

Rainforest / Chocolate

Term 1 and 2 2019

The BIG Questions...

- What are Rainforests and where are they found?
- Why do Rainforests need to be protected?
- How is chocolate made?
- Who makes chocolate and how is it made and packaged?

Term 1 - Entry point -
Rainforest display.

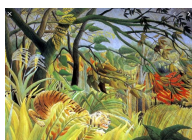
Term 2 - Exit point -
Chocolate making /
designing.

Suggested links...

Henri Rousseau

Advertising

Fairtrade



Lead story and others...

Rainforests
The Rainforest Grew All Around
We're Roaming in the
Rainforest
The Monkey with the Bright
Blue Bottom.

Chocolate
Chocolate - From bean to bar
Charlie and the Chocolate
factory.

Science - light
The Owl who was Afraid of the
Dark.
The Dark.

Opportunities for visits, visitors and outdoor
learning...

RE - Church visit - Christchurch.

D.T - Advertising / branding - speaker from
Haribo.

Key Skills and Knowledge

History

As historians we will...

- Find out about the everyday lives of people - cacao farmers.
- Compare with our life today.
- Identify reasons for and results of people's actions.
- Place the time studied on a timeline.
- Use dates and terms related to the study unit and passing of time e.g. BC/ AD.
- Sequence several events or artefacts.
- Identify and give reasons for different ways in which the past is represented.

Possible activities

- Differences how the Mayans and the Aztecs used chocolate.
- Research and make fact files about cacao farmers.
- Cacao bean market - maths skills

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| | <ul style="list-style-type: none"> • Distinguish between different sources. • Look at representations of the period e.g. museum, story, cartoons. • Use a range of sources to find out about the period. • Observe small details e.g. in artefacts, pictures. • Select and record information relevant to the study. • Begin to use information books and internet for research. • Communicate our knowledge through: <ul style="list-style-type: none"> • Discussion • Drawing • Role play and drama • Writing • Models • ICT | |
| Geography | <p>As geographers we will...</p> <ul style="list-style-type: none"> • locate the world's countries and continents using maps, atlases and globes to focus on where rainforests are and where chocolate trees grow. • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. • describe and understand different climate zones and specifically the climate zone in a rainforest. • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within South America. • describe and understand the types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • Find out about the everyday lives of people - cacao farmers. | <ul style="list-style-type: none"> • Look at atlases to identify the Equator, Tropics of Cancer and Capricorn, Southern and Northern Hemisphere, Arctic and Antarctic Circles • Identify where the rainforests are between the Tropics • Identify which continents and countries grow and export the most cocoa beans • Compare two forests in contrasting areas (Amazon/Sherwood) • Why and how to protect the rainforest • What life is like for farmers in countries where cacao trees grow; compare this with life as a British farmer • What is Fairtrade and how does it help farmers around the world? |
| Science Term 1 - Light Term 2 - Forces | <p>As scientists we will...</p> <ul style="list-style-type: none"> • recognise that we need light in order to see things and that dark is the absence of light. • notice that light is reflected from surfaces. • recognise that light from the sun can be dangerous and that there are ways to protect our eyes. • recognise that shadows are formed when the light from a light source is blocked by a solid object. • find patterns in the way the size of shadows change. • compare how things move on different surfaces. | <p>Identifying a range of light sources.</p> <p>Light box investigation.</p> <p>Shadow puppets.</p> <p>Investigation how moving a light source changes the size of a shadow.</p> <p>Grouping materials - transparent, translucent, opaque.</p> <p>To identify reflectors / keeping safe in the dark.</p> <p>Identify pushes and pulls.</p> |

