

## Mmm... Chocolate



### Introduction to our topic

This term we'll be looking at all things Chocolate. We are going to understand how chocolate is made, where chocolate originated from, understand what Fairtrade means and how the transportation of cocoa in history was linked to the slave trade.

At the end of the project, we will get the chance to make our own chocolate and get to decorate them beautifully with an assortment of treats.

### Our key learning this term

Personal and social development	<ul style="list-style-type: none"> <li>- We will be looking at knowing and understanding that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>- For our RSE unit, we will be explaining the difference between a safe and an unsafe secret and identifying situations where someone might need to break a confidence in order to keep someone safe.</li> </ul>
Oracy and Literacy	<p><b>Whole Class Text:</b> The boy at the back of the class</p> <p><b>Writing:</b> Adventure story Persuasive letter</p> <p><b>Poetry:</b> 'Jabberwocky' by Lewis Carroll</p>
Problem Solving Maths	<p><b>Year 5/6</b></p> <p>Place value (Year 5- up to 1 million, Year 6- up to 10 million)</p> <p>Rounding</p> <p>Negative numbers</p> <p>Roman Numerals</p> <p>Four operations (+ - x and ÷)</p>
Technology	<ul style="list-style-type: none"> <li>- 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</li> </ul>
Science	<ul style="list-style-type: none"> <li>- Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</li> <li>- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> </ul>

	<ul style="list-style-type: none"> <li>- Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul>
The Arts (Art & Design, Music, Drama)	<p><b>Art</b></p> <ul style="list-style-type: none"> <li>- To create art influenced by Africa based on the artist Edward Tingatinga</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>- We will be following the 'Livin' on a Prayer Charanga Unit this term.</li> </ul>
Humanities (RE, History, Geography)	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>-Mapping: revise South American countries; locate cocoa-producing African countries</li> <li>-Apply knowledge of fair trade to investigation of the chocolate industry.</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>– Studying a non-European society that provides contrasts with British history – The Mayans and The Slave Trade (linked to Bristol) including Black History Month</li> </ul> <p><b>R.E.</b></p> <ul style="list-style-type: none"> <li>– Understand how we make moral choices and how different religious beliefs have different answers to moral questions</li> <li>- What are moral questions? What are the consequences of the moral choices we make? What people and organisations help in making moral choices?</li> </ul>
P.E.	<p>Cross country practise</p> <p>Invasion games: tag-rugby - Working on passing, defending, sprinting and movement</p> <p>Swimming – To swim confidently over a distance of at least 25 metres and to be able to use a range of strokes effectively</p>
Modern Foreign Language (Spanish)	<ul style="list-style-type: none"> <li>- To say what pet you have and do not have in Spanish</li> <li>-Know the nouns and indefinite articles for 8 common pets.</li> <li>-Be able to ask somebody if they have a pet and give an answer back.</li> <li>-Be able to say in Spanish what pet we have/do not have and give our pet's name.</li> <li>-Be able to start to use the simple connectives y (and) and pero (but) to make more complex and interesting sentences.</li> </ul>
<b>Activity Passport Experiences</b>	
<p>This term we will have an opportunity to...</p> <ul style="list-style-type: none"> <li>✓ Take part in a chocolatier workshop and make our own chocolate</li> <li>✓ Give a speech</li> </ul>	