

 <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 (Venn diagram). 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 Extension Task: Children create publicity campaigns, adverts and videos to sell their chocolate bar. • Aztec Headdress: Make a traditional Aztec headdress • Teams Call with local artist David Marchant - Quentin Blake workshop 	<p>TOPIC: Sugar Rush</p>	<p>SCIENCE and TECHNOLOGY</p> <p>Rich Tasks Healthy or Not?: Low fat vs Full fat yoghurts. Discuss sugar content and make databases Science Insights: Report writing linked to scientific investigations</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/ Reasoning Lessons</p> <p>Abacus 4:A1.a: Read and write numbers to 10,000 knowing what each digit represents, A1.b: Place Value; Partition numbers and recognise the value of Th, H, T, U, A1.c: Understand multiplication as repeated addition, A1.d: Understand division as the inverse of multiplication, B1.a/b: Understand addition/ subtraction pairs to 100/1000, B1.c: Recognise the names of 2d shapes, B1.d: Classify polygons and different types of triangles, C1.a: Understand and measure length in standard metric units mm, cm, m km, C1.b: Understand and measure area covering 2 dimensions, C1.c/d: Use and interpret tally charts and pictograms.</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 Domestic Church- Family: The people of God. Baptism/ Confirmation- Belonging: Called. Advent-Loving: Gifts</p>	<p>LANGUAGE, LITERACY AND COMMUNICATION (English, Welsh and International Languages)</p> <p>Big Writing Adventures: Mission One: Character Descriptions, Recount: Diary Entry, -Non-Chronological Report, Instruction Writing, Acrostic Poetry. Reading: Weekly Reading Explorer Lessons. Spelling: Spelling Journals daily.</p> <p>Handwriting: Weekly practice of school handwriting scheme reinforced daily.</p> <p>Rich Tasks</p> <ul style="list-style-type: none"> • Yester-Year Non-Chronological Report - Compile class book based on different aspects of flight • You're Toast! Flow charts for the process of making chocolate <p>Welsh: Describing ourselves- Oral presentation Name/ age/ where we live Feelings Likes/ Dislikes- food, sport, dress, subjects Pod Antur- Uned 1</p>

