

Message from the teacher

I hope you had a fun Easter and hopefully not too much chocolate!

I am excited to be back and onto a new topic of Chocolate. This will cover aspects from history, production and packaging. This term Mr O'Malley and Miss Sherry will continue with the class, on Tuesday afternoons for forest school and French lessons.

Homework - Spellings tests will remain on a Friday. Other homework will target children to recall all times tables up to 12 x 12 as well as fluent reading of digital and analogue clocks.

Literacy topics vary fortnightly and children who attempt extra reading and writing of resources outside school will be warmly encouraged and get to show the rest of the class in a show and tell.

Please sign planners once the children have read and written in their diary at least three times a week. At their age, I actively encourage their ownership of recording titles of the book and time read for in the diary.

PE: This half term we will be working on cricket and athletics. The designated days will be Mondays and Wednesday but please keep kit in school as much as possible in case of a change.

PE kit consists of white t-shirt, navy jumper, navy shorts or trousers and plain trainers for outside learning in nice weather.



School Trip

To celebrate an impressive year in Elm, we will be going to Cadbury World in Birmingham on Thursday 13th June. It will be my first visit there so I feel as excited as the children!

Our topic for summer term is
'Chocolate

Topic will link other areas of the curriculum and will be very much part of our daily literacy lessons.



History

1	Exploring the origins of the cocoa bean and comparing its uses in the Aztec and Mayan cultures.
2	Finding out how the cocoa bean came to Europe, and looking at different people's viewpoints of the product.
3	Exploring how the Cadbury company began and developed, and ordering main events on a timeline.
<ul style="list-style-type: none"> • KS2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	

Computing

1	Using a computer program to input, present and analyse chocolate-related data.
<ul style="list-style-type: none"> • KS2 - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	

DT

1	Investigating, comparing and contrasting different types of packaging for chocolate, and their effectiveness on the consumer.
2	Designing packaging for a new chocolate product from a chosen brief.
3	Evaluating their packaging designs with an option to do so through role play.
<ul style="list-style-type: none"> • KS2 - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • KS2 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • KS2 - investigate and analyse a range of existing products • KS2 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	

Chocolate

A KS2 cross-curricular topic for Year 3 and Year 4

Science

1	Investigating which materials are the best thermal insulators in order to keep a hot drink warm.
2	Exploring the melting point of different types of chocolate.
<ul style="list-style-type: none"> • Year 3 - asking relevant questions and using different types of scientific enquiries to answer them • Year 3 - setting up simple practical enquiries, comparative and fair tests • Year 3 - making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Year 3 - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • Year 3 - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Year 4 - asking relevant questions and using different types of scientific enquiries to answer them • Year 4 - setting up simple practical enquiries, comparative and fair tests • Year 4 - making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Year 4 - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • Year 4 - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Year 4 - observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) 	

PSHE

1	Finding out about the Fairtrade Foundation and how it helps farmers around the world.
2	Exploring what a balanced diet is, comparing modern day food with Aztec food, and understanding how chocolate can be part of a healthy diet.
3	Considering the impact of philanthropy by looking at the Bourville village, created by Richard and George Cadbury for their workers.

Art

1	Exploring the different representations of the Aztec god of chocolate, and creating their own depiction of him in the form of a mask.
2	Using clay to design and create a piece of Aztec-style pottery to use as a drinking vessel for chocolate.
3	Exploring different styles of graphic writing, and creating their own lettering for a new chocolate bar.
<ul style="list-style-type: none"> • KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials • KS2 - to improve their mastery of art and design techniques, including painting with a range of materials • KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials 	

Geography

1	Finding out where in the world cocoa trees grow, and why they grow there.
2	Exploring what happens to a cocoa pod once it is harvested, and how it is turned into a chocolate product.
3	Comparing and contrasting the life of a Ghanaian farmer with that of a British farmer.
<ul style="list-style-type: none"> • KS2 - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • KS2 - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	