

<p style="text-align: center;">LITERACY</p> <p>All lessons will reinforce features associated with the various texts / genres studied.</p> <p>Character descriptions: Using 'Charlie and the Chocolate Factory', children develop their own characters to take part in the story. Children watch clips from both film versions of the book to help develop ideas. They then write a character description for a lucky sixth golden ticket winner.</p> <p>Stories: Focusing on the inclusion of features of good quality writing – VCOP- children use their own character to write the next chapter of 'Charlie and the Chocolate Factory'. Children follow a modelled structure.</p> <p>Letters: Following the behaviour of their character in the chocolate factory, children have to write a formal letter of apology to Willy Wonka. Focus on the use of formal language and letter layout.</p> <p>Autobiography: Research the life of Roald Dahl. Children write their own extract from his autobiography using information they have found themselves.</p> <p>Discussion / Balanced Argument: Children look at whether chocolate should be freely available in schools.</p>	<p style="text-align: center;">HISTORY</p> <p>The Mayans: Children learn about the geography of the Mayan people and put themselves in the shoes of the explorers who first discovered the remains of the Mayan civilisation. We also look at Mayan myths, beliefs and religion, retelling important legends and stories. Children create a temple based on Mayan design and learn about the Mayan number system. Following this, children then learn about the ancient Mayan calendar, as well as the writing system of the people. Children get eh chance to play a version of a simple Mayan ball game. We look at the fall of the Mayan civilisation and discuss the living descendants who are still alive today, comparing our lives to those of people in other places.</p> <p>Chocolate: Children learn about the history of chocolate, from its discovery to its consumption today. Children also look at a modern chocolate producer, Ghana, and how trading has impacted on its history and people.</p>	<p style="text-align: center;">SCIENCE</p> <p>Investigations: Children are given a scientific objective to investigate and then have to plan, carry out and evaluate their own investigations in small groups. Children look at how the percentage of cocoa solids in a variety of chocolates affects the speed at which they melt. Investigate how the temperature of water affects the dissolving speed of artificial sweeteners. Children evaluate a range of toothpastes before creating their own using a recipe given to them.</p> <p>Children focus on understanding the importance of a scientific test and identifying whether they have successfully carried one out. Highlight the strengths and weaknesses in an investigation, commenting on areas for improvement. Accurately record and measure data. Draw conclusions from a set of results, identifying patterns and trying to understand anomalies.</p>
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Chocolate

Business Enterprise Project

Children to design and craft their own chocolates. They need to consider the pricing and the target market. They will package, advertise and promote their product before finally presenting to the MD of a local business.

<p style="text-align: center;">ART</p> <p>Design and create traditional Mayan clothing. Using traditional Mayan methods, children create their own Mayan jewellery. Children design and create their own Mayan temples and jaguar masks.</p>	<p style="text-align: center;">I.T.</p> <p>Children use Photostory to re-tell a traditional Mayan myth. Use the internet to research information, identifying reliable sources and websites. Prepare and present a presentation relating to an aspect of Mayan life, using either a computer programme to present their work or the internet for research.</p>	<p style="text-align: center;">C.D.T.</p> <p>Using a template, children hand-weave their own traditional Mayan bags. They design, create and evaluate their work. Children also create their own Mayan temple.</p>
<p style="text-align: center;">GEOGRAPHY</p> <p>On a world map, identify South America and countries within it relating to the Mayans. Locate countries on a map to identify where different food products come from as part of fair trade learning. Compare a Mayan city to a modern city.</p>	<p style="text-align: center;">PE / DANCE</p> <p>Perform a series of exercise to develop muscles, co-ordination and strength: Learn a traditional tribal dance, the Haka, before creating their own tribal dances in small groups.</p>	<p style="text-align: center;">PSHCE</p> <p>Anti-bullying: Children look at what constitutes bullying, what can be done to help prevent it and what to do if it occurs. E-safety- children look at cyber bullying and how to stay safe online. DARE programme: Drugs and Alcohol Resistance Awareness. The programme is delivered in weekly sessions by a retired police officer.</p>

