

Holland Haven Primary School - Charlie and the Chocolate Factory A1

Charlie and The Chocolate Factory - Autumn 1

Diversity Strand

Cross-curricular

Phase: LKS2

Core Read-Aloud Stories, Non-Fiction and Poetry Reading books



Geographer **Geography - Subject Profile** **Geography Matrix**

Cocoa maps - trade Grid-mapping Chocolate Factory



Describe and Explain (physical and human geography)



Fieldwork and Maps



The World



Historian - Chronology - chocolate introduced to England by the Spanish in Tudor times (Spanish trade)



Designer **D&T - Subject Profile** **D&T Matrix**

Chocolate bar design



Cooking (and knowing where ingredients have come from)



Design



Make



Kind, resilient, healthy citizen

PSHE - Citizenship Subject Profile **PSHE Matrix**

Resilience through Austin's Butterfly art (PSHE Sept. induction wk 1)

P4C - Should children eat chocolate?

Risks and rules - characters' choices in book



Health and Wellbeing



Safety



Living in the wider world



Scientist **Science Subject Profile**

Animals including Humans - Teeth and Digestion - tooth decay (chocolate)

Sound (see music)



Compare and Classify



Demonstrate





Musician Music - Subject Profile Music Matrix

Composers Saint Saens - Carnival of the Animals Holst The Planets

Create own Candy Room composition (**Purple Mash - 2Beat app**)



Play an instrument (+Science - 'Sound Unit')



Organise musical structure



Compose



Appreciate



Artist Art - Subject Profile Art Matrix Quentin Blake inspired art-work

(cartoons)



Artists -Visit HH Art Gallery



Types of Art and Design (Cartoons)



Techniques (sketch, movement, line, watercolour, shading)



Create



Materials (Pen, ink and watercolour)



Sportsperson (non-themed) P.E. - Subject Profile

P.E. Matrix



Basketball and REAL P.E. Unit 3



REAL GYM Unit 1 and Hockey

Reflection



Computing (non-themed) Computing - Subject Profile

Assessment Guidance LKS2 (Year 1 of the Rolling Programme)

[Purple Mash - Online Safety 4.2 \(E-Safety\)](#)

Lesson 1: Risk-Assess **Report**

Lessons 2 and 3: Risk-Assess

[Purple Mash - Coding 4.1 \(Programmer\)](#)

Lessons 1 -6: **Design** Write **Predict** Debug

Religious Education (non-themed) R.E. - Subject Profile



Thinking through Living (Human & Social Science)

How do people express commitment to a religion? Jewish/Sikh/Christian






Thinking through Believing (Theology)

What is the trinity? Christian

Holland Haven Primary School's Creative Curriculum Planning: Autumn 1 (A1)

Additional cross-curricular, Cultural Capital and SMSC links Diversity Links

<p>Phase:</p> <p>Theme:</p>	<p style="text-align: center;">MIDDLE SCHOOL Yr 3 and 4</p> <p style="text-align: center;"><u>Charlie and the Chocolate Factory</u></p>
<p>Subject Focus(es):</p>	<p>English - Reading the Charlie and the Chocolate Factory and writing extracts from the story.</p> <p>Science - Learning how the digestive system digests the food we eat. Writing a diary entry about the journey food takes.</p> <p>Art- Creating pieces of artwork in the style of Quentin Blake.</p> <p>D&T - Designing our own chocolate bars and the packaging and following a recipe to make a chocolate cake.</p> <p>Geography - Cocoa industry / trade/ maps (History - chocolate introduced to England during Tudor times by the Spanish)</p> <p>Music - Creating a soundtrack to accompany a scene from Charlie and the Chocolate Factory.</p> <p>PSHE - Thinking about the dilemmas that the children in the story faced and discussing moral issues linked to chocolate.</p>
<p>Educational Visit/Visitor</p>	<p style="text-align: center;">Visit to a Chocolate Factory</p> <div style="text-align: center;">  </div> <p style="text-align: center;">2023-24 -  Cinema trip new release</p>
<p>Extended Classroom opportunities</p>	<p style="text-align: center;">LOtC - orienteering to find the Golden Ticket</p> <p style="text-align: center;">2023-24 see above</p>
<p>Parent-Pupil Project</p>	<p style="text-align: center;">Create a chocolate-themed dessert</p>
<p>Themed 'visual token' system Learning Environment</p>	<p style="text-align: center;">Collect 'Everlasting Gobstoppers' for our Charlie and the Chocolate Factory teams of: Willy Wonka, Charlie Bucket, Veruca Salt and Mike Teavee.</p> <p style="text-align: center;">Chocolate Factory themed displays. A range of Roald Dahl books in the classroom.</p>

