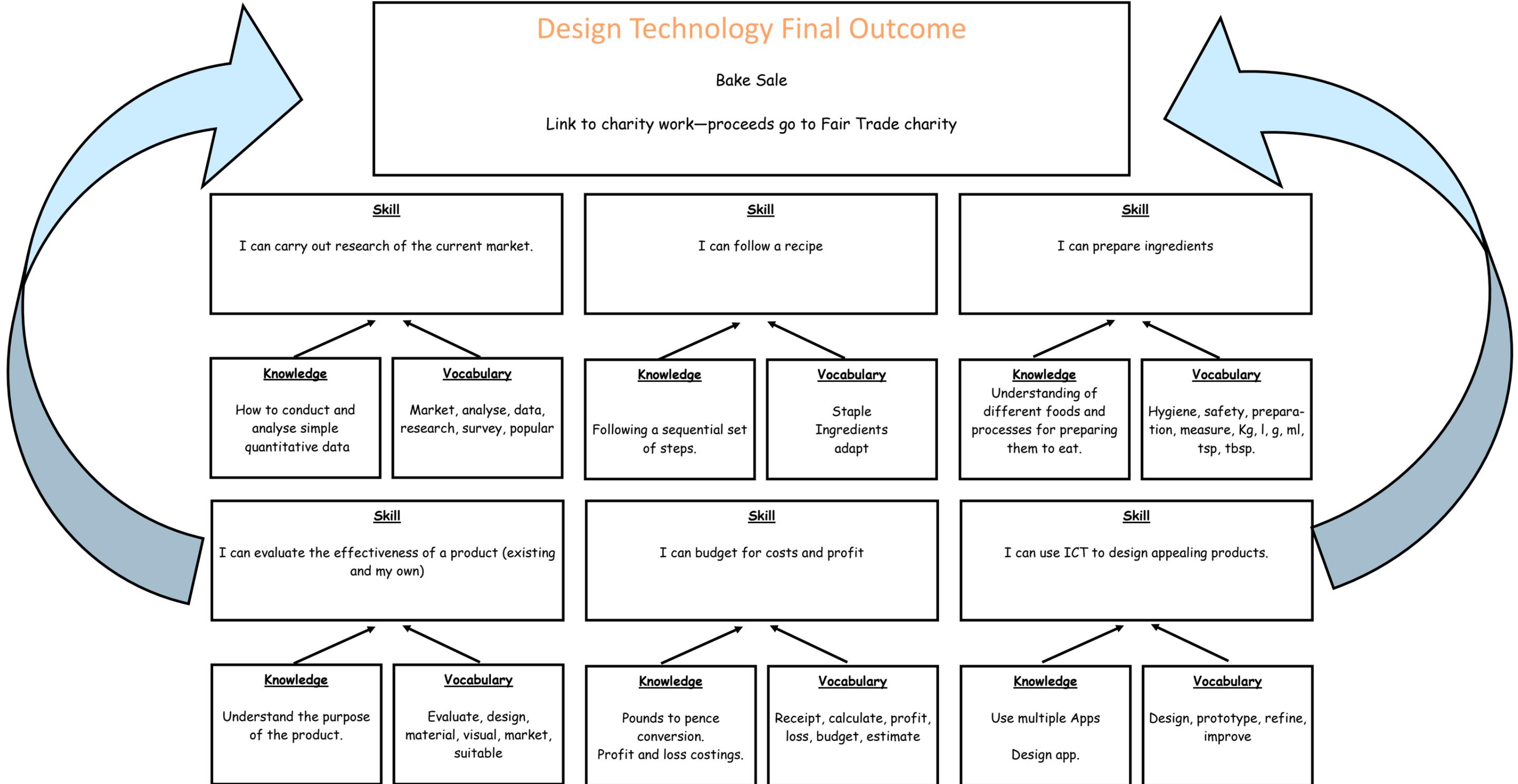
Design and Technologists

As Design Technologists we will create pudding recipes using fair trade products such as bananas, chocolate, sugar and coffee. We will research the fair trade products that are already made then make a new product for market (E.g. banana bread or chocolate brownies.) We will design the packaging for the product creating a 3D design. We will then produce an advertising campaign using persuasive writing and technology. We will present this information to parents and encourage them to buy our fair trade products in a fair trade fair.

