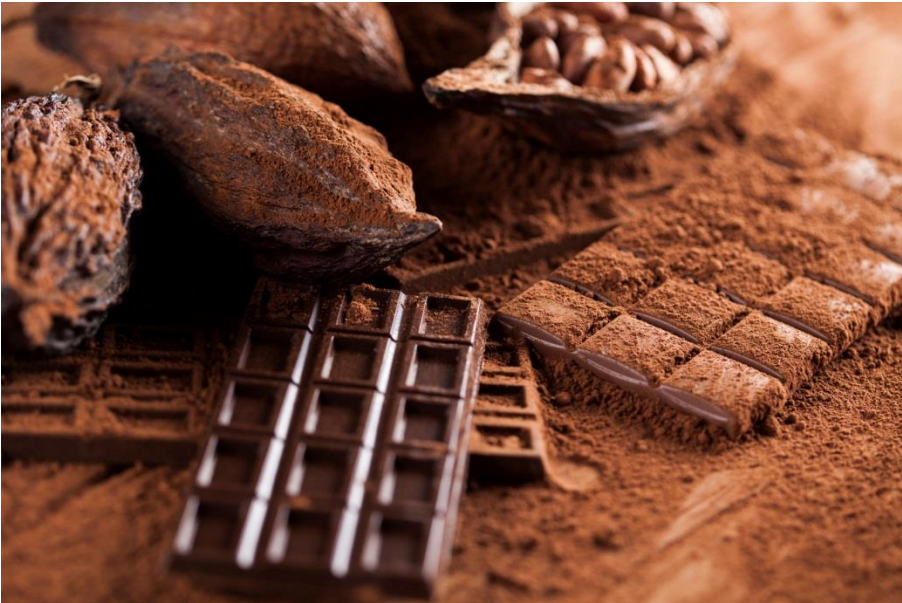


TOPIC TITLE: Chocolate	ENTRY POINT
	<p>Children will be asked what they already know about Chocolate. They will then be asked what they would like to know and this will inform the planning of lessons through the term.</p>
	<p>HOME LEARNING</p>
	<p>Children will be provided with a table of homework tasks throughout each half term.</p> <p>Children are expected to complete each weekly task alongside any spellings, times tables and handwriting set.</p>
	<p>PARENT ENGAGEMENT</p> <ol style="list-style-type: none"> 1. Support children with their homework. 2. Discuss the work the children have been doing in class. 3. Further their learning by visits to local places of interest. 4. Listen to your children read and read to them. 5. Practice your child's spellings with them. 6. Attend assemblies and school events.



HISTORY	GEOGRAPHY	SCIENCE	PSHE
<p>As historians:</p> <ul style="list-style-type: none">• We will use timelines to determine how chocolate began within different places in the world.• We will look at different civilisations and compare them to how we live our lives today.• We will look at the similarities and differences of how chocolate is used today compared to in the past.	<p>As Geographers we will be looking into the location of where chocolate is grown around the world.</p> <p>We will be able to:</p> <ul style="list-style-type: none">• use geographical terms• use maps at a variety of scales to locate the position and geographical features of particular localities.• express views on the features of an environment and the way it is being harmed or improved.• communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features.	<p>As scientists we will be looking at the digestive system which also includes teeth.</p> <p>We will continue to work scientifically. This will involve:</p> <ul style="list-style-type: none">• Be able to carry out simple investigations• Suggest ways of collecting evidence• Prepare a simple investigation which is fair with one changing factor• Predict outcomes• Use simple scientific equipment• Testing ideas using evidence from observations and findings in a variety of ways• Linking evidence to broader scientific knowledge and understanding• Using evidence to draw conclusions• Record and communicate observations and findings in a variety of ways• Explain observations and findings	<p>In PSHE we will be looking at our personal health and hygiene. We will have a visit from the dentist to discuss how to ensure our teeth are cleaned properly.</p> <p>We will also look at a healthy and balanced lifestyle.</p> <p>Another focus will be Fairtrade and how this initiative helps people around the world.</p>



DESIGN AND TECHNOLOGY	ART AND DESIGN	E -Safety	TRIPS
<p>As designers we will learn to:</p> <ul style="list-style-type: none">• Design and make products to meet specific needs.• Make usable plans.• To use simple tools and equipment with some accuracy.• Be able to identify and implement improvements to designs and products.• Identify the ways in which everyday use meet specific needs.• Suggest improvements to products everyday use.	<p>As artists we will learn to:</p> <ul style="list-style-type: none">• Look at different artists and understand and appreciate their work.• Look at different techniques artist use and adopt this into our own work.• Look at colour blending and contrast.	<p>We focus on E-Safety throughout the whole curriculum.</p> <p>We specifically look at:</p> <ul style="list-style-type: none">• How to stay safe on line• Password security• Security settings• Sharing information• Social media• Cyber bullying• E mail• Attachments and risks	<ul style="list-style-type: none">• TBC - A chocolate making activity.



Writing in Context

Alongside our English Curriculum, we will also be looking at:

Explanations and descriptions

Information texts

Comparisons

Instructional Writing

Diary Entries

Poetry

Letter writing

Speaking & listening

Presentations

Performance





English Medium Term Plan: Spring 2018

Teaching Sequences (Text/ Outcome)	<p>The Papaya That Spoke: A story about an object that spoke.</p> <p>We will follow a story map as a whole class and whole school to improve children's transcription and composition of writing. This will follow Pie Corbett's Talk for Writing Primary Writing Project. Children will use story maps, actions, oral storytelling and drama to explore the text and create their own writing.</p>	TBC
Phonics/ Spelling Pathways	First half of term	Second half of term
KS2 1 x 30 mins spelling lesson and 25 mins spelling practice per week	<p>Strategies-look/cover/write/check, speed spelling, spiral spelling, rainbow spelling, have a go</p> <p>Words from statutory lists</p> <p>Follow 'No Nonsense Spelling' programme</p> <p>Strategies at the point of writing</p> <p>Proofreading</p>	
Guided Reading	First half of term	Second half of term
Whole Class:	<p>Continue:</p> <p>Charlotte's Web - EB White - Whole Class</p> <p>Discussion, questioning, role play, drama, hot seating.</p>	<p>Why the Whales Came - Michael Morpurgo -</p> <p>Whole Class Discussion, questioning, role play, drama, hot seating.</p>
Group Guided Reading	<p>Children will take part in a daily guided reading carousel lasting 25 minutes.</p> <p>The carousel includes:</p> <p>Reading with KN</p> <p>Follow up Questions</p> <p>GAPS test</p> <p>Handwriting practice</p> <p>Spelling practice</p>	



Maths Medium Term Plan	
Class: Eagle (4)	Term: Spring 2018

Number – addition and subtraction

Statutory requirements

Pupils should be taught to:

- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.



Number – multiplication and division

Statutory requirements

Pupils should be taught to:

- recall multiplication and division facts for multiplication tables up to 12×12
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.