The Big Question: Where does chocolate come from?

Launch Assembly:	WOW Day:
1. Love Monster and the Last Chocolate	- Chocolate tasting, describing the tastes and surveying each other! Designing and decorating a chocolate biscuit Designing a 'golden ticket' (inspired by the Charlie and the Chocolate Factory) Take part in a 'chocolate quiz'!

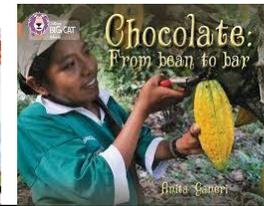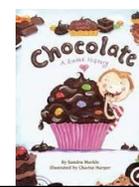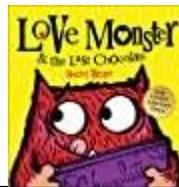| Foley 5: Care and Kindness *Freedom* and Friendship	Foley 5: Individuality *Individual rights and freedoms*	Foley 5: Community *Tolerance* and Trust	Foley 5: Resilience Strength and weakness	Foley 5: Growth *Respect* and Sustainability	Foley 5: Care and Kindness *Individual rights* and Peace

Everything starts with a read!

Local Which shops in our community sell chocolate?	National Visit Bourneville Chocolate factory to find out about the history of Cadburys.	International Where do chocolate beans grow and how are they harvested?
History and Geography **Curriculum links** **History** To learn about significant historical events, people and places in their own locality. **Geography** Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	**New learning** They will also learn about the country of Africa and the location where Cocoa beans grow. They will locate Africa on a map and discuss what the weather and climate is like there. They will compare and contrast how foods are harvested in the United Kingdom compared to how foods are harvested in Africa. Children will also learn the process of how cocoa beans are used to make chocolate. Children will learn about the history of the Cadbury family and how they became a part of the Cadbury brand. **Key knowledge / facts:** Cadbury Chocolate	Cadbury.co.uk – link to the history of Cadbury's on their website. Africa is a continent	**Knowledge rich curriculum** **Building on prior knowledge:** In year 1 children will have named the continents and discussed similarities and differences between the United Kingdom and Italy and China. They will also have had experience of using maps, atlases and timelines. **Skills required:** Use simple grid references to locate areas on a map. Be able to compare Africa to the United Kingdom. Understand and explain the key dates associated with the history of the Cadbury family. **First hand experiences:** Visit to Cadbury's World Taste testing chocolate Map /atlas work. **Key language:** Africa, Cocoa, climate, Cadbury, location, Birmingham, Bourneville, England, map, atlas, continent, timeline.

Music Curriculum links	New learning	Knowledge rich curriculum
Music **Curriculum links** — listen with concentration and understanding to a range of high-quality live and recorded music - play tuned and untuned instruments musically - Experiment with, create, select and combine sounds using the inter-related dimensions of music.	**New learning** The children will learn about the music associated with Africa. The children will identify some of the sounds and instruments that feature in the African music. They will use this knowledge to produce short pieces of music using a range of percussion instruments. They will invent their own pictorial notation for themselves and others to follow in order to produce a piece of music in a small group. **Key knowledge / facts:** African music uses a range percussion instruments such as xylophones, djembes, drums and tone producing instruments such as the mbira (thumb piano). The different instruments have distinctive sounds and help create the typical music of the sub-Sahara African countries. **Key language:** Percussion, instruments, xylophones, djembes, drums, mbira Africa	**Knowledge rich curriculum** **Building on prior knowledge:** In Year One the children have listened and responded to various music such as Handels Water Music, Sea Shanties, Superhero theme tunes, Flight of the Bumble Bee - Rimsky-Korsakov. They have contrasted the pieces, offering ideas around the tempo, volume and pitch as well as offering their ideas about how the pieces make them feel. They investigated the sounds that can be made using untuned instruments such as the tambourine, triangle and maracas. **Skills required:** Listen to music with concentration identifying some of the instruments used in the music. Use appropriate vocabulary to talk about the music – the pitch, volume, tempo and dynamics. Offer suggestions about how the music makes you feel. Use a variety of instruments to recreate some of the sounds in the African Music. Begin to create own simple pictorial notation for others to follow **First hand experiences:** Videos of African Music Pictures/ information about percussion instruments especially ones that are new to the children such as djembes and mbira. Percussion Instruments to explore and develop expertise in playing them. Examples of simple pictorial representations/notation
Art / DT **Curriculum links** - **DESIGN** - Design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology - **MAKE** - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics - **EVALUATE** - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria	**New learning** The children will design and make a chocolate bar and wrapper. They will investigate a range of existing chocolate bars, looking at the design of wrappers, colours used, use of logo, fonts and symbols. They will explore a range of existing chocolate bars, analysing the tastes and expressing preferences. They will learn about the different types of ingredients used in the chocolate bars. They will learn about what a healthy diet means and the place for chocolate within this. The children will design and then make their own chocolate bar and wrappings. They may use the computer to generate designs and final wrappings/logos/wording. They will investigate melting chocolate and combining ingredients. **Key knowledge / facts:** Know about the choices designers make relating to a product – colours, style, use of logo, lettering - • Know about fonts and lettering styles available on ICT software	**Knowledge rich curriculum** **Building on prior knowledge:** The children have tasted seasonal food in EYFS such as hot cross buns and talked about their preferences in terms of taste. They have used fruits in Year One to create a fruit salad. The children have investigated the use of colour and fonts when working on comic strip characters in Year One. **Skills required:** • Evaluate existing products – both wrappers and chocolate bar • State preferences relating to taste • Design wrapper using suitable colours, logos and lettering – colouring or use of ICT • Design chocolate bar understanding how the chocolate will combine with other ingredients – know about texture •

