

# Unit planner: Have you got a golden ticket?

Weeks: 10

<p><b>Key Concepts:</b> Poverty, friendship, equality, belonging, right and wrong</p>	<p><b>Intent:</b> To understand our bodies and how food is needed to fuel them. To understand produce (chocolate) and what goes into create products. To understand how medical advances have changed over time.</p>	
<p><b>National Curriculum Statements (Target Tracker)</b></p>	<p><b>Starter:</b></p>	
<p><b>Pupils will be taught to -</b></p> <p><u>Science</u> Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support his/her findings. Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.</p> <p><u>Art</u> Draws familiar objects with correct proportions Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. Use taught technical skills to adapt and improve his/her work.</p> <p><u>DT</u> Read and follow recipes which involve several processes, skills and techniques. Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience. Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user.</p>		<p><b>Key Vocabulary:</b></p>
	<p><b>Subject: D&amp;T</b></p>	
	<p>Can I design a chocolate bar for a chocolate factory? Can I create a recipe for a chocolate bar? Can I create a chocolate bar?</p>	<p>Recipe Cook Ingredients Taste</p>
	<p><b>Subject: Art</b></p>	
	<p>Can I create a poster to advertise a chocolate bar? Can I create packaging for a bar of chocolate?</p>	<p>Design Logo</p>
	<p><b>Subject: Music</b></p>	
	<p>Can I create a jingle to promote my new chocolate bar? Can I use notations to record compositions?</p>	<p>Compose Evaluate</p>
	<p><b>Subject: PSHE/ History</b></p>	
	<p>Can I understand who Joseph Lister is and why he is famous? Can I understand how medicine has evolved over time? Can I understand the effects of drugs? Can I understand how to look after my skin, hair and teeth? (Create an adobe video about routines) Can I research Mary Seacole and Florence Nightingale and understand how they kept people healthy?</p>	<p>Balanced diet Medicine Hazard Risk Self-care Hygiene Sanitation</p>
	<p><b>Subject: Geography</b></p>	
<p>Can I create an ordinance survey using symbols and keys? (Chocolate Flavours) Can I use fieldwork to record and present their findings of local area? (To see if there is space to build a chocolate factory)</p>	<p>Ordinance Collecting data Field work Questioning</p>	
<p><b>Subject: Science</b></p>		
<p><b>Animals Including Humans</b> Can I understand the simple functions of the digestive system? Can I write an explanation text about the digestive system? Can I make a model of part of the digestive system? Can I make replicas of my teeth using playdough? Can I take part in an experiment to see how teeth are damaged? Can I understand the different functions of teeth? Can I understand the different teeth carnivores and herbivores have? Can I create the food chain where humans are involved? Can I label food chains?</p> <p><b>Sound</b> Can I investigate patterns between volume of sound and the strength of the vibrations? Can I explore how sound is made and vibrations travel? Can I plan and evaluate an investigation about pitch? (Does the size of the object change the pitch of the object?) Can I understand how sound waves travel to the ear? Can I plan and make conclusions about an experiment? (experiment about sound and distance)</p>	<p>Healthy/ balanced diet Digestive system Teeth Molars Incisors Canines Nutrition Oesophagus Stomach Intestines Faeces</p> <p>Vibrations Travels Sound waves Pitch Volume Distance Source</p>	

<p><u>Geography</u> Explore features on OS maps using 6 figure grid references. Draw accurate maps with more complex keys. Plan the steps and strategies for an enquiry. Demonstrate knowledge of features about places around him/her and beyond the UK.</p> <p><u>History</u> Use historic terms related to the period of study. Use sources of information in ways that go beyond simple observations to answer questions about the past. Use a variety of resources to find out about aspects of life in the past. Understand that sources can contradict each other. Communicate his/her learning in an organised and structured way, using appropriate terminology.</p> <p><u>Music</u> Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate. Play and perform in solo or ensemble contexts with increasing confidence. Develop an understanding of formal, written notation which includes minims and quavers.</p> <p><u>PSHE</u> Know what is meant by the term 'habit' and why habits can be hard to change Know which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others Know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers Know how their body will, and their emotions may, change as they approach and move through puberty Begin to understand facts about reproduction</p>	<p><b>Subject: SRE</b></p> <p><b>Growing and Changing</b> Can I explore the human life cycle? Can I the main stages of the human life cycle?</p> <p><b>Puberty</b> Can I understand the basic facts about puberty? Can I understand some of the changes that happen during puberty?</p> <p><b>Changes and Reproduction</b> Can I begin to understand how puberty is linked to reproduction? Can I understand the physical and emotional changes that may occur during puberty? Can I understand that children change into adults so they are able to reproduce?</p>	<p>Growing Changing Male/ female Similarities Differences Private Personal space Puberty Reproduction Voice deepens Mood swings Hormones</p> <p><b>Published Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Diary entry (scrappy paper)</li> <li>• Newspaper report for a class article</li> <li>• Alternate chapter for a class book</li> <li>• Designing a chocolate wrapper</li> </ul>		
	<p><b>Text Types:</b></p> <ul style="list-style-type: none"> <li>• Adverts- create a factory job advert.</li> <li>• Setting Description- chocolate room.</li> <li>• Diary Entry- Charlie's feelings.</li> <li>• Newspaper Report- golden ticket.</li> <li>• Alternate Chapter- create a character and room.</li> </ul>	<p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>• Charlie and the Chocolate Factory</li> <li>• Bean to the Bar</li> </ul>	<p><b>Math Links:</b></p> <ul style="list-style-type: none"> <li>• Measure linked to cooking.</li> <li>• Data Handling- collecting and recording data.</li> </ul>	
	<p><b>Enrichment:</b> Trip to Cadbury's World.</p>			