

Questions.

- Week 1: Does all chocolate taste the same?
 Week 2: What have the Mayans got to do with chocolate?
 Week 3: How did Cadbury's change chocolate?
 Week 4: How is chocolate made?
 Week 5: What makes a good chocolate wrapper?
 Week 6: Can you invent a new chocolate?
 Week 7: What way would you design a wrapper?
 Week 8: How can you persuade me to buy your chocolate?

Texts: Charlie and the Chocolate Factory

Writing outcomes:

Fiction: Writing In Role Character Study Narrative

Non Fiction: Explanation Advert Persuasion

Maths

Number: addition and subtraction 1 week Chocolate sales / money
 Measurement: length and perimeter 1 week Chocolate packaging
 Number: multiplication and division 3 weeks
 Consolidation and gap filling 1 week

Science: Reversible and irreversible changes

- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- demonstrate that dissolving, mixing and changes of state are reversible changes
- 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 .

Enrichment

Make chocolates and design packaging sell to the parents.

Visit to Co-op focusing on fair trade and how chocolate gets to the shelves.

Assessment Foci

Science: I can set up simple practical enquiries, comparative and fair tests.

DT: I can present a product in an interesting way.

RE: I can describe similarities and differences between the ways that different people pray.

PE: *Dance:* I can perform dance actions with increasing skills and create sequences.

Music: I can sing songs from memory with accurate pitch.

History: I can place events, people and changes into correct periods of time.

French: I can answer simple questions and give basic information.

PSHE: I know I am responsible for my own learning.

Computing: I can select and use software to accomplish given goals.

E-Safety: I follow the school's safer internet rules.

UNCRC Articles: 3, 28, 29, 31 are covered across all areas of school life.

Computing

We are webpage designers. Co-authors: select and use software to accomplish given goals. **UNCRC Articles: 13, 17, 29, 31.**

Foundation Subjects Coverage

PE: *Basketball:* Play competitive games and apply basic principles suitable for attacking and defending; throw and catch accurately. *Dance (Salsa)* perform dances using a range of movement patterns. Compare their performance with previous ones and demonstrate improvement to achieve their personal best. *OR Gymnastics*—develop flexibility, strength, technique, control and balance.

Cross Country Run: Follow a route within a time limit. **UNCRC Articles: 13, 29, 31.**

RE: Explain why prayer is important to Christians.; understand the significance of the ten commandments and the effect they have on the way a Christian chooses to live their life; describe how the Christian holy book is used to 'guide them'; learn about the four weeks leading up to Christmas and how Christians celebrate around the world. **UNCRC Articles: 2, 12, 13, 14, 30.**

Geography: Recognise how people may seek to manage environments sustainably (link to fair trade) and with support discuss how to identify opportunities for their own involvement. Recognise how people can improve the environment or damage it. **UNCRC Articles: 12, 14, 30.**

French: instructions ,animals/pets, revise parts of the body, Christmas. Begin to speak in sentences; write 2-3 sentences on a familiar topic.

PSHE/ British Values Myself and My Attributes - developing self-awareness, self-respect and self-esteem; identifying their current strengths and weaknesses; developing an insight into their potential and capabilities; identifying and practicing effective learning strategies; and being aware of their different learning styles and being able to identify how they learn best.

UNCRC Articles: 2, 3, 12, 13, 14, 30, 42.

Music: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.; perform a simple part rhythmically and sing songs from memory with accurate pitch. Perform songs to an audience in groups for the Christmas Sing-along. **UNCRC Articles: 13, 29, 31.**

History: Place the Mayan people, events into correct periods, plot events on a timeline using centuries, use mathematical skills to round up time differences into centuries and decades.

DT: Making chocolate and designing packaging for the product.; working within a budget; using ideas from other people when designing; evaluating and suggesting improvements to designs; understanding the need to be both hygienic and safe when using food. **UNCRC Articles: 13, 29.**

Art: Integrate digital images into art.