



Explore, Inspire, Enrich

Long Term Plan Cover Page- Curriculum Classes

What it means to be...

A Communicator- Communicate effectively, make choices, listen to and read stories for pleasure, recognise different styles of writing, understand and interpret the world around them, apply skills to real life (reading/ writing lists, recipes, application forms etc.)

A Mathematician- Problem solvers, understand cause and effect, compare, apply skills to real life (financial literacy, money management etc.)

A Scientist- Explore, investigate, anticipate, predict, question, theorise, experiment, be inspired, be curious, have realisation of the world around them

A Geographer- Recognise familiar places, know that there are places beyond their home, family and Hull, understand how to get to a desired location, gain independent travel skills

A Historian- Know their personal history and their family, know famous historical event and places, understand time passing, anticipate future events, be aware of key figures throughout history, begin to have a concept of old and new, explore local historic venues

Creative- Be immersed in colours and music, express themselves through different mediums, gain enjoyment from the creative efforts of others

Physically active and engaged- Have changes of position, maintain an active lifestyle, participate in a variety of activities and sports, keep healthy, become a team player, be tacticians and referees

Empowered- Celebrate achievements, set goals, respect each other, be healthy, know about different types of relationships, understand how to keep safe, seek help, emotional literacy, career awareness, engage in activities that promote emotional regulation (PSHE & RSE)

... at Frederick Holmes School

Year 3 Autumn Key Stage 3/4

Theme: Dreams and Imagination

Topic: Chocolate



English Core Text

Higher level text: Charlie and the Chocolate Factory (Roald Dahl)

One miraculous moment changes Charlie Bucket's life forever. A boy who only gets to eat cabbage soup for breakfast, lunch and dinner finds a Golden Ticket that will take him into Willy Wonka's magical chocolate factory.

Lower level text: Small Knight and George and the Royal Chocolate Cake (Ronda Armitage)

Small Knight and George the Dragon are off on quest - to rescue the world's biggest chocolate cake that's been stolen in the night by some cheeky robber-brigands. But will the wild and hungry robber-brigands give up the cake without a fight? They will if someone invites them to the royal party so they can join in all the fun.

Supplementary texts:

Fiction- Bitter Chocolate (Sally Grindley) HIGHER LEVEL

Non-fiction- Fair Trade. Explore! (Jillian Powell)- specific chapter on chocolate as well as other products.

Poetry- Chocolate (Mark Ronson)

Genres to be covered:

*Expository: Recipes

*Narrative: Story (including storyboards, narrative stories, comic strips, speech bubbles, etc.)

*Persuasive: Advertising (including posters, leaflets, reporting for film, radio etc)

Science (Animals including Humans/ Plants)

Suggested learning: Animals and humans- healthy lifestyle

Teeth and the digestive system

The science of chocolate- temperature (heating and cooling)

Cocoa beans- what do seeds need to grow?

Practical Action STEM Project: Yummy Yoghurt Makers

Foundation knowledge: Growth of animals. Why do seeds need warmth, water and nutrients?

Next steps: Know the functions of different teeth. Know the ways in which nutrients and water are transported within humans.

Design Technology

Suggested learning: Make food advertisements and packaging for a chocolate bar. Follow recipes to create a range of chocolate flavours/ chocolate cakes, brownies, cookies etc. Link to WRL for the Christmas Fair sales

Foundation knowledge: Design a food product i.e. decorating a biscuit

Next steps: Know how to prepare a dish by combining foods/ingredients. Know how to be both hygienic and safe when using food. Know the difference between sweet and savoury dish.

Maths (Global Entrepreneurship Week in late autumn)

Number & Place Value: Counting in steps (forwards and backwards)

Addition & Subtraction: Mental calculations, inverse

Measures & Geometry: Length, mass and capacity (+ time), including tally charts

Curriculum Links Outlined on FHS Maths Progression Document

Geography

Suggested learning: Where are the Oompa Loompa's from? What real place does it sound like?

West Africa- where is chocolate grown? Climate. Fair Trade. (Bitter Chocolate and non-fiction supplementary texts)

Foundation knowledge: Describe environments using non-fiction books

Next steps: Know features of hot places, understand location in relation to the equator.

Creative Arts

Suggested learning: Create portraits/ pictures of the different characters in the story e.g. Willy Wonka, Oompa Loompa, Charlie
Create a picture/ layout of the chocolate factory.

Foundation knowledge: Experimenting mixing colours together

Embellishing/ combing with different media. Create their own music

Next steps: Refine ideas by adding other marks and colour.

PSHE

School council elections
14-19 College Meetings

Jigsaw

Being Me in My World

Celebrating differences

Computing

Suggested learning: Chocolate Advertisements for Willy Wonka/ Presentations about a new chocolate bar to WW/ OLs

Foundation knowledge: Selects and uses age-appropriate equipment for a specific purpose

Next steps: Use keywords to effectively complete web searches.

RE

Suggested learning: Harvest, Remembrance, Christmas, Diwali, Hanukkah

Different cultures/ celebrations