

	Week 1 3.1.18	Week 2 8.1.18	Week 3 15.1.18	Week 4 22.1.18	Week 5 29.1.18	Week 6 5.2.18
Special Events						9.2.18 pm: Pancake Races
Literacy	<p>Charlie and the Chocolate factory</p> <p>Introduce the book Charlie and the Chocolate Factory and the character of Charlie. Children will look for evidence in the text about Charlie's character and roleplay how he might act, think or feel.</p> <p>SPAG focus: apostrophes</p>	<p>Charlie and the Chocolate factory</p> <p>Children will draw inferences from the text and justify with evidence from the text before roleplay the character of a peanut sheller and a reporter. Children look closely at the text to find evidence of suspense. Children will learn the features of recount writing to support with science recount writing and write a recount of when Grandpa Joe and Charlie unwrap a 2nd chocolate bar. Children will include suspense, previously learnt rules of speech marks and informal speech.</p> <p>SPAG focus: speech marks</p>	<p>Charlie and the Chocolate factory</p> <p>Children debate through conscience alley whether Charlie should spend the money on chocolate before writing their opinion of what he should have done. Children will roleplay finding the golden ticket before writing a playscript of Charlie finding the golden ticket using informal speech. Children will take a closer look at all the character who won golden tickets thinking about what's in a name and what do we know about the character so far.</p> <p>SPAG focus: Informal speech</p>	<p>Charlie and the Chocolate factory</p> <p>Children write a diary entry of how Charlie feels the night before he does into the factory. Children will look for clues in the text to draw the Chocolate Room before writing a fact file on Oompa Loompas. Children will learn the features of explanation writing to support with science writing and write an explanation of what the gum tastes like as it goes through each stage.</p> <p>SPAG: Features of an explanation writing</p>	<p>Charlie and the Chocolate factory</p> <p>Children will look at examples of formal and informal language within Charlie and the chocolate factory before writing examples of formal writing by writing a press release for their new chocolate product and writing a formal letter to Mr Hirst to taste and judge their chocolate bar. They will also write an informal review of the chocolate product.</p> <p>SPAG: Formal and Informal writing</p>	<p>Charlie and the chocolate Factory</p> <p>After reading the Oompa Loompa song children will write and publish in neat descriptive poetry of when Violet turns purple and gets blown up. Children will make lickable wallpaper and then write instructions</p> <p>SPAG: Conjunctions</p>
Maths	<p>PV</p> <p>Recap round numbers to the nearest 10 and 10 problems and counting backwards through zero to include negative numbers</p>	<p>Data</p> <p>Children will learn to understand, interpret and draw their own graphs and charts before using their learning to conduct market research in to which type of chocolate is most popular to help the design and make their chocolate bar.</p>	<p>Multiplication</p> <p>Consolidate use of place value to known and derived facts to multiply mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Children will learn to multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p>	<p>Division</p> <p>Consolidate use of place value to known and derived facts to divide mentally. Solve division problems using mental and formal methods.</p>	<p>Time</p> <p>Review and assess understanding of telling the time. Ensure children are secure in vocabulary. Practise telling the time from an analogue clock including Roman numerals and 12 hour clock and 24 hour clock.</p>	<p>Time</p> <p>Read, write and convert time between analogue and digital.</p>
Science	<p>What are solids, liquids and gases?</p> <p>To be able to compare and group materials together, according to whether they</p>	<p>What happens to solids when they are heated?</p> <p>Read Michael Rosen's Chocolate poem</p>	<p>Which liquid moves the fastest?</p> <p>To be able to set up a fair test. To be able to use results to</p>		<p>Can gas be made from a solid and a liquid?</p> <p>To be able to use results to draw simple conclusions. Provide</p>	<p>Does gas have weight?</p> <p>To be able to use results to draw simple conclusions. Children to devise a test to find out whether</p>

	are solids, liquids or gases. Children will compare balloons filled with water, liquid and gas before deciding which are which. Children will act out the difference between the different states and sort different materials before recording their results.	Children will complete a simple test to see at which solids melt quickest by putting different solids (chocolate) in into warm water then recording results in a table and bar graph.	draw simple conclusions. Demonstrate an unfair test of how liquids moved down a gradient. Children unpick how it is unfair before carrying out own investigations and recording their results. Children will write a recount of the experiment		children with a small plastic bottle, water, an effervescent tablet and a balloon. The children should place the water and tablet in the bottle. The balloon can be fitted over the neck of the bottle in order to capture the gas (carbon dioxide) created. Children develop an explanation, through actively demonstrating, identifying the correct scientific vocabulary then using this thinking and vocabulary to construct a sentence or two. Write an explanation of the experiment using features of explanation writing	gas has weight. Children develop an explanation, through actively demonstrating, identifying the correct scientific vocabulary then using this thinking and vocabulary to construct a sentence or two.
Geography/ History				The history of chocolate Children will compare the real history of chocolate and where it comes from with the tale of the Oompa Loompas in Charlie and the Chocolate Factory. Children will learn the key events in the history of chocolate before creating a timeline. Children will use the timeline to write a recount of the history of chocolate.		
ICT		Introduction to HTML. Children will learn what HTML stands for and some basic tags as well as the importance of ensuring a close tag.	In pairs, children will research a famous scientist e.g. Marie Curie using