

**English** (Use the green screen to film own version of part of Charlie and the Chocolate Factory)

**Reading (word reading):**

- Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 5 spelling

**Reading (comprehension):**

- Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for his/her choices.
- Maintain positive attitudes to reading and understanding of what he/she reads by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.
- Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Distinguish between statements of fact and opinion. (Record/film a debate in the radio room/green screen)
- Retrieve, record and present information from non-fiction.

**Writing (composition):**

- Plan his/her writing by identifying the audience for, and purpose of the writing, using other similar writing as models for his/her own.
- Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed.
- Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2.
- Draft and write by précising longer passages.
- Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.
- Evaluate and edit by assessing the effectiveness of his/her own and others' writing.
- Evaluate and edit by ensuring mostly consistent and correct use of tense

**Maths:**

**Number:**

- Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.
- Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000.
- **Read, write, order and compare numbers up to at least 1,000,000 and determine the value of each digit e.g. what is the value of the '7' in 276,541? Find the difference between the largest and smallest whole numbers that can be made from using three digits.**

**Addition and subtraction:**

- **Add and subtract numbers mentally with increasingly large numbers.**
- **Add and subtract whole numbers with more than 4 digits, using formal written methods (columnar addition and subtraction).**

**Multiplication and division:**

- Multiply numbers up to 4 digits by a one or two-digit number using a formal written method, including long multiplication for two-digit numbers.
- **Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.**
- Multiply and divide numbers mentally, drawing upon known facts. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
- Establish whether a number up to 100 is prime and recall prime numbers up to 19.
- **Compare and order fractions whose denominators are multiples of the same number.**
- Identify and name equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
- Write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number.

<p>throughout a piece of writing.</p> <ul style="list-style-type: none"> <li>• Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.</li> <li>• Perform his/her own compositions, using appropriate intonation, volume and movement so that meaning is clear. (Record/film performances in the radio room/green screen)</li> </ul> <p><b>Writing (handwriting):</b></p> <ul style="list-style-type: none"> <li>• Write increasingly legibly, fluently, and with increasing speed, through improving choices of which shape of a letter to use when given choices, and deciding whether or not to join specific letters.</li> <li>• Write increasingly legibly, fluently, and with increasing speed, by choosing the writing implement that is best suited for a task.</li> </ul> <p><b>Writing (spelling):</b></p> <ul style="list-style-type: none"> <li>• Spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious.</li> <li>• Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough.</li> <li>• Spell some words with 'silent' letters e.g. knight, psalm, solemn.</li> <li>• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as with the word list in English Appendix 1.</li> <li>• Use a thesaurus.</li> </ul> <p><b>Writing (VGP):</b></p> <ul style="list-style-type: none"> <li>• Convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify.</li> <li>• Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.</li> <li>• Use commas to clarify meaning or avoid ambiguity.</li> <li>• Understand the following terminology: Modal verb, relative pronoun. Relative clause. Parenthesis, bracket, dash. Cohesion, ambiguity.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise mixed numbers and improper fractions and convert from one form to the other, and write mathematical statements 1 as a mixed number e.g. <math>2/5 + 4/5 = 6/5 = 1 \text{ and } 1/5</math>.</li> </ul>
<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</li> <li>• Recognise that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</li> <li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including by filtering, sieving and evaporating.</li> <li>• Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>• Explain that some changes result in the formation of new materials, and that</li> </ul>	<p><b>Computing:</b></p> <ul style="list-style-type: none"> <li>• Begin to use internet services to share and transfer data to a third party</li> <li>• Independently select and use appropriate software for a task</li> <li>• Use the sensory room and radio room to link cross-curricular learning between coding and other areas.</li> </ul>

this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

### **Working Scientifically**

*(choose which objectives to focus on; please ensure full coverage over the duration of a year).*

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, scatter graphs, and bar and line graphs.
- Use test results to make predictions to set up further comparative and fair tests.
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
- Identify scientific evidence that has been used to support or refute ideas or arguments.

**History:**  
Geography Focus

**Geography** (use google Earth and the 3D effects to explore different countries)

- **Fairtrade and the journey of chocolate from bean to bar**
- I can recognise the different shapes of countries
- Know about the wider context of places; county, region and country
- Now location of : capital cities of countries of British Isles and UK, seas around the UK, European Union countries with high populations and large areas and the largest cities in each continent

**Art:**

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
- Use a sketchbook to collect and develop ideas.

