Year 4 Unit Plan: Have you got a golden ticket? (13 weeks)

ROWLATTS MEAD PRIMARY ACADEMY

Intent:	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.	
Starter:	Ministry of Chocolate Workshop.	
Core Texts:	Charlie and the Chocolate Factory, Bean to the Bar.	
Key Concepts:	Poverty, friendship, equality, belonging, right and wrong.	
Outcome Pieces:	Diary entry (scrappy paper), Newspaper report for a class article, Alternate chapter for a class book, Designing a chocolate wrapper.	
Enrichment:	Ministry of Chocolate Workshop, Visit Leicester Cathedral.	
Subject Area:	**Statements:**	**Key Vocabulary:**
Science	**Animals Including Humans (continued)** • Can I describe the simple function of the basic parts of the digestive system in humans? • Can I identify the different types of teeth in humans and their simple functions? • 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? **States of Matter** • Can I compare and group materials together according to whether they are solids, liquids or gases? • Can I 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? • Can I identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature?	Digestive System, Nutrition, Oesophagus, Stomach, Intestines, Faeces, Teeth, Molars, Pre-Molars, Incisors, Canines Solids, Liquids, Gases, Evaporation, Condensation, Freezing, Boiling, Temperature, Reversible, Water Cycle, Compare, Observe, Group
	National Curriculum: *Pupils should be taught to:* • 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 • compare and group materials together, according to whether they are solids, liquids or gases • 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) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	
Geography	• Can I understand the role rivers play in the water cycle? • Can I understand the process of the water cycle? • Can I look at a variety of maps, symbols and keys to understand them? • Can I use my compass skills to identify different areas of the school?	Ordinance, Collecting Data, Field Work, Questioning

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	• Can I design a map for my own chocolate factory (using the school grounds)?		
	National Curriculum:	*Pupils should be taught about/to:* • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	
History	• Can I understand the history of chocolate and how it is made? (through the Ministry of Chocolate Workshop)		
	National Curriculum:		
Design Technology	• Can I analyse existing chocolate products and discuss? • Can I create a recipe for a chocolate bar? • Can I create a chocolate bar? • Can I using sewing techniques to create Easter Bunnies?		Recipe, Cook, Ingredients, Taste
	National Curriculum:	*Pupils should be taught to:* • investigate and analyse a range of existing product • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	
Art	• Can I create packaging for a bar of chocolate? • Can I explore bubble writing? • Can I use Publisher to create a design?		Design, Logo
	National Curriculum:	*Pupils should be taught:* • create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	
Music	• Can I use Melody Maker/Chromelabs to record a melody? • Can I add lyrics to my melody? • Can I create a jingle to promote my new chocolate bar? • Can they use notations to record sequences of pitches? • Can they use notations to record compositions in a small group or on their own? • Can I perform my jingle? www.musiclab.chromeexperiments.com/Song-Maker		Compose, Evaluate
	National Curriculum:	Pupils should be taught to: • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • use and understand staff and other musical notation	
	• Can I understand how medicine has evolved over time?		Balanced Diet, Medicine, Hazard, Risk, Self-care, Hygiene, Sanitation

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<table>
<tr><td rowspan="2">PSHE (with History element)</td><td>• 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?</td><td></td></tr>
<tr><td colspan="2">National Curriculum: See PSHE Subject Leader Document.</td></tr>
<tr><td rowspan="2">Religious Studies (with PSHE element)</td><td>• Can I understand and explore the story of the Good Samaritan?
• Can I understand how to be a good friend and the qualities that are needed?
• Can I understand who my neighbour is? Link to Rosa Parks.
• Can I understand why Rosa Parks was important?
What can I learn from Rosa Parks?

• Can I using sewing techniques to create Easter Bunnies?
• Can I understand the importance of Easter to Christians?
• Can I understand what light represents in different religions? Signs and Symbols
• Can I take part in an Easter Production?</td><td>Morals, Traits, Friendships, Justice, Fair, Relationships, Debate</td></tr>
<tr><td colspan="2">National Curriculum: See SACRE Document.</td></tr>
<tr><td>Computing</td><td colspan="2">E-Safety – Project Evolve
Strand 5 – Managing Online Information
Strand 6 – Health, Wellbeing and Lifestyle
Strand 7 – Privacy and Security
Strand 8 – Copyright and Ownership
See Project Evolve Document.

