

Subject	What we will learn this half term	
English	<p><u>Reading</u> We will look at a range of fiction and non-fiction texts and will continue to develop our vocabulary as well as our skills in inference, prediction, clarification and evaluation. This half term we will study excerpts from Roald Dahl's <i>Charlie and the Chocolate Factory</i> and our key text will be <i>Do You Speak Chocolate?</i> by Cas Lester.</p> <p><u>Writing</u> We will use our topic, '<i>Etal and the Chocolate Factory</i>', as a stimulus to write a range of fiction and non-fiction texts across the curriculum. For example, we will write a leaflet advertising our very own chocolate factory, an explanation text for a new machine in the factory and we will become story writers to finish a story in the style of Roald Dahl.</p> <p><u>Spelling, punctuation and grammar</u> A list of twelve spellings will be sent home each Friday and the children will be tested on these spellings the following Friday. This half term pupils will also revise the use of commas, determiners, fronted adverbials, subordinating conjunctions, prepositions, pronouns, inverted commas, apostrophes and using punctuation to show parenthesis.</p>	
Maths	<p>Pupils will learn and revise how to:</p> <ul style="list-style-type: none">• read, write, order and compare numbers to 10,000,000 and determine the value of each digit• count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000• interpret and use negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero• read Roman numerals to 1000 (M) and recognise years written in Roman numerals• round any whole number to a required degree of accuracy• multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication• divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and begin to interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context• divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context• perform mental calculations, including with mixed operations and large numbers• solve problems involving addition, subtraction, multiplication and division• use their knowledge of the order of operations to carry out calculations involving the four operations• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why• use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy• solve comparison, sum and difference problems using information presented in a line graph• complete, read and interpret information in tables, including timetables.	
Science	<p>In science, Year 5 will study <i>Properties and Changes of Materials</i>. They will learn to:</p> <ul style="list-style-type: none">• 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	<p>Year 6 will study <i>Animals including Humans</i>. Pupils will learn to:</p> <ul style="list-style-type: none">• identify and name the main parts of the human circulatory system, and describe the functions of the

	<ul style="list-style-type: none"> • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 	<p>heart, blood vessels and blood</p> <ul style="list-style-type: none"> • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans.
Topic (History and Geography)	<p>We will use our topic as a stimulus in our history and geography lessons. Pupils will:</p> <ul style="list-style-type: none"> • Explore the origins of the cocoa bean and compare its uses in the Aztec and Mayan cultures • Find out how the cocoa bean came to Europe, and look at different people's views of the product • Explore how the Cadbury company began and order main events on a timeline • Find out where in the world cocoa trees grow, and why they grow there • Explore what happens to a cocoa pod once it is harvested, and how it is turned into a chocolate product • Compare and contrast the life of a Ghanaian farmer with that of a British farmer • Find out about the Fairtrade Foundation and how it helps farmers around the world • Explore what a balanced diet is, comparing modern day food with Aztec food, and understand how chocolate can be part of a healthy diet • Consider the impact of philanthropy by looking at the Bournville village, created by Richard and George Cadbury for their workers. 	
	<p>Our art and DT work will also be linked to our topic. In art, pupils will:</p> <ul style="list-style-type: none"> • Explore the different representations of the Aztec god of chocolate, and create their own depiction of him in the form of a mask • Use clay to design and create a piece of Aztec-style pottery to use as a drinking vessel for chocolate • Explore different styles of graphic writing, and creating their own lettering for a new chocolate bar 	
Design Technology	<p>In our DT lessons, we will be investigating, comparing and contrasting different types of packaging for chocolate, and their effectiveness on the consumer. We will then design our own packaging for a new chocolate product from a chosen brief and evaluate the designs at the end of the process. Lastly, we will take turns working in the school kitchen each week to cook up a delicious chocolate recipe with Cherie.</p>	
PE	<p>This half term, Etal class will enjoy rugby coaching from the Cramlington Rockets. We will also keep you up-to-date about Year 5 swimming as soon as we are given more information. The pupils will also take part in the 'Daily Mile'... you guessed it... daily!</p>	
Music	<p>We will be learning a range of traditional and contemporary songs based around the Harvest. We will also follow the Charanga scheme of learning to practise a range of musical skills.</p>	

French	This half term we will be learning to talk and write about food. This will include learning a wide range of vocabulary, as well as how to order a meal in a café or restaurant in French!
Computing	In this unit - titled 'Computing systems and networks - Sharing information creating media' - learners will develop their understanding of computer systems and how information is transferred between systems and devices. Learners will consider small-scale systems as well as large-scale systems. They will explain the input, output, and process aspects of a variety of different real-world systems. Learners will also take part in a collaborative online project with other class members and develop their skills in working together online.
RE	In RE, we will investigate what is meant by peace. We will use the concept of peace to explore a range of religions, for example meditation and the idea of 'inner peace' in Buddhism.
PSHE	On returning to school, we will be focusing on the ' <i>Physical Health and Mental Wellbeing</i> ' objectives from our school's RSE overview. In this unit, pupils will learn about the impact that a balanced diet and regular exercise has on our physical and mental health. By exploring how to recognise and identify feelings, pupils will begin to describe a variety of emotions with an increasingly mature level of vocabulary. We will also spend as much time as necessary exploring and processing our thoughts and feelings around 'lockdown', including the challenges and the successes that we all experienced. Lastly, this unit will provide an opportunity to revise the topics of dental and hand hygiene.

Notices

- Homework is set on Fridays for pupils to hand in the following Thursday. Homework diaries should be signed each week by a parent or guardian.
- Spellings and times table tests are held each Friday. If your child ever misplaces their spelling list, a full overview of this half term's spellings is available on the Etal class page on the school website.
- Pupils should bring a water bottle to school every day in order to stay healthy and hydrated.

Useful links

- English: <https://www.bbc.co.uk/bitesize/subjects/zv48q6f>
- Maths: <https://www.topmarks.co.uk/Search.aspx?Subject=16>
- National Curriculum: <https://www.gov.uk/government/collections/national-curriculum#programmes-of-study-by-subject>

I'd like to extend a very warm welcome back to you all, as well as a huge thank you for your ongoing support! Miss Jones ☺