**DT**

- Understand the main food groups and the different nutrients that are important for health.
- Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable/tasty to eat.
- Select appropriate ingredients and use a wide range of techniques to combine them.

Link to the healthy eating element of the curriculum due to 'Healthy Eating Through Stories' topic.

<p><b>Kitchen:</b></p> <ul style="list-style-type: none"> <li>• Prepare food products taking into account the properties of ingredients and sensory characteristics</li> <li>• Select and prepare foods for a particular purpose</li> <li>• Taste a range of ingredients, food items to develop a sensory food vocabulary for use when designing.</li> <li>• Weigh and measure using scales</li> <li>• Cut and shape ingredients using appropriate tools and equipment e.g. grating</li> <li>• Join and combine food ingredients appropriately e.g. beating, rubbing in</li> <li>• Decorate appropriately</li> <li>• Work safely and hygienically</li> <li>• Show awareness of a healthy diet from an understanding of a balanced diet</li> </ul>	<p><b>Kitchen Activities:</b></p> <ul style="list-style-type: none"> <li>• Chocolate taste testing, compare the ingredients and amounts of ingredients in dark, milk and white chocolate.</li> <li>• How many cocoa beans (grams/kg) does it take to make a box of chocolates? Look at different brands of chocolates and compare the chocolate content. Touch upon fractions &amp; decimals for those of a higher ability.</li> <li>• Cutting &amp; shaping through the moulding of chocolates and the ingredients.</li> </ul>
<p><b>Garden (outdoors):</b></p> <ul style="list-style-type: none"> <li>• to identify the importance of climate on plant growth.</li> <li>• to identify what plants need in order to grow successfully.</li> <li>• to identify the type of climate and conditions required to grow cocoa plants.</li> <li>• to develop observational skills.</li> </ul>	<p><b>Garden (Outdoor) Activities:</b></p> <ul style="list-style-type: none"> <li>• to attempt to successfully grow their own cocoa plant.</li> <li>• to sketch images of the garden and then create a replica using types of food (e.g. mouldable chocolate, sweets etc) – could then be used as the story setting when the characters enter the Chocolate Factory.</li> <li>• To watch the scene from Charlie and the Chocolate factory, in which the characters first experience the inside of the factory (where the chocolate river is) children then to film their own replica scene using the garden.</li> <li>• To role-play the chocolate process (from seed to chocolate bar). Each group to be a different part of the process (e.g. cocoa plant farmers, the packing department, the shippers, the retail department, the customer etc).</li> </ul>
<p><b>PSHE: SEAL New beginnings</b></p> <p>See <a href="#">SEAL New beginnings</a></p>	<p><b>RE:(Stand Alone) Peace</b></p> <ul style="list-style-type: none"> <li>• What is peace? What does it mean in the world and to you?</li> <li>• What does peace mean for countries and people living there?</li> <li>• What does peace mean to Christians?</li> <li>• How did Martin Luther King’s attitude to peace change lives?</li> <li>• How was Gandhi able to change attitudes peacefully?</li> <li>• Islam: How do Muslims associate peace with Allah?</li> <li>• What does peace mean to us? How can we foster peace in our lives?</li> </ul>
<p><b><u>P.E</u></b></p> <p>See <a href="#">scheme of work</a> (Invasion games) (Class teacher)</p>	
<p><b>Music</b></p> <p>Understand how sound works i.e. waves that radiate from a central point. To refresh our understanding of basic notation, names, pitches and time signatures.</p>	

To play through and practice keyboard skills via certain exercises and scales.  
To write a short 2 bar piece of music that can be played on the keyboard.

## **MFL**

### **Listening**

- Show that he/she recognises words and phrases heard by responding appropriately
- Follow simple instructions and link pictures or actions to language.
- When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming words.

### **Speaking**

- Ask and answer simple questions, for example about personal information.
- Repeat sentences heard and make simple adaptations to them.
- Use mostly accurate pronunciation and speak clearly when addressing an audience.

### **Writing**

- Write single words from memory.
- Use simple adjectives such as colours and sizes to describe things orally.
- Record descriptive sentences using a word bank

### **Grammar**

- Recognise the main word classes e.g nouns, adjectives and verbs.
- Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles.
- Have basic understanding of the usual order of words in sentences in the target language.

### **Visits:**

The Chocolate Museum (Brixton)