

Dear Parents/ Carers,

Please find below information about what your child is learning this term- we call it a 'Knowledge Organiser' for our new Connected Curriculum. The last section of the Knowledge Organiser offers ideas of how adults can support children at home and gives information about homework.



Please speak to your child's class teacher if you have any questions.

Knowledge Organiser for Y4 unit: Should we stop eating chocolate?

Knowledge to be secured (What do learners need to know and understand?)

Science

- They will compare and group materials together, according to whether they are solids, liquids or gases.
- They will observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)

Geography

- They will learn where cacao (cocoa) trees grow?
- They will learn about the origins of chocolate.

History

- They will learn about the history of chocolate,
- They will learn about the Mayan civilisation and their discovery and production of the original chocolate products.

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- They will do market research to find out what chocolate products are already available?
- They will research why some chocolate products are more popular than others. eg. is it the shape, ingredients or packaging?
- They will research when most chocolate is eaten e.g. as part of a meal or as a snack?
- They will design and make a prototype for a new chocolate product.
- They will analyse and design their own packaging.
- They will evaluate their final product.

Skills to be secured. Learners will know how to...

- Make and present the chocolate product and wrapping they have produced with an advertising campaign.

Terminology and vocabulary we will be using:

Scientific enquiry

Solids, liquids, gases, reversible, irreversible, temperature, market research, products, packaging, ingredients, prototype, design, analyse, evaluate, compare, report, present, data, explore, predict, classify, evidence, observe, identify, differences/similarities/changes, describe, measure, record, interpret, results, conclusion.

Suggest improvements.

Spelling patterns we will be looking at in Fast Spelling/Phonics sounds:

g gu c <ch> sh <ch> s sc

forward, forwards, fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest island, knowledge, learn, length, library, material, guard, guide, scheme, school, chorus, chemist, chalet, science, scene, discipline, disciple,

Links to other areas of learning/the curriculum

English

- Discussion: Should we stop eating chocolate?
- Recite a chocolate poem.

<ul style="list-style-type: none"> • They will make a final decision about ‘Should we stop eating chocolate?’ and present/display the materials from their research findings. 	<ul style="list-style-type: none"> • Write an informative text. • Instructions - write a recipe for their chocolate product and illustrate. <p><u>Geography</u></p> <ul style="list-style-type: none"> • Where cacao trees grow- location maps • Physical and human geography • Destruction of the rain forest • Interdependence and fair trade from cocoa beans to chocolate bars <p><u>History</u></p> <ul style="list-style-type: none"> • The story of chocolate.
<p><u>The journey...</u> The children will learn about the history and properties of chocolate, both physical and nutritional. They will design and make their own chocolate product and package it and present it as in a business venture.</p> <p><u>Agreed outcomes...</u></p> <ul style="list-style-type: none"> • Presentation of the chocolate product and wrapping they have produced with advertising campaign. • Final decision about ‘Should we stop eating chocolate?’ and presentation/display materials from research findings. 	<p><u>Planned or possible experiences, visits or visitors</u></p> <p>Chocolate workshop. Visit to a chocolate making company. Making their own chocolate.</p>
<p><u>Ways parents/ carers can support/ Homework</u></p> <ul style="list-style-type: none"> • Find five food labels showing different countries of origin. Bring to school and locate places on large world map, • Market research - conduct market research amongst family as to their preferred chocolate product. • Design a poster explaining scientifically why hands should be washed before handling food. Use the word micro-organisms. • TV advertisements - look out for TV advertisements for chocolate to see how content is organised. Do they like the advert? Why? Time the length of advertisements, thinking of their own commercials. • Teach a parent/carer three things they have learned about chocolate. Ask parents/carers to send a note saying what they have been taught. • We do not do weekly spelling or multiplication tests, we do something called Fast Spelling & Fast Maths, which involves regular targeted practice in class. Please support your child with learning the words and sounds listed on this knowledge organiser and ensuring your child knows their multiplication tables up to 12 x 12 with rapid recall. <p>During this school year please help your child to achieve the following five challenges – they could be recorded in reading records or by photograph and sent into school: Explore a cave. Walk through a forest. Swim outside. Learn to sew on a button. Go hiking.</p>	