**Design Technology Final Outcome**

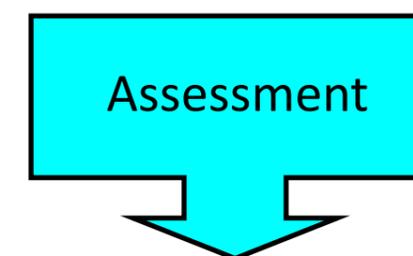
Bake Sale

Link to charity work—proceeds go to Fair Trade charity





# Design Technology



Objective	Emerging	Expected	Exceeding
To master practical skills	<p><b>Food</b></p> <p>Cut, peel or grate ingredients safely and hygienically.</p> <p>Measure or weigh using measuring cups or electronic scales.</p> <p>Assemble or cook ingredients.</p>	<p><b>Food</b></p> <p>Prepare ingredients hygienically using appropriate utensils.</p> <p>Measure ingredients to the nearest gram accurately.</p> <p>Follow a recipe.</p> <p>Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</p>	<p><b>Food</b></p> <p>Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).</p> <p>Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</p> <p>Demonstrate a range of baking and cooking techniques.</p> <p>Create and refine recipes, including ingredients, methods, cooking times and temperatures.</p>
To design, make, evaluate and improve	<p>Design products that have a clear purpose and an intended user.</p> <p>Make products, refining the design as work progresses.</p>	<p>Design with purpose by identifying opportunities to design.</p> <p>Make products by working efficiently (such as by carefully selecting materials).</p> <p>Refine work and techniques as work progresses, continually evaluating the product design.</p>	<p>Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</p> <p>Make products through stages of prototypes, making continual refinements.</p>
To take inspiration from design throughout history	<p>Explore objects and designs to identify likes and dislikes of the designs.</p> <p>Suggest improvements to existing designs.</p> <p>Explore how products have been created.</p>	<p>Improve upon existing designs, giving reasons for choices.</p>	<p>Ensure products have a high quality finish, using art skills where appropriate.</p> <p>Evaluate the design of products so as to suggest improvements to the user experience</p>

National Curriculum Links Music

**NC1:** To play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression

**NC2:** To improvise and compose music using the inter-related dimensions of music separately and in combination

**NC3:** To listen with attention to detail and recall sounds with increasing aural memory

**NC4:** To use and understand the basics of staff and other musical notations

Music

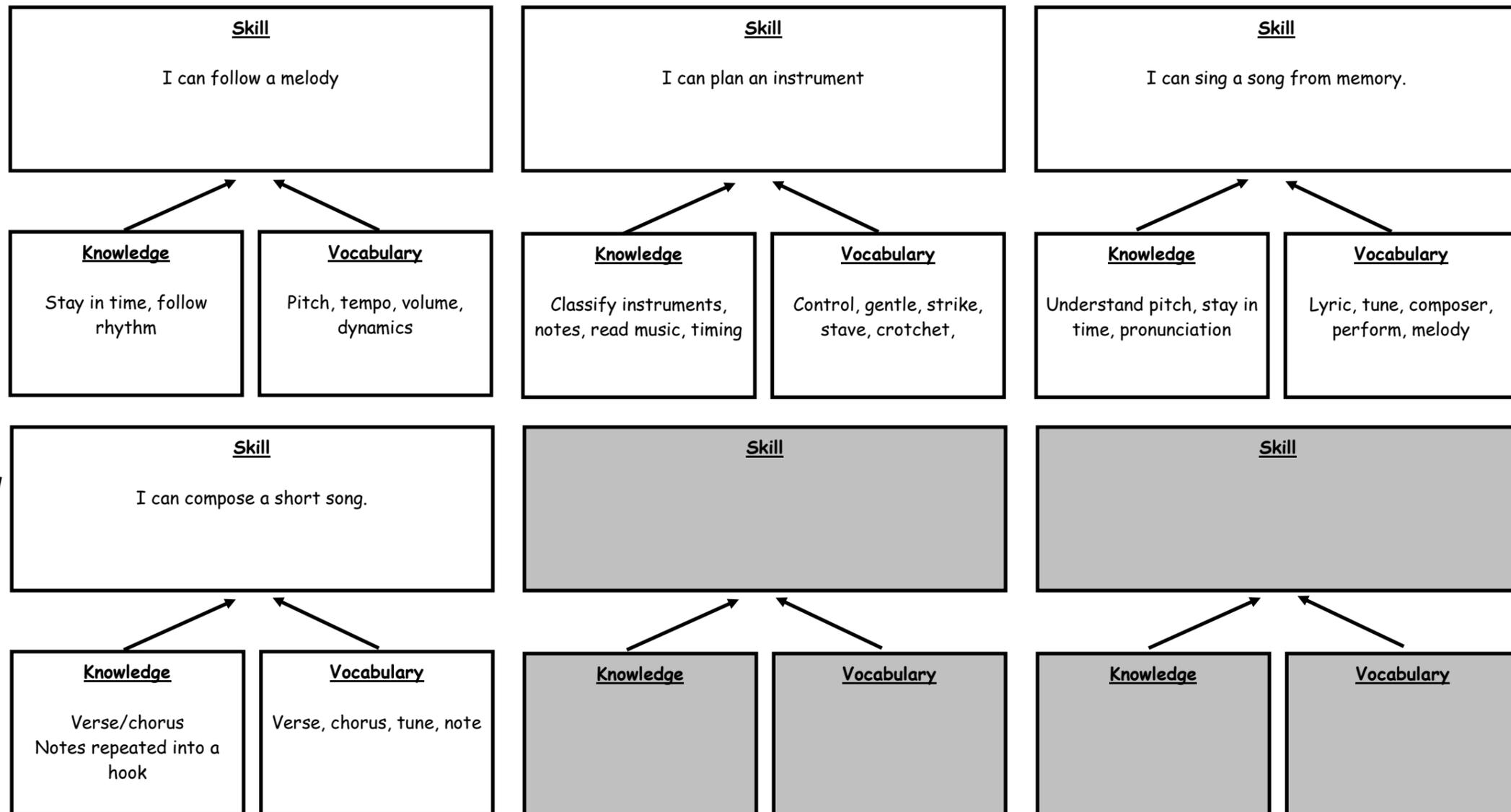
(Yr3) Unit Title: Three Little Bird/Dragon Song