Cooking and Nutrition - use the basic principles of a healthy and varied diet to prepare dishes - Understand where food comes from.	● Know about logos and their use, why they are important in a product design. ● Know about choice relating to colour – impact on design, how the colours complement one another, how the lettering stands out. Know about existing chocolate bars - ● Know what ingredients can be added to enhance the texture, flavour and appearance Investigate heating chocolate - ● Know how to melt chocolate into moulds to create shapes and how added ingredients will react e.g. will they maintain their shape or melt? ● Know how chocolate solidifies into different shapes **Key language:** Chocolate, ingredients, style, product, design, logo, font, lettering. Melt, combine, solidify, texture, shape and form. Suitable, diet, balance, healthy/unhealthy	**First hand experiences:** ● Use own senses to investigate existing chocolate bars stating their preferences. ● Look at a range of chocolate wrappers on the internet ● Investigate/taste the ingredients used in chocolate bars and decide on preferences for own bar e.g. raisins, smarties, crushed biscuit pieces, mini marsh mallows, jelly tots. ● Learn about melting chocolate and the effects on other ingredients when they are added i.e. do they hold their shape/ melt?
Science **Curriculum links** **Plants** - observe and describe how seeds and bulbs grow into mature plants - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. **Living things and their habitats** - identify and name a variety of plants in their habitats, including microhabitats **Working Scientifically** - observing closely, using simple equipment - performing simple tests - identifying and classifying	**New learning** Children will perform a simple test, using cress seeds, to find out the best environment for plants to grow in. They will investigate what the seeds need in order to grow healthily. (performing simple tests) They will observe the growth of the cress over a week and use their observations to suggest why the cress has grown or not grown healthily. (using their observations and ideas to suggest answers to questions) Children will dissect a variety of fruits and locate where their seeds are. They will learn about the different plants that we can eat including fruits, vegetables, grains, cereals, nuts, seeds and herbs. (observing closely using simple equipment) Children will then plant broad beans. They will observe the bean sprouting and growing over time. (observing closely using simple equipment) They will measure the growth of their bean plant at regular intervals and record the data to find out how quickly they grow (gathering and recording data to help in answering questions.)	**Knowledge rich curriculum** **Building on prior knowledge:** In Year One, children have investigated the plants, flowers and trees found in the United Kingdom. They have used observation skills to find similarities and differences and have learnt about the names of the parts of flowers and trees. **Skills required:** ● Set up a simple, fair test in order to test the best conditions for growing cress seeds ● Use observations to find out what happens to seeds and beans in different conditions ● Use tape measures or rulers to measure the height of their growing bean plant ● Record their measurements in a simple table **First hand experiences:** ● Growing cress and setting up an experiment to find out the best environment to help it grow ● Observing what happened to the cress for themselves ● Planting their own broad bean and watch it grow

