

Topic: Chocolate – Food Glorious Food**Term: Spring 2****Topic Length: 6 wks**

INTENT	Vision	Together we all discover, learn, grow and succeed									
	Values	W	A	R	M	T	H				
		Well-Being	Aspire	Relationships	Motivation	Trust	Holistic				
	Curriculum Design	<i>The development of subject specific skills and learning behaviours coupled to the acquisition of knowledge</i>									
Learning Behaviours			Disciplinary Knowledge			Substantive Knowledge					
Attitudes and attributes for learning and life			Know How – Subject specific thinking and problem solving			Know What – Deep learning of the key knowledge					
IMPLEMENTATION	Our 10 Key Principles for Effective T&L	High Aspirations	Inspire and Challenge	Pupil Progress	Positive Habits	Variation	Developing Learning Behaviours	Relationships	Questioning and Feedback	Assessment for Learning	Subject Knowledge
	Topic Purpose	<i>To design make and evaluate a 'new style of chocolate' and to learn about where chocolate comes from.</i>									
		Hook: Taste testing different chocolates to see what they like					Celebration A chocolate designed, made and evaluated by the children				
	Main Subjects	Geography					DT				
	Key Performance Indicators	<ul style="list-style-type: none"> Understand that cocoa beans can only be grown in countries within 10° of the equator and locate these using an atlas. Identify lines of latitude on a globe, including the tropics of Cancer and Capricorn and the Arctic and Antarctic circles. Find the top 10 cocoa bean producing countries. Compare and contrast the physical and human geography of Ecuador with the UK. Understand the difference between primary, secondary and tertiary jobs and the industries that thrive in the UK compared to Ecuador. 					<ul style="list-style-type: none"> Use research and develop design criteria to inform the design of a new chocolate bar. Investigate and analyse a range of existing products. Select from and use ingredients considering the taste and appearance of the product. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 				
Our Overarching Themes	Relationships	Mastery	Community	Vocabulary / Oracy	Being Healthy / Active	Equity of Education	Developing Learning Behaviours	Fluency			



Discrete Learning Opportunities

During the topic, the following subjects will also be taught. Although there will be some connection to our current topic, the learning is more discrete:

(e.g. computing, PE, music, MFL, PSHE, RE, etc...)

Subject	Key Performance Indicators
Computing	Variables in a game. <ul style="list-style-type: none"> • Designing and debugging games. • Changing variables
PE	Play competitive games, modified where appropriate [Ultimate Frisbee], and apply basic principles suitable for attacking and defending. <ul style="list-style-type: none"> • Principles of a game – rules 7 similarities and differences to football • Principles of attacking – pivoting, forehand pass, backhand pass, stacking & cutting • Principles of defending – marking and intercepting
MFL	Speaking with increased fluency, read and understand the main points of written texts, write sentences using expressions and phrases already learnt. <ul style="list-style-type: none"> • To learn the names of the planets and days of the week • To read and say adjectives of colours and size to describe the planets (short phrases) • To read, say and write full sentences to describe the planets and their relative positions (next to, near and far)
Music	Choose and create effective sounds and descriptive music in pairs or groups to reflect different moods and intentions, play rhythmic patterns and repeated ostinato accompaniments <ul style="list-style-type: none"> • compose an advert jingle (using garage band, voice and tuned percussion for a new bar of chocolate)
PSHE	Healthy me <ul style="list-style-type: none"> • Taking responsibility for my health and well-being • Understand the effects of drugs on the human body • Understand what it means to be emotionally well.