



Medium Term Unit Planning

Topic Name: - Charlie and the Chocolate Factory

Learning outcome:

*Learn about the history of chocolate and where it comes from. Design and invent own chocolate bar.
Compare and contrast authors and inventors.*

Hook – Trip to Cadbury World. Create own chocolate bar and resell back to parents. Build up the Golden Ticket.

Topic Showcase

*Trip to Cadbury World.
Chocolate Extravaganza - Parents in to choose favourite chocolate and buy chocolate with tea and cake.*

Oracy:

Children to use key vocab round the process of making chocolate, authors and their stories and vocab from class book.

Lesson 5 – Present idea to potential investors.

Lesson 6 – In groups, children to use accurate adjectives to describe the chocolate to Year 1 children.

Lesson 13 – children to sell their chocolate to parents.

Key Vocabulary:

Chocolate, recipe, ingredients, inventor, magic, author, packaging, persuade, liquid, solid, melting, parachute, plane.

Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):

Charlie and the Chocolate Factory – Roald Dahl



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The Story of Chocolate – Katie Daynes

Citizenship/Community Opportunities:
(Focus – change in attitude/increase knowledge and awareness/make a difference)

Experiences/Visits/Visitors
Visit from former Cadbury World employee
Trip to Cadbury World

Main Subjects covered:
History
Art
Design and Technology
Literacy
Science

History Threshold concepts

Build an overview of world history

This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.

Art Threshold Concepts

Master techniques

This concept involves developing a skill set so that ideas may be communicated.

Design and Technology Threshold Concepts

Master practical skills

This concept involves developing the skills needed to make high quality products.



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Design, make, evaluate and improve

This concept involves developing the process of design thinking and seeing design as a process.

Literacy

Write with purpose

This concept involves understanding the purpose or purposes of a piece of writing.

Science

Chemistry

This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered and changed.

Notes:

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
1. History I can create a fantasy character based on the works of Roald Dahl and William Shakespeare.	This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.	I can describe significant people from the past.	Go through boards and read extracts from the author's work. Teach main differences. Show different characters - Puck and Mr Fox. Children to create own fantasy characters based on Roald Dahl and William Shakespeare.
2. History/Art I can create an information poster to show the	This concept involves an appreciation of the characteristic features of the past and an	I can describe significant people from the past.	Show different writing equipment that has been used. Match which era it could come from. Get children to hold the different



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<p>differences in equipment used by Roald Dahl and William Shakespeare.</p>	<p>understanding that life is different for different sections of society.</p> <p>This concept involves developing a skill set so that ideas may be communicated.</p>	<p>I can colour (own work) neatly following the lines.</p>	<p>equipment. Children to create information poster explaining what equipment Dahl, Shakespeare and a modern author would use.</p>
<p>3. Art and Design and Technology I can create my own magical object and use adjectives to describe it.</p>	<p>This concept involves developing the process of design thinking and seeing design as a process.</p> <p>This concept involves developing a skill set so that ideas may be communicated.</p>	<p>I can design products that have a clear purpose and an intended user.</p> <p>I can draw lines of different sizes and thickness.</p> <p>I can colour (own work) neatly following the lines.</p>	<p>Recap on authors that we have studied. Show magical items that have been included in their works. Show own magic object and describe what it can do. Children to draw own magical object and then add adjectives to describe it. Use expanded noun phrases if possible.</p>
<p>4. Design and Technology Create packaging for own magical item</p>	<p>This concept involves developing the process of design thinking and seeing design as a process.</p>	<p>I can design products that have a clear purpose and an intended user.</p>	<p>Show packaging from different items. What characteristics can you see? Does the shape differ? Children to look through nets of 3D shapes (cross curricular with current maths topic) and decide which one best fits their item. They then create own packaging.</p>
<p>5. Literacy I can write a persuasive piece of writing to persuade investors to buy the magical item.</p>	<p>This concept involves understanding the purpose or purposes of a piece of writing.</p>	<p>I can use some of the characteristic features of the type of writing used.</p>	<p>Children to look through transcripts of adverts from different media. What do they all have in common? What words are used? Are any negative words used? Why not?</p>



