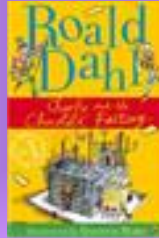




## Skills

Communicate clearly
Collaborate with others
Apply knowledge to new situations
Make judgements and decisions
Ask questions
Solve problems
Metacognition
Reflect
Adapt to change
Manage goals and time
Take risks
Self-direct learning
Persist despite setbacks
Be curious
Manage projects
Guide and lead others
Access and evaluate information
Analyse media
Create media products
Apply technology effectively
Perform in front of a group
Use tier 2 and tier 3 vocabulary

## Linked Text: Charlie and the Chocolate Factory



## Linked Art: Quentin Blake / Henri Rousseau



### Curriculum Learners

- ❖ **As geographers**, understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. We will study human geography, looking at the types of settlements and land use as well as economic activity including trade links. (Study the Rainforest, the tribes who live there, trade links, and locate major rivers in the world and compare to rivers in the UK) We will use maps, atlases, digital/computer mapping and globes to locate countries and describe their features. We will identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and the Tropics.
- ❖ **As artists**, we will learn about great artists and improve our mastery of art and design technique (including drawing and painting) using different media.
- ❖ **In DT as chefs**, we will understand and apply the principles of a healthy and varied diet. We will prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. We will understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.
- ❖ **In DT as mechanics**, we will use appropriate mechanisms (such as levers, winding mechanisms, pulleys and gears) to make a packing machine for chocolates.

## Key concepts

History	Geography
trade	land use
legacy	sustainability
kingdom/empire	climate

### Supplementary Documents

Knowledge Organiser – Scrumdiddlyumptious  
 Science MTP- Animals including Humans and States of Matter  
 Science Knowledge Organiser – Animals including Humans and States of Matter  
 History and Geography Key Questions and Concepts  
 Knowledge Organiser – Year 4 Art  
 Purple Mash Planning Materials  
 PE MTP

### Spaced Retrieval of Prior Learning

Y3 – Back to the 80s  
 Y4 – Scavengers and Settlers  
 Y1 and Y2 Combined Quiz

### Additional Curriculum Learners

- ❖ **As musicians**, we will compose music that has a recognisable structure and play a piece with melody, chords, bass and rhythm parts
- ❖ **As explorers of faith**, we will study Unit 4.2 Saints and Heroes
- ❖ **In computers**, we will use Purple Mash to study 4.3 spreadsheets and 4.6 animation
- ❖ **As linguists**, we will read and write short phrases and Pronounce words showing a knowledge of sound.
- ❖ **As physically active pupils**, we will develop skills in Dance and Throwing/Catching
- ❖ **As explorers of relationship education**, we will explore How can our choices make a difference to others and the environment? How can we manage risk in different places? What is important to me? **SMSC -Values**

### Tier 2 Vocabulary

appreciate aspect authority available consumer divulge detect definite domestic emphasis expose exceed finance guarantee indicate originate particular perceive plausible prohibit relevant rely require rotate rote strategy typical

### Hook Event

Explore the magical world of chocolate, taste testing chocolate (like the professionals), making chocolate creations, history of chocolate. Art work using chocolate bar wrappers.

### Enrichment

NAPA  
 Weekly ukulele/glockenspiel lessons