

MAIN DRIVER (eg Science/Hist/Geog)
Geography/ History
Explore the origins of the Cocoa bean
Learn about the Maya society
Explore how and where cocoa plants grow , using maps, atlases, globes and digital/computer mapping
To know how the cocoa bean came to Europe
Compare a UK region with one in Europe and one in the Americas
Learn about the life of a cocoa farmer

LITERACY
Writing: Prepare to write by studying texts, discussing suggesting changes and improvements- and recording ideas. Vary sentence length for effect.
When writing: use paragraphs; create characters; settings and plot. Assess effectiveness of own and others' writing and propose changes to improve work.
Reading: Prepare poems and plays to perform
Use dictionaries to check meaning
Read books structured in different ways and read for a range of purposes
Spoken language: Speculate, hypothesise and explore ideas.
Take part in discussions, performances, role play and presentations.
Explore different viewpoints

NOVEL STUDY/ PSHE
Kindlecrax- This story focuses on building relationships, treating people with respect and gives opportunities for children to share thoughts to an audience in an appropriate manner. (planned taught during PPA)

MAIN OUTCOME
Children present their presentations- information about chocolate
Parents invited in to School to watch presentations and look at children's chocolate creations

NUMERACY
Measure and calculate metric units using chocolate products. Add and subtract money through buying/selling chocolate. Learn time through chocolate factory opening/working hours. Draw 2d and make 3d shapes and use this understanding to design and make chocolate packaging/wrapper. Recognise and identify chocolate angles. Identify horizontal, vertical, perpendicular and parallel lines using matchmakers. Data collection- countries producing chocolate, countries eating most chocolate

Narrative:
Quest story
Text- Charlie and the Chocolate Factory

Recount:
Postcard relating to School visit to chocolate factory

Narrative: Setting
Text: Charlie and the Chocolate Factory

SPAG
Use present perfect tense correctly in sentences
Recognise and spell homophones
Spell word families correctly
Spell words with contractions eg. I'd
Distinguish between subordinating and coordinating conjunctions and apply this understanding to identifying main/ subordinate clause in a sentence
Use a variety of adverbs
Use paragraphs to group related material
Proof read to check for spelling/ punctuation errors
To understand compound and complex sentences

Instructions
Text: The Chocolate Tree- A Maya folktale

WOW/IMMERSION
Children to design and create their own chocolate bar and wrapper/ packaging

PE
Play competitive games, modified as appropriate.
Tennis
Cricket

Science/Hist/Geog (when not the main driver)
Science
Light: why light is important how it is reflected from surfaces; how shadows are formed; find patterns in change of shadow size; dangers of looking at the sun.
Forces and magnets: compare how things move on different surfaces; know some forces only on contact but magnetism acts at a distance and have two poles- observing magnetic attraction and repulsion- predicting whether 2 magnets will attract/repel each other. Sorting materials into magnetic/non magnetic

CREATIVE
Maya/Aztec art- making murals, design and make maya vase for drinking chocolate. Explore graphic writing to use when creating own chocolate packaging/wrapper

ICT
Design and debug programs- Scratch (Planned and taught during PPA)
Chocolate presentations