NCEE Unit 3: Repetition in Shapes
<table><tr><td>To identify that accuracy in programming is important</td></tr><tr><td>To create a program in a text-based language</td></tr><tr><td>To explain what ‘repeat’ means</td></tr><tr><td>To modify a count-controlled loop to produce a given outcome</td></tr><tr><td>To decompose a program into parts</td></tr><tr><td>To create a program that uses count-controlled loops to produce a given outcome</td></tr></table>
NCEE Unit 4: Data Logging</td><td>Program, Turtle, Commands, Code, Snippet, Algorithm, Design, Debug, Logo Commands (see Glossary handout), Pattern, Repeat, Repetition, Count-controlled Loop, Value, Trace, Value, Decompose, Procedure

Data, Table (layout) , Input Device, Sensor, Data Logger, Logging, Data Point, Interval, Analyse, Data Set, Import, Export, Logged, Collection, Review, conclusion</td></tr>
</table>

	To explain that data gathered over time can be used to answer questions		
	To use a digital device to collect data automatically		
	To explain that a data logger collects 'data points' from sensors over time		
	To use data collected over a long duration to find information		
	To identify the data needed to answer questions		
	To use collected data to answer questions		

National Curriculum:	*Pupils should be taught to:* • *design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts* • *use sequence, selection, and repetition in programs; work with variables and various forms of input and output* • *use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs* • *select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information*

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Sequence of Lessons			
Lesson	**Learning Challenge**	**Outcomes**	**Key Concepts**
1. History/Science/Geography	Ministry of Chocolate Workshop Can I understand the history of chocolate and how it is made?	Pictures for Twitter	Curiosity
2. History/Science	Can I understand the history of chocolate and how it is made?	Double page spread about workshop	
3. Science	Can I describe the simple function of the basic parts of the digestive system in humans?	Label parts and explain function Green screen – Mr P	Curiosity
4. Science	Can I take part in an experiment to see how teeth are damaged? Observe and record over a week. Draw a conclusion.	Egg and coke diary with pictures Our Science Investigation Plan Photo and observation notes	Curiosity, Impact
5. Science	Can I identify the different types of teeth in humans and their simple functions? Can I create a salt dough mould of teeth? Can I create a healthy teeth poster?	Label teeth Mould of own teeth Poster	Curiosity
6. D&T	Can I analyse existing chocolate products and discuss? Tasting lesson. Can I create a recipe for a chocolate bar?	Research Write recipe Packaging Make chocolate Chocolate DPS in sketchbooks	Impact, Choices
7. Art	Can I create packaging for a bar of chocolate?		
8. D&T	Can I create a chocolate bar?		
9. Music	Can I use Melody Maker/Chromelabs to record a melody? Can I add lyrics to my melody? Can I create a jingle to promote my new chocolate bar? Can they use notations to record sequences of pitches? Can they use notations to record compositions in a small group or on their own? Can I perform my jingle? www.musiclab.chromeexperiments.com/Song-Maker	Create jingle with chime bars Graphic notation	Choices
10. Geography	Can I look at a variety of maps, symbols and keys to understand them? Can I use my compass skills to identify different areas of the school? Can I design a map for my own chocolate factory (using the school grounds)?	Bloom's Map of school annotated Map of chocolate factory	Sustainability, Citizenship
11. Science	Can I compare and group materials together according to whether they are solids, liquids or gases?	Table	Curiosity
12. Science	Can I 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?	Experiment Write up of findings	Curiosity
13. Science/Geography	Can I identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature? Can I understand the process of the water cycle? Can I create a water cycle in a bag?	Report about water cycle with labels and diagrams Water cycle in bag	Curiosity, Impact, Sustainability
14. History	Can I understand how medicine has evolved over time?	Timeline	Heritage, Change
15. PSHE/History	Can I research Mary Seacole and Florence Nightingale and understand how they kept people healthy?	Bloom's questions	Change, Impact
16. PSHE	Can I understand the effects of drugs?	Concept cartoon discussion in floorbooks	Impact, Citizenship
17. PSHE	Can I understand how to look after my skin, hair and teeth? (Eyes- balancing time spent on devices)	Adobe Spark Video	Home, Choices, Responsibility

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18. R.E/PSHE	Can I understand and explore the story of the Good Samaritan?	Drama re-enactment of modern scenario Class discussion	Morals, Fairness, Humanity
19. R.E/ PSHE	Can I understand how to be a good friend and the qualities that are needed?	Diamond 9	Friendship, Citizenship
20. R.E/PHSE	Can I understand who my neighbour is? Link to Rosa Parks. Can I understand why Rosa Parks was important? What can I learn from Rosa Parks?	Read The Sneetches- Paragraph to explain	Morals, Fairness, Humanity, Prejudice
21. R.E	Can I understand why Easter is important to Christians?	Visit to Leicester Cathedral	Beliefs
22. D&T (Easter)	Can I using sewing techniques to create Easter Bunnies?	Easter Bunnies	Beliefs
23. History/Science/Geography	Ministry of Chocolate Workshop Can I understand the history of chocolate and how it is made?	Pictures for Twitter	Curiosity