

 <p>Ambitious, capable learners who.....</p> <ul style="list-style-type: none"> • Set themselves high standards and enjoy challenges. • Question and enjoy problem solving • Undertake research • Have the skills to connect and apply the skills learned in other contexts. • Can explain the concepts and ideas that they are learning about. • Can understand how to interpret data and apply mathematical concepts. • Use ICT creatively to communicate, interpret and find out information. • Can communicate in English and Welsh. • Can undertake research and evaluate critically what they find. <p>.....so that they are ready to learn throughout their lives.</p>	 <p>Enterprising, creative Contributors who....</p> <ul style="list-style-type: none"> • Take measured risks. • Connect and apply their knowledge and skills to create ideas and products. • Think creatively to reframe and solve problems. • Identify and grasp opportunities. • Lead and play different roles in teams effectively and responsibly. • Express ideas and emotions through different types of media. • Give of their skills and energy so that other people will benefit. <p>.....so that they are ready to play a full part in life and work.</p>	 <p>Ethically informed citizens who.....</p> <ul style="list-style-type: none"> • Find, evaluate and use evidence in informing views. • Engage in contemporary issues based upon their knowledge and values • Understand and exercise their human rights and responsibilities. • Understand and consider the impact of their actions when making choices. • Are knowledgeable about their culture, community, society and the world – now and in the past. • Respect the needs and rights of others as a member of a diverse society. • Show their commitment to the sustainability of the planet. <p>.....so that they are ready to be citizens of Wales and the World.</p>	 <p>Healthy confident individuals who.....</p> <ul style="list-style-type: none"> • Have secure values an establishing their spiritual and ethical beliefs. • Are building their mental and emotional well-being by developing confidence, empathy and resilience. • Apply knowledge about the impact of diet and exercise on their physical and mental health. • Know how to find the information to keep safe and well. • Take part in physical activity. • Take measured decisions about lifestyle and managing risk. • Have the confidence to participate in performance. • Form positive relationships based on trust and mutual respect. • Face and overcome challenge. • Have the skills to manage life independently. <p>.....so that they are ready to lead fulfilling lives as valued members of society.</p>
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<p>WOW start:</p> <ul style="list-style-type: none"> • Watch the two versions of Charlie and the Chocolate Factory and compare (Film review). Create cinema in school hall. • Taste testing session with as many different flavours of chocolate as possible. Work in partners, taking it in turns with closed eyes and use their senses to rate the food. 	<p>HEALTH AND WELL-BEING (PSE, Learning to Learn, Relationships and Emotions, Healthy Choices, Physical Activity, Keeping Safe)</p> <p>Health</p> <ul style="list-style-type: none"> • Science Task 1/2: Discuss the nutritional value of chocolate and use ICT to make bar graphs. • Science Task 3: Investigate the effects of snack food on teeth and tooth decay. • Healthy or Not?: Create healthy eating posters/ write letters to supermarkets about sugar content (<i>Rich Task</i>) • Snack Attack: Create a snack menu for school and calculate the cost. (<i>Rich Task</i>) <p>Well-Being</p> <ul style="list-style-type: none"> • PSE/ SEAL lessons. • Check in, check up and check out • Weekly PE lessons 	<p>CELEBRATION finish: Celebrate their learning on this topic by creating Christmas Chocolate treats. Learners use their 3D shape knowledge to create a box for their treat. Choose chocolate treats to put into their box to take home e.g. reindeer, snowman.</p>
<p>EXPRESSIVE ARTS (Music, Art, Drama, Dance, Film and Digital Media)</p> <ul style="list-style-type: none"> • Make your Mind up: Investigate adverts for chocolate and how they are sold? Learners design their own chocolate wrapper using ICT. (<i>Rich Task</i>) • Art Task: Children create publicity campaigns, adverts and videos to sell their chocolate bar. • Art Task: Aztec Headdress - Make a traditional Aztec headdress • Teams Call with local artist David Marchant - Quentin Blake workshop 	<p>TOPIC:</p>	<p>SCIENCE and TECHNOLOGY</p> <p>Healthy or Not? : Low fat vs Full fat yoghurts. Discuss sugar content and make databases (<i>Rich Task</i>)</p> <p>Science Insights: Report writing linked to scientific investigations (<i>Rich Task</i>)</p> <ul style="list-style-type: none"> • Science Task: Conduct class investigation into the effects of drinks upon teeth. • Science Task: Discuss the melting points of milk, dark and white chocolate. Set up an experiment into changing states of matter. <p>DCF Use Hwb to create fact files of Welsh athletes/ Rugby and football players.</p>
<p>MATHS AND NUMERACY</p> <ul style="list-style-type: none"> • Bar Graphs: Average monthly rainfall /temperatures in a cacao producing country and the UK. • Pictograms: Survey of favourite chocolates • Luscious Lunches: Calculate the cost of their own healthy lunch (<i>Rich Task</i>) <p>Numeracy - Abacus 3 A1 Compare two 3 digit numbers, Partition 3-digit numbers into HTU, Count back to 100 by grouping in 5s or 10s, Count back on 100s from any answer. B1 Know addition & subtraction facts for pairs that total 20, Add several numbers by finding pairs that total 9, 10 or 11, Classify & describe 2D shapes including Quadrilaterals, Identify & sketch lines of symmetry. C1 Measure & compare lengths in meters & centimetres Use decimal notation for metres & centimetres, Organise and interpret data in simple lists. D1 Subtract a 1-digit number from a 2/3-digit number E1 Understand multiplication/ division as repeated addition, Know multiplication facts for the 2 times table, Recognise unit fractions (fractions of numbers), Know doubles/ halves of numbers to 20</p>	<p>WELSH DIMENSION Roald Dahl- Born in Cardiff Welsh Athletes- Non Stanford, Joe Calzaghe Welsh Rugby/ Football teams and players - Swansea/ Wales national team</p> <p>HUMANITIES (History, Geography, RE)</p> <ul style="list-style-type: none"> • History Task 1: Research the history of chocolate. Children draw an illustrated timeline of their research. • Golden Moments Recount the story of Hernando Cortes Hot seat in role. (<i>Rich Task</i>) • Geography Task 1: Research Cacao trees and climate. Using world maps, compare and contrast Cacao tree with a tree from our locality. • Geography Task 2: Research how chocolate is manufactured from bean to bar <p>R.E. - Come and See Homes - Being a family, the Holy Family, God's holy people Promises - Promises at Baptism, Celebrate the word of God, Litany of Saints</p>	<p>LANGUAGE, LITERACY AND COMMUNICATION (English, Welsh and International Languages)</p> <p>Big Writing Adventures - The Aliens are Coming! Character Descriptions, Non Chronological Reports, Story Writing Reading: Weekly Reading Explorer Lessons. Spelling: High Frequency Words Handwriting: Weekly practice of school handwriting scheme reinforced daily.</p> <ul style="list-style-type: none"> • Yester-Year Non-Chronological Report - Compile class book based on different aspects of flight (<i>Rich Task</i>) • You're Toast! Flow charts for the process of making chocolate (<i>Rich Task</i>) <p>Welsh - Language patterns ___dw i. / Dw i'n byw yn ___gyda _____ / Dw i'n hoffi chwarae/ gwisgo/ bwyta/ yfed ___.</p>