Project	<p><u>Charlie and the Chocolate Factory</u></p> <p>Reader/Writer - Through a study of the book, the children will write their own versions of scenes from the story. The children will also be writing adverts to persuade people to buy the chocolate bars that they will be creating in our Designer lessons. After learning about how chocolate is made the children will write information texts explaining what they have learnt.</p> <p>Scientist - 'Teeth and Digestion' food chains, learning about teeth and how the digestive system works - The children will learn how to look after their teeth and the impact that sweets and chocolate have on their teeth. They will also look at the journey chocolate takes through the digestive system after it has been eaten.</p> <p>Artist - A study of Quentin Blake. The children will learn about the famous illustrator and recreate some of his artwork (cartoons).</p> <p>Musician - The children will learn about musical composition, appreciating famous composers' music such as Holst Planets and Saint Saens Carnival of the Animals, and create a soundtrack to accompany a scene from the Charlie and the Chocolate Factory film.</p> <p>Geographer - The children will learn where in the world chocolate comes from and how it is made (trade including 'fair trade' in design lessons exploring packaging). They will also create a map of the chocolate factory. Historian - chocolate first introduced to England in the Tudor times!</p> <p>Designer - As well as creating their own chocolate treats, the children will design the packaging for the chocolate bar.</p> <p>Linguist - The children will learn a range of vocabulary linked to chocolate and eating.</p> <p>PSHE Citizen - The children will learn about managing risk by looking at the dilemmas the children who visited the Chocolate Factory faced.</p>
Learning Hook	<p>Children to be given/find their Golden Ticket!</p> <p> See above 2023-24 cinema experience</p>
Discrete Reading and Spelling	<p>Twice Weekly Reading Lessons. Weekly spellings.</p>
Discrete Maths	<p>Progression Ladder System Creative Coverage Problem Solving opportunities for Fluency and Reasoning Weekly Number focused test/lesson Morning Maths Meetings, RM Maths and Times Table Rockstars</p>
Discrete Computing	<p>E-Safety and Coding Following the Purple Mash Scheme of Work.</p>
Discrete Science	<p>Sound How does sound travel? Pitch, Soft and Loud</p>
Discrete Physical Education	<p>Indoor - Real PE Outdoor - Hockey</p>
Discrete Religious Education (Essex)	<p>Thinking through Living (Human & Social Science) How do people express commitment to a religion? Jewish/Sikh/Christian Thinking through Believing (Theology)</p>

	What is the trinity? Christian
Discrete Languages	<p>LKS2 Autumn Term Year 3 French</p> <p>- Getting to know you</p> <p>Lesson 1 - Hello Lesson 2 - What's my name Lesson 3 - How are you?</p> <p>Autumn Term Year 4 - All about me French</p> <p>Lesson 1 - Classroom instructions Lesson 2 - My body Lesson 3 - Actions</p>
School, Learning and Eco Council Meetings	<p>Whole School 'School Council', 'Learning Council' and 'Eco Council' (2 representatives from each class) and class response/action and feedback.</p> <p>Pupil Perception</p> <p>Fundraising See agendas</p> <p>School Projects</p>
Weekly Assemblies with an SMSC focus	<p>Singing assemblies</p> <p>Whole School Achievement Celebration Assembly</p> <p>Whole School Assemblies exploring Social, Moral, Spiritual and Cultural content</p> <p>Class Assemblies - News Round</p>