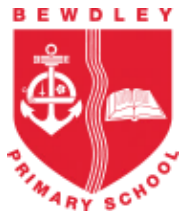
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			Children to write own piece of writing.
6. Science I can look at chocolate as a solid and liquid and describe the properties.	This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered and changed.	I can describe the simple physical properties of a variety of everyday materials.	Show different pieces of chocolate under ELMO. What is noticeable? Children to have piece each and use adjectives to describe how it feels, smells, looks and tastes. Adults to melt chocolate and then children to repeat task.
7. History/Science I can recall key information about Leonardo Da Vinci.	<p>This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p> <p>This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered and changed.</p>	<p>I can describe significant people from the past.</p> <p>I can describe the simple physical properties of a variety of everyday materials.</p>	Ask children questions to get the answer 'inventor'. Show famous inventors from history and explain what they are famous for. Show Da Vinci and examples of his inventions. What materials did he use for these? Children to choose an invention and explain why a material has been chosen and another has not.
8. History/Science I can create an invention for delivering cacao beans safely.	This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.	<p>I can describe significant people from the past.</p> <p>I can describe the simple</p>	Children set a problem of delivering cocoa beans to Mr Wonka. How do they get the beans to him successfully? Show Da Vinci's parachute/flying machine. Children will make their own and, by trial and error,



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	This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered and changed.	physical properties of a variety of everyday materials.	determine the best size parachute, material and size of basket to use.
9. History/Science I can create my own plane by improving on previous designs.	<p>This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p> <p>This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered and changed.</p>	<p>I can describe significant people from the past.</p> <p>I can describe the simple physical properties of a variety of everyday materials.</p>	Look at boards about the Wright Brothers and what they were famous for. Show information sites and examples of planes from that era. Children to create own planes based on instructions around the classroom and then have a competition to see which is the more reliable and can go the longest distance.
10. Design and Technology I can create my own car	This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered and changed.	I can create products using levers, wheels and winding mechanisms.	Show boards that talk about different kinds of energy. What do the children think they mean? What is the difference between Da Vinci's glider and the Wright Brother's plane? Why did the Wright Brothers need an engine? Discuss 'stored energy' as 'power' waiting to be released. Show examples of rubber band cars. Children to create their own. Is it different with different sized bands?



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11. Art and Design and Technology I can create own packaging for own design of chocolate bar.	<p>This concept involves developing the process of design thinking and seeing design as a process.</p> <p>This concept involves developing a skill set so that ideas may be communicated.</p>	<p>I can design products that have a clear purpose and an intended user.</p> <p>I can draw lines of different sizes and thickness.</p> <p>I can colour (own work) neatly following the lines.</p>	<p>Show designs of packaging for the magical items. What were the characteristics of packaging? Children to think of which ingredients they would like in their own chocolate bar? Discuss what could be used and what would be suitable. Make sure they add ingredients and weights to their packaging.</p>
12. Literacy/Art I can create own recipe book	<p>This concept involves understanding the purpose or purposes of a piece of writing.</p> <p>This concept involves developing a skill set so that ideas may be communicated.</p>	<p>I can use some of the characteristic features of the type of writing used.</p> <p>I can draw lines of different sizes and thickness.</p> <p>I can colour (own work) neatly following the lines.</p>	<p>Show examples of recipe books that are for sale. Ask for ideas for which kind of book we can sell. Look at packaging from yesterday and see what ingredients have been used. Show how to write equipment list and methods. Children to write own recipe of how to make their chocolate. Collate with pictures for resale.</p>
13. Design and Technology I can create my own chocolate bar	<p>This concept involves developing the skills needed to make high quality products.</p>	<p>I can measure or weigh using measuring cups or electronic scales.</p> <p>I can assemble or cook ingredients.</p>	<p>Go through rules of cooking hygienically and how the lesson will work. Children to weigh out own ingredients to add to the chocolate. Show how the different types of scales work. Once ingredients added to chocolate, children to use spoon to mix and then add to ice cube trays to set.</p>



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14. Parent cafe	Parents to be invited in to purchase different types of chocolate. Tea and coffee will be available. Recipe books from children and family classics available to purchase.
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