



Enterprise

Can I make a mint?

Curriculum coverage

Subject Drivers: Computing, Art and DT

Enrichment Opportunities:

Stories



Science

To discuss how materials (chocolate) can be changed by heating and cooling.

To identify and classify observations.

To explore using their senses.

To gather and record data.

English

Reading

To read accurately by blending sounds in unfamiliar words.

To be introduced to a chapter book.

Writing

To continue to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.
To re-read what they have written to check it makes sense.

To sequence sentences to form short narratives.

To use adjectives to describe.

Mathematics

Geometry

To learn about position and direction

Place value

To identify, recall and understand the place value of numbers up to 100.

Money

To recognise coins and notes.

To count in coins.

Time

To tell the time to the hour and half past and to begin to write time.

To understand time language (before and after)

Art

To begin to control lines to create simple drawings from observations (still life).

To use imagination to form simple images from given starting points or a description.

To draw on smaller and larger scales and to begin to add detail to line drawings.

To look at sculptures and try to recreate them using everyday objects/range of materials

To begin to form our own 3D pieces and to consider covering these with papier-mâché.

R.E

The 5 pillars of Islam.

To recall and name different beliefs and practices including worship and ways of life.

PSHE

Moving to Y2

To recognise different emotions, that not everyone feels the same at all times, and that people can feel differently about things.

Computing

Creating a poster to advertise our chocolate sale!

To create digital content for a specific purpose.

To combine media with support to present information, e.g. text and images.

To capture images with a camera.

D&T

To design purposeful, functional, appealing products for themselves and other users based on design criteria.

To select from and use a range of ingredients to make a product to meet design criteria.

PE

To perform gymnastic sequence with a balance, a travelling action and a jump.

To perform a range of throwing actions e.g. underarm, overarm.

To discuss different ways of throwing and select an appropriate throw for different situations.

Music

To perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.

To explore high and low pitch.



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Suggested activities

Home learning ideas:

Continue to practise Phase 3, 4 and 5 Phonics.

Practise telling the time to the hour and half past.

Science

Using our senses to explore a variety of different foods.

Record findings for all five senses after the senses experiment.

Explore heating and cooling by making chocolate.

Group sweets and chocolates based on similarities and differences.

English

Listening to and reading Charlie and the Chocolate Factory.

Using adjectives and higher level language to describe characters.

Write a description of the chocolate factory.

Design and create a poster about a sweet.

Mathematics

Make your own analogue clock.

Tell the time to o'clock and half past.

Explore using coins including 1p, 2p, 5p, 10p.

Give someone directions to practise using position and direction.

Follow directions using left and right.

Art

Still life drawings of a range of sweets and chocolates.

Creating a 3D model of an item from the Chocolate Factory.

To explore using fine lines and detail to invent their own Chocolate Factory.

R.E

Make a poster to describe the 5 pillars of Islam.

Computing

Go on a hunt to identify different kinds of technology.

Take photos to document.

D&T

Design and create a chocolate wrapper.

Use a mould to create your own chocolate.

Music

Oompa-Loompa song.

Clap and stomp to the beat.

PE

Practise throwing and catching a basketball.

Travel in different ways using apparatus.