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| <ul style="list-style-type: none"> • Perform a song from Charlie and the chocolate factory • Decorate • Design a machine • Playdough kitchen | <ul style="list-style-type: none"> • Follow a recipe – revolting recipes • Recount events • Colourful semantics • Character reviews (good, bad, nice, nasty, greedy ...) • Finger puppets | | <ul style="list-style-type: none"> • Measurements – basic measurements used when making a recipe • Time tables – sets of chocolate • Addition and subtraction – eating and saving food • Pattern and shape of chocolate • Sort chocolate into Venn diagrams, carroll diagrams and by a given criteria • Prices of sweets |
| Creativity | Communication | | Reasoning |
| <ul style="list-style-type: none"> • Visit Cadbury world (Birmingham) • Students to run a tuck shop • Mud kitchen |  <p>Semi-Formal Topic Web</p> | KS3B <i>Topic: The Amazing World of Roald Dahl</i> | <ul style="list-style-type: none"> • Explore sweet ingredients • Try a range of sweet and sour foods • Cooking • Mud kitchen |
| Experiences | Summer 1.1 (4 weeks) <i>Charlie and the chocolate factory</i> | | Sensory |
| <ul style="list-style-type: none"> • Striking and fielding – rounder's • Chocolate dance • Find the golden ticket – race against time | <ul style="list-style-type: none"> • Family relationships • Good / bad diets – sorting foods • Safety in the community whilst purchasing goods • Safe / unsafe strangers – Relate to story | | <ul style="list-style-type: none"> • States of matter when melting chocolate • Data collection – Staff students favourite chocolates • How foods are made (factory and home-made) • MFL – foods (sweet based) • Stop motion film – puppets |
| Movement | Myself | | Our World |