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| SC1 | <ul style="list-style-type: none"> • observe how magnets repel or attract each other and attract some materials and not others. • compare and group together everyday materials on whether they are attracted to a magnet, and identify some magnetic materials. • describe magnets as having two poles. • predict whether two magnets will attract or repel each other, depending on which poles are facing. <ul style="list-style-type: none"> • set up simple practical enquiries, comparative and fair tests. • make careful observations using notes and simple tables. • take accurate measurements using standard units. • gather, record and present data in a variety of ways to help answer questions. • record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. • use results to draw simple conclusions. | <p>Investigate how objects move on different surfaces.</p> <p>Sort magnetic / non magnetic materials.</p> <p>Recognising poles of a magnet / making predictions.</p> <p>Investigate which objects can be moved or acted upon by a magnet from a distance or through contact.</p> <p>Magnet game.</p> |
| PSHE | <p>As Wentworth citizens we will...</p> <ul style="list-style-type: none"> • learn what positively and negatively affects physical, mental and emotional health. • learn how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. • learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety. • understand that bacteria and viruses can affect health and that following simple routines can reduce their spread. • reflect on and celebrate our achievements; identify our strengths and our areas for improvement; set high aspirations and goals. • deepen our understanding of good and not so good feelings, to extend our vocabulary to enable us to explain both the range and intensity of our feelings to others. • develop strategies for keeping us physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety). • develop strategies for keeping safe online; the importance of protecting personal information, | <p>Circle time activities</p> |

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| | <p>including passwords, addresses and the distribution of images of themselves and others.</p> <ul style="list-style-type: none"> to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request. | |
| D.T. | <p>As designers we will...</p> <ul style="list-style-type: none"> generate ideas for an item, considering its purpose and who will use it. explore, develop and communicate design ideas by making models. make drawings with labels when designing. Select tools and techniques for making our product. measure, mark out, cut, score and assemble components. work safely and accurately with a range of simple tools. demonstrate hygienic food preparation and storage. evaluate our product against original design criteria e.g. how well it meets its intended purpose. | <ul style="list-style-type: none"> Design chocolate wrappers Outside visitor to talk about branding and advertising Making chocolates |
| R.E. | <p>As religious scholars we will...</p> <ul style="list-style-type: none"> be learning about what it means to be a Christian in Britain today. understand how Christians show their beliefs in their homes. take in how and why do different Christians use music in worship. identify how and why do different Christians celebrate Holy Communion. learn how Christians make a difference in their local community. | <ul style="list-style-type: none"> Christchurch visit Mosque visit |
| Art | <p>As artists we will...</p> <ul style="list-style-type: none"> use a range of art materials to create rainforest collage. apply decorations - feathers, beads, buttons etc. explore different effects and textures. | <ul style="list-style-type: none"> Rainforest display |
| Computing | <p>As computing technicians we will...</p> <ul style="list-style-type: none"> learn basic computer skills (keyboard skills and mouse control) log on to and navigate TTRS / NUMBOTS / AR | <ul style="list-style-type: none"> Introduction to TTRS / NUMBOTS / AR Keyboard skills and mouse control activities |
| British Values | <p>As Wentworth citizens we will...</p> <ul style="list-style-type: none"> learn about being tolerant of others, faith and religions - Christian, Islam and Jewish. being able to show mutual respect - good winners and losers be able to follow the rule of law in: Science – Fair testing DT – following instructions PE – Rules of games. vote for school council representatives. | <ul style="list-style-type: none"> Christchurch visit Mosque visit P.E lessons DT project R.E lessons |
| P.E. Games | <p>As sports stars we will...</p> <ul style="list-style-type: none"> throw and catch with control and greater accuracy. | P.E. planning. |

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| Dance | <ul style="list-style-type: none"> ● be aware of space and use it to support teammates and to cause problems for the opposition. ● know and use rules fairly and show respect for our teammates and opponents. ● work well as part of a team in competitive games. ● improvise freely and translate ideas from a stimulus into movement. ● share and create phrases with a partner and small group; repeat, remember and perform phrases. ● develop movement using; <ul style="list-style-type: none"> - Actions (WHAT); travel, turn, gesture, jump, stillness - Space (WHERE); formation, direction and levels - Relationships (WHO); whole group/duo/solo, unison/ canon - Dynamics (HOW); explore speed, energy - Choreographic devices; motif, motif development and repetition. ● perform dance to an audience showing confidence. ● show coordination, control and strength (Technical Skills). ● show focus, projection and musicality (Expressive Skills). ● show an awareness of different dance styles and traditions. ● understand and use simple dance vocabulary. | |
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