LESSON TITLE: Sweets – English and Maths DATE: 5.01.09

ACTIVITY	STAFF	RESOURCES
Demonstrate at front – eat one sweet and write down three adjectives to describe it onto the board. Go through how they could choose words – based on the senses; can do sight, taste, smell and texture. Discuss what makes a good adjective – not 'nice' or 'sweet'. On tables pupils have three sweets each to try – one chocolate, one hard boiled sweet and one gummy sweet. After tasting each one they should write down three words to describe it onto a post it note on their table. Feedback of ideas.	JDG CE	**Sweets** **Napkins** **Post it notes**
Look at pictures of sweet wrappers on board. Discuss names – some relate to product, some are giving you certain ideas about the sweet etc. Pupils each to come up with 3 names for new sweets. They will be one chocolate based, one gummy sweet, one boiled sweet. Write on post it notes.	JDG CE	Pictures on board Post it notes
Read extracts from Harry Potter and watch clips of films (Charlie and the Chocolate Factory?) with crazy sweets. Discuss the ideas. Pupils to come up with one sweet of their own that does something unusual, and write this down.	JDG CE	Extracts and clips Rough paper
Pupils draw each of their 4 sweets or products onto separate sheets of A4 (show example first), on one half of the page. On the other half of the page they must write: ➢ The name of the sweet ➢ A description of their sweet, concentrating on using as many adjectives as possible ➢ The unusual feature of their sweet – what it does ➢ <u>At least</u> two sentences persuading people to buy their sweet (could do persuasive exercise as a group before they start writing?)	JDG CE	A4 Paper Coloured pens / pencils Example copy
Create Top Trumps cards for each of the sweets. Each card should have: - The name of the sweet - a picture - a brief description - a price for one sweet There is also a table at the bottom with space to give a mark out of 10 for - description - picture - special features - price - general sweet Once the cards have been produced they are swapped around the tables and pupils fill in the marks for ones that they have not created.		Small cards / templates and scissors Coloured pens / pencils Examples

NB: ICT copies are in the learning to learn folder on the R drive
Hard copies of sheets are in the yellow folder in KSG office