



TOPIC TITLE: Chocolate



ENTRY POINT

Children will explore what they already know about chocolate. They will also be asked to think of what they would like to know about chocolate to direct their learning through the term.

The hook of the topic is designed to grasp the attention of all children and capture their imagination and enthusiasm.

HOME LEARNING

Children will be required to read daily and practice their weekly spellings in their homework logs. Children will also need to ensure they are practicing their times tables. This is really important as children are required to take their times tables test in the summer term of year four.

The children will have a practical learning task to complete over autumn 2 to immerse them in their learning of chocolate.

PARENT ENGAGEMENT



- | | |
|--|--|
| | <ol style="list-style-type: none">1. Support children to complete their homework.2. Help children to appropriately research the current topic.3. Discuss the work the children have been doing in class.4. Further their learning by visiting local places of interest linked to their current topic.5. Attend open mornings for parents and guardians.6. Listen to your children read and read with them. Discuss the children's books.7. Practice your children's spellings with them regularly.8. Practice your children times tables with them regularly.9. Attend assemblies and school events. |
|--|--|



HISTORY	GEOGRAPHY	SCIENCE	PSHE	ART, DESIGN AND TECHNOLOGY
<p>As historians the children will learn about the Aztec Civilisation.</p> <p>We will:</p> <ul style="list-style-type: none">• Use historical terms.• Describe the main changes in a period of history. Record information and order significant events and dates on a timeline.• Understand how our knowledge of the past is constructed from a range of sources.• Ask questions and describe similarities and differences between people, events and artefacts studied.	<p>As geographers the children will be looking into the location of where cocoa beans grow around the globe, the people who grow them and what consequences and benefits of growing chocolate has on their communities.</p> <p>We will:</p> <ul style="list-style-type: none">• Use geographical terms.• Use letter/number co-ordinates to locate features on a map.• Use world maps to name and locate countries and describe particular features studied.• Communicate geographical knowledge and understanding to	<p>As scientists we will complete our animals including humans' topic and then move onto changing states.</p> <p>This will allow us to look into teeth and eating.</p> <p>We will:</p> <ul style="list-style-type: none">• Describe the simple functions of the basic parts of the digestive system in humans.• Identify the different types of teeth in humans and their simple functions.• Construct and interpret a variety of food chains, identifying producers, predators and prey.	<p>We will explore the lives of individuals involved in the process of creating chocolate to develop our awareness and empathy.</p> <p>We will explore:</p> <ul style="list-style-type: none">• The importance of Fairtrade.• Awareness of global issues and generate ideas of how to help. <p>We will continue to discuss friendship and relationships relating to our own classroom environment and experiences.</p>	<p>As designers children will develop their artistic techniques and control.</p> <p>We will explore and learn to:</p> <ul style="list-style-type: none">• Design and make products to meet specific needs and audiences.• Identify the ways in which everyday use meet specific needs.• Suggest improvements to products in everyday use.• Improve mastery of art and design techniques with a range of mediums.



	ask and answer questions about geographical and environmental features.	<p>We will be working scientifically to:</p> <ul style="list-style-type: none">• Carry out simple investigations.• Prepare a simple investigation which is fair but with one changing factor.• Predict outcomes.• Use evidence to draw conclusions.• Record and communicate observations and findings.• Link evidence to broader scientific knowledge and understanding.		
--	---	---	--	--



WRITING IN CONTEXT

Alongside our English Curriculum, we will be looking at:

Explanations and descriptions

Information texts

Instructional writing

Diary entries

Letter writing

Speaking & listening

Presentations