- using their observations and ideas to suggest answers to questions - Gathering and recording data to help in answering questions.	Children will then learn about different habitats in which plants can grow and learn to identify, classify and describe plants that grow in different conditions. (identifying and classifying) They will explore a microhabitat (in our forest school area) and observe and sketch what they find – looking for evidence of plants that have been eaten and other living things too! (observing closely using simple equipment) **Key knowledge / facts:** • Plants are living things and require things to grow. They require things such as water, warmth, nutrients from soil and light to grow. If they do not have one or more of these things, they may stop growing. Plants can move, grow, react to their surroundings (sense), absorb nutrients and reproduce. • Many plants provide us with food by bearing fruits which carry their seeds. We eat many fruits that contain seeds (including tomatoes). We also eat different parts of vegetable plants: root vegetables (carrots, potatoes), stem vegetables (celery, spring onion), leafy vegetable (cabbage, lettuce), flowering vegetables (cauliflower, broccoli). We eat grains and cereals from plants too. Nuts and seeds are sometimes edible (sesame seeds, pumpkin seeds peanuts). Many herbs are also grown to add flavour to foods. • Parts of trees and plants have different names. **Key language:** **Plant vocabulary:** alive, basic needs, bulbs, conditions, dead, environment, food, germination, grow, habitat, healthy, light, living, mature plants, micro-habitat, plants, reproduction, seeds, store of food, suited, survival, temperature, water **Working scientifically:** change over time, classify, compare, describe, identify, name, observe, record, sort	• Measure the height of their bean plant at regular intervals to see how it is growing

Computing	New learning	Knowledge rich curriculum
Curriculum links - recognise common uses of information technology beyond school - use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies	**New learning** Computing Systems and Networks – Information Technology All Around Us Firstly, children will develop their understanding of what information technology (IT) is. They will identify devices which are computers and begin to consider how IT can help us both at school and at home. Next we will look closer at the common uses of IT in our homes. We will use our computer skills (mouse/keyboard skills) to demonstrate our learning. Children will then explore IT in other environments that they may have experienced beyond school. We will then look at how IT is used in a shop environment – linking this to out chocolate topic. Children will be able to discuss and explain how IT us used in a shop and how it helps people. Children will then consider how IT can be used safely and responsibly in a range of different environments. They will be able to explain how these rules can help us. Finally, children will think about the choices that are made when using IT and the responsibility associated with those choices. **Key knowledge / facts:** - Information Technology (IT) are computers (or devices with computers inside) or things made to work with computers. - We can find many different examples of IT in school, at home and in other environments such as shops, offices and restaurants. - Outside the home we can see many examples of IT for example barcode, barcode scanners and tills, bank cards, card readers, traffic lights, crossing buttons and crossing signals. - Barcodes are used so a computer can find out information about something quickly. This can speed up processes in shops and libraries. - We must use IT safely and responsibly. When we take photos of someone, we must check with them that they are happy with the photograph. We must never print or put	**Building on prior knowledge:** In Year One, children learnt about the technology in their school environment and how they help us. They have learnt to switch on the laptops and practised logging on independently. Children have practised basic mouse and keyboard skills. They have discussed safety rules that should be followed when using technology. **Skills required:** - Identify examples of Information Technology - Keyboard and mouse skills to explore further and demonstrate learning - Use the iPad to take a photograph - Identify and use barcodes - Consider and discuss rules that keep us and others safe when using IT - Explore ways in which we can have a healthy balance in our lives of digital and non-digital activities **First hand experiences:** - Identifying examples of Information Technology at school and in other environments. - Using laptops of explore and sort examples of IT in different environments – using mouse skills to click and drag. - Explore how barcodes work and how IT makes it easier and quicker for people in the shop environment! - Explore how to use the iPads to take photographs safely and responsibly. - Explore different digital and non-digital activities to learn about ensuring we have a healthy balance of the two in our lives.

	photographs of others online without their permission. • It's important to have a healthy balance of digital and non-digital activities in our day. Whilst IT can make things easier for us, there are plenty of 'unplugged' activities that can make us feel happy too! **Key language:** barcode, barcode scanner, computer, device, Information Technology (IT), iPad, password, permission, photographs, responsible use, safety, scan, till, unplugged	