(Yr4) Unit Title: Stop!/Lean on Me

As Musicians we will explore different music and musical styles/instruments. We will learn to listen to each other as we play as an ensemble. We will listen to the way that composers create feelings within a piece. We will sing together and learn how to listen to each other. We will play instruments and learn about different genres of music.

**Music Final Outcome**

Small performance to alternate class.  
Year 4 - Violin concert to school.





# Music

## Assessment

Objective	Emerging	Expected	Exceeding
To perform	<p>Take part in singing, accurately following the melody.</p> <p>Follow instructions on how and when to sing or play an instrument.</p> <p>Make and control long and short sounds, using voice and instruments.</p> <p>Imitate changes in pitch.</p>	<p>Sing from memory with accurate pitch. Sing in tune.</p> <p>Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice.</p> <p>Play notes on an instrument with care so that they are clear. Perform with control and awareness of others.</p>	<p>Sing or play from memory with confidence. Perform solos or as part of an ensemble. Sing or play expressively and in tune. Hold a part within a round.</p> <p>Sing a harmony part confidently and accurately. Sustain a drone or a melodic ostinato to accompany singing. Perform with controlled breathing (voice) and skilful playing (instrument).</p>
To compose	<p>Create a sequence of long and short sounds. Clap rhythms.</p> <p>Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases.</p>	<p>Compose and perform melodic songs. Use sound to create abstract effects. Create repeated patterns with a range of instruments. Create accompaniments for tunes. Use drones as accompaniments.</p> <p>Choose, order, combine and control sounds to create an effect. Use digital technologies to compose pieces of music.</p>	<p>Create songs with verses and a chorus. Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices, including melody, rhythm and chords. Thoughtfully select elements for a piece in order to gain a defined effect. Use drones and melodic ostinato (based on the pentatonic scale). Convey the relationship between the lyrics and the melody. Use digital technologies to compose, edit and refine pieces of music.</p>
To transcribe	<p>Use symbols to represent a composition and use them to help with a performance.</p>	<p>Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p>	<p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Read and create notes on the musical stave. Understand the purpose of the treble and bass clefs and use them in transcribing compositions. Understand and use the # (sharp) and b (flat) symbols. Use and understand simple time signatures.</p>
To describe	<p>Identify the beat of a tune Recognise changes in timbre, dynamics and pitch</p>	<p>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings.</p>	<p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context. Describe how lyrics often reflect the cultural context of music and have social meaning.</p>

National Curriculum Links P.E

NC1: To use running, jumping, throwing and catching in isolation and in combination  
NC2: To play competitive games, modified where appropriate  
NC3: To perform dances using a range of movement patterns  
NC5: To compare their performances with previous ones and demonstrate improvement to achieve their personal best.

PE

We will develop different ways of moving through practising our dance and gymnastic skills.  
We will put together a short performance to showcase to our parents or another class.  
In tennis we will learn to hit the ball accurately, catch and how to hold a tennis tournament.

Skill

I can hit a ball with a forehand shot

Skill

I can throw and catch with one hand

Skill

I can return a serve/shot

Final Outcome

Play a tennis rally.

Knowledge

How to hold a racket, To throw a ball up, how to hit a moving ball

Vocabulary

Forehand  
Grip  
Follow through

Knowledge

Catch with two hands, close hand on ball

Vocabulary

Hand-eye coordination, technique

Knowledge

Correct grip, technique of a shot, movement

Vocabulary

Grip, let, serve, return

Skill

I can copy dance moves

Skill

I can create my own dance moves

Skill

I can perform in time with a group.

Final Outcome

Perform a dance piece to alternate class.

Knowledge

Space, understanding of warm up/cool down, keeping the beat/rhythm

Vocabulary

Warm up, cool down, energy, rhythm, timing

Knowledge

Develop moves, work as a team/individual

Vocabulary

Beat, rhythm, speed, patterns, movement

Knowledge

Performance of routine

Vocabulary

Performance, audience, timing



# PE



Emerging	Expected	Exceeding
<p><b>Dance</b></p> <p>I can move to music I can copy dance moves I can perform my own dance moves I can make up a short dance I can move safely in a space.</p> <p><b>Gymnastics</b></p> <p>I can make my body curled, tense, stretched and relaxed. I can control my body when travelling and balancing. I can copy sequences and repeat them. I can roll, curl, travel and balance in different ways.</p> <p><b>Tennis</b></p> <p>I can throw under arm I can hit a ball with a racket I can move and stop safely I can throw and catch with both hands</p>	<p><b>Dance</b></p> <p>Take the lead part when working with a partner in a group. Use dance to communicate a idea</p> <p><b>Gymnastics</b></p> <p>Work in a controlled way Include change of speed and direction Include a range of shapes Work with a partner to create, repeat and improve a sequence with at least three phases.</p> <p><b>Tennis</b></p> <p>Catch with one hand. Throw and catch accurately. Hit a ball accurately with control. Vary tactics and adapt skills depending on what is happening in a match.</p>	<p><b>Dance</b></p> <p>Compose my own dances in a creative way. Perform to an accompaniment. To show clarity, fluency, accuracy and consistency.</p> <p><b>Gymnastics</b></p> <p>Make complex extended sequences Combine action, balance and shape. Perform consistently to different audiences.</p> <p><b>Tennis</b></p> <p>Pass in different ways. Use forehand and backhand with a racket. To field To choose a tactic for defending and attacking. To use a number of techniques during a game.</p>

<p><b><u>Spring 1</u></b></p> <p><b>Year 3 - Gymnastics/Dance</b></p> <p><b>Year 4 - Gymnastics/Dance</b></p>	<p><b><u>Spring 2</u></b></p> <p><b>Year 3 - Tennis</b></p> <p><b>Year 4 - Tennis</b></p>
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LKS2

# Computing

Assessment



## National Curriculum Links Computing

NC12 - 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

NC13 - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

## Computing - Bring it to Life

Overview: As digital creators we will develop the skills, knowledge and strategies to help us create stop motion animations. As animators we will use lego or other building toys along with the app 'I can animate' to create a short animation of a scene from Charlie and the Chocolate Factory. We will then use the app 'Word Swag' to create an opening graphic for our clip. Once we have created all of our content, iMovie will be used to bring it all together and add sound effects. Our completed animations will be shared on Seesaw and Twitter to allow us to receive feedback from a real-life audience.

### Skill

I can plan a simple animation.  
(Information Technology)

### Skill

I can take a series of pictures to form an animation.  
(Information Technology)

### Skill

I can combine graphics, video, text and sound to present an animation.  
(Information Technology)  
  
(Computer Science)

### Knowledge

- Understand the term 'stop motion animation' and that it is a series of images played to show movement.
- Know that stop motion animation requires several images to show small steps of movement.
  - Have a secure knowledge of the story which will be recreated in the animation.

### Vocabulary

- Plan
- Stop motion animation
  - Scene
  - Frame
  - Graphic
  - Sound effect

### Knowledge

- Know how to use the app 'I can animate'.
- Understand that only the objects in the animation can be in shot at any time.
- Understand that the camera must remain in the same position (it is the objects that move).
- Understand the impact lighting and shadows have on an animation.

### Vocabulary

- Background
- Angle
- Stage
- Shot
- Light
- Shadows

### Knowledge

- Know how to use the app 'Word Swag'.
- Know how to organise content in the app 'iMovie'.
- Know how to add sound effects in 'iMovie'.
- Know how to export completed clips from 'iMovie' and how these can be shared.

### Vocabulary

- Graphic
- Sound effect
- Audience
- Video
- Animation
- Export/share

## Final Outcome

We will produce stop start animations which recreate an iconic scene from Charlie and the Chocolate Factor using lego or other building toys. Our animations will then be shared with the wider community to gain real-life feedback.





# Other Curriculum Elements



## Enterprise drivers

E3 Negotiating and influencing

E4 Effective communication

E10 Leadership

E12 Financial Literacy

To make chocolate and cakes from fair trade products and sell to the local community.

## British Values and SMSC

Looking at the social and cultural issues of fair trade and the impact on the communities where fair trade is happening. How is this contrasted in the areas where there is no fair trade? Look at the moral implications of this.

## RE

Year 3 - Jesus' Miracles (Christianity)

Could Jesus heal people? Were these miracles or is there some other explanation?

Year 4 - Passover (Judaism)

How important is it for Jewish people to do

## Jigsaw PSHE

### Dreams and Goals

To talk about how it feels to succeed in a new challenge and how to celebrate this

### Healthy Me

To talk about my amazing body and how I need to keep it healthy