



Year 3 and the Chocolate Factory!



Rationale

Year 3 have been learning all about chocolate! From tasting, to Willy Wonka, to factories, and to the rainforests of South America... Year 3 fully immersed themselves in their topic, which culminated in them making their own chocolate products and advertising campaigns.

Creativity	Independence	Aspiration
Junk Modelling. Plant sketching. Designed and created our chocolate products. We sketched chocolate art patterns and made sculptures.	We created a map of a Bourneville-style village then used junk modelling to create some of the buildings. We designed and created our own chocolate bars and products. We designed adverts and posters for our products.	We created our own chocolate products based on market research we carried out. We created a range of work to display for the gallery.
Spark On Friday 6 th March, we visited Cadbury World. We had a chocolate tasting session.		Learning Celebration We celebrated our learning by displaying it in the gallery and inviting parents across the school to the opening.
Role Playing/Life Skills/Real Learning We have learnt about OS map symbols and how to use them in map-reading. We have learnt how to plant seeds and how to take care of the plants that have grown from them. We learnt how to prepare and chop vegetables and fruit and used our ingredients to create soups and smoothies.		Community Cohesion We invited our peers, family and friends to our gallery opening. Some of us involved parents with our market research.
Out of Classroom Opportunities We visited Cadbury World in Birmingham. We have been outdoors to observe and sketch plants. We explored the school grounds to find evidence of seeds and seed dispersal.		Home Learning Activity Plants in our gardens or local area, which included sketching the plant and researching information about a plant we found. We created leaflets and posters for people who may visit Cadbury World. Over the holidays, we worked on a chocolate project of our choice. We found existing company logos and then created some of our own.
Computing and E-safety We have used Purple Mash to explore computer coding and programming. We have so far used the programme to give commands to characters so they do particular actions and have been debugging algorithms. We have used software to present some of our work. We used a variety of design tools to present our writing from across the term.		
Links to discrete subjects: In English, we have used <i>Charlie and the Chocolate Factory</i> to continue with our narrative writing. We have invented and described our own horrid Golden Ticket Winner. We have focused on using ambitious adjectives, verbs and adverbs to create detailed description and continued to think about how we can start our sentences in different, exciting ways. One such way was by using time		



connectives, which we practised in our instruction writing for creating a junk model and when explaining how chocolate is made. We wrote an explanation about how chocolate is made and learnt how to write persuasive adverts. We also considered the following question: 'Should children be allowed to snack on chocolate?' Where we began by having a class debate. We then used our drafting and editing skills to present our side of the argument.

In Maths, we have learnt how to use different multiplication strategies to upscale recipes which we will later use for our fundraiser. We conducted market research and then chose how to present our findings. Some of us presented the information in tables, some created tally charts and some made graphs. We also analysed some existing market research to help us with our design choices. We investigated the properties of 3D shapes and used this to help us create clay chocolates. We used our measuring skills to investigate a range of facts related to skeleton proportions.

As part of our music, we watched and listened to a live performance of a choir Toto's *Africa*; the choir used their voices and parts of their body to create the backing music! We then used this to inspire us to create the sounds of a rainforest storm. We've used music from *Willy Wonka and the Chocolate Factory* to inspire our art, using the songs to help us create chocolate patterns which reflected the style of music.

In PSHE, we have been thinking about and discussing about making the right choice in difficult situations. We've thought about how our actions can affect both ourselves and others and then wrote compliments to one another.

In Science, we've been learning about plants. We've examined and learnt about the different functions of plant parts and used this understanding to take care of our own classroom plants! We've found out about cocoa pods and how they are pollinated. We carried out an investigation to help us find out about water transportation in the stem, investigated plant growth and explored the school garden areas to help us learn about seed dispersal. We then moved on to learn about our bodies and healthy lifestyles. We learnt about the different parts of the skeleton and their purposes; we then find out about muscles and made moving models of them to demonstrate how they work. We learnt about different food groups and the benefits of maintaining a balanced diet. We then made healthy smoothies and soups based on our learning.

In Geography, we developed our map skills to locate the rainforests of the world and where cocoa is grown. We learnt about the rainforest environment. We compared local farms with an African cocoa farm. We learnt about OS map symbols and used these to create our own Bourneville-style villages.

British Values

In English, we developed our speaking and listening skills by holding a debate about the following question: *Should children be allowed to snack on chocolate?* We learnt about the importance of listening and responding to others and having the right to share our views and opinions.

We linked our PSHE work to thinking about the differences we have in our class, school, and communities.

We followed the election very carefully, finding out about democracy and how elections work. We learnt about who David Cameron is and thought about what questions we wanted to ask him in the run-up to the election.

Steps to success

Visited Cadbury World.

Understood where chocolate comes from and how it is made.

Evaluated existing products and advertising campaigns.

Designed our chocolate bar, including its contents and packaging.

Created our chocolate bar.

Created our adverts.

We understood the importance of healthy eating and a balanced diet.



Made a healthy soup and smoothie.
Performed a rainforest-inspired piece of music.

How will the project be evaluated?

Our project will be displayed in our school gallery. Our parents and the rest of the school community will be invited to attend the opening and we will share our successes with them.