

Year 3/4 – Cycle A- Summer

Chocolate

CHRISTIAN VALUES: 'LIFE'

LOVE, INTEGRITY, FORGIVENESS, QUALITY

A study of the Mayans. Were they the first writers, mathematicians and stargazers? What did they tell us about these things that are still true today? Children will gain a deeper understanding of the Mayan civilisation and its contrast with Britain at that time. We will explore who the Mayans were, where they lived and what was important to them (including chocolate). Children will learn about the different historical artefacts, developing their explanation and understanding of reliable sources, whilst also having an opportunity to recreate significant items common during this period. Children will consider the manufacture of chocolate in the modern day, the impact on the environment, sustainability, exploitation and the injustices of those farmers who harvest and sell cocoa. They will consider the impact of 'Fairtrade' and whether it has brought justice to the farmer. 'Should others suffer for our love of Chocolate?' 'What can we do to make a change?' Children will create their own Mayan art using clay and clay tools to add patterns and lines in a similar style.

Big Question: What effect do we have on our environment? Is it fair?

SMSC: Window moment: Looking outwards at the world & appreciating its wonders- both the awful and the 'awe-ful': Pupils' will explore and appreciate the beauty and power of different light sources and how they create reflections, shadows and patterns.

Rich Texts

The Firework-Maker's Daughter by Philip Pullman

The Tempest by Shakespeare

The Story of the Big Blue Planet by Andri Snaer Magnason.

Our Learning Values: 'REACHING'

The children will:

- . **R**esponsibility - be in control of their own learning,
- . **E**valuative - evaluate what they have done and make changes if they need to
- . **A**mbitious - always want to do my best to reach my goals.
- . **C**ollaborative - work with others, sharing my strengths and ideas.
- . **H**ardworking - strive to do their best in all they do
- . **I**ndependent - find and use what I need to help me.
- . **N**imble-minded - be open to new ideas and ways of doing things.
- . **G**ritty - have a go and persevere especially when I find it difficult or don't enjoy it.

As Readers & Writers we will:

- Write an opening to a book based on key information about the story.
- Explore traditional & modern elements within a story.
- Compare a playscript version of the story with the original text.
- Explore character's thoughts & actions through drama.
- Explore & use different techniques to create tension & character through our own quest story.
- Explore how description can be chosen to create a specific mood, & write our own setting description creating a sense of wonder.
- Write our own fantasy narrative in our own distinct setting.
- Understand the story of Shakespeare's *The Tempest*, the main characters & some Shakespearean language.
- Compare & contrast different fantasy poems.
- Write our own fantasy poem based on a conversation between mythical creatures.

As Mathematicians we will:

Year 3:

- Become familiar with an increasing range of shapes, describe their properties & draw them accurately.
- Recognise that angle is the amount of turn.
- Develop our estimation skills using standard measures.

Year 4:

- Become familiar with a wider range of 2D & 3D shapes, know the correct names of these & refer to their properties.
- Classify shapes & understand that shapes can belong to more than one classification.
- Understand that the smaller the unit of measure, the greater the number of units needed to measure.

As Historians we will:

- Describe where & how the Maya civilisation lived, focusing on the importance of food & religion.
- Reflect upon & explain why the Maya civilisation was so successful.
- Analyse evidence & theorise as to why the Maya civilisation died out.

As Geographers we will:

- Consider how the position of a country in the world affects how much light it receives.
- Explore how the Mayans made use of natural resources and the importance of maize and chocolate to their survival, trade and economy.
- Consider possible reasons why the Mayan civilisation died out and the impact of possible natural disasters.

As Scientists we will:

Light:

- Understand that there must be light for us to see & that without light it is dark.
- Learn that light comes from a source.
- Understand that we need light to see things, even shiny things.
- Understand that transparent materials let light through them & opaque materials don't let light through.
- Explore the idea that beams of light bounce off some materials (reflection).
- Understand that shiny materials reflect light beams better than non-shiny materials

Electrical circuits

- Learn that a source of electricity (mains or battery) is needed for electrical devices to work.
- Understand that a complete circuit is needed for electricity to flow & devices to work.
- Understand that electricity sources push electricity round a circuit, & that more batteries will push electricity faster.
- Learn that some materials allow electricity to flow easily & these are called conductors & materials that don't allow electricity to flow easily are called insulators.
- Understand that devices work harder when more electricity goes through them

As British & Global Citizens we will:

- Consider equality & fairness by discussing & learning about Fairtrade

Computing: Children will learn to open and send attachments through email. They will consider the relevance of information when browsing the internet and search for an image, copy and paste it into a document. E-safety – children will learn the importance of keeping personal information private online and how to respond when asked online for personal information.

RE:

This term, we will be learning about the concept of 'identity' and why this is important within different religions. We will also explore how Christians and Jews describe God, discussing similarities and differences. The children will also build on their knowledge and understanding of the Trinity.

Art and DT:

The children will research Mayan Art and create their own from clay in a similar style. We will also experiment with a range of tie-dye methods to change the colour of fabric. The children will have an opportunity to create packaging for a chocolate bar, using computer-aided design programmes to experiment with colours, keeping their target buyer in mind.

MFL:

This term our French lessons will continue to link to our topic of chocolate by discussing different types of food. We will develop our vocabulary to describe different foods in both our own culture and different countries. We can also discuss whether we like or dislike a food and develop our ability to say why. For example, it is too bitter or too sweet. We will apply what we have learnt to have short conversations and understand masculine and feminine words, using le, la, les appropriately.

PE/GAMES:

Cricket: We will understand the techniques of bowling and batting and applying them to adapted game situations.

Gymnastics: We will create and perform matching/ mirroring sequences and evaluate. We will also perform different rolls with some control and use these to travel.

Athletics: We will learn specific techniques for running and how to time, measure and score different athletic activities.

Tennis: We will learn forehand and backhand shots and how to serve the ball correctly.

MUSIC: The children will have the opportunity to explore the music of the Ancient Mayan civilizations. They will listen to a sample of their music discussing the instruments that were used and the effects the music had on the society. They will consider the importance and purpose of music within the civilization. Using classroom instruments they will be able to create their own compositions. They will also record their piece in graphic notation- in a way that the Mayans might have recorded it themselves! They will also continue with the Listen 2 Me programme run by Hampshire Music Service.

RSHE: This term we will be focusing what makes a community. We will look at how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups; what is meant by a diverse community; how the community can help and support people; how to respect people that may live differently to them. They will also focus on their own strengths, skills and interests. We hope to develop children's self-worth by identifying positive things about themselves and their achievements. As well as how they can manage set-backs, learn from mistakes and reframe unhelpful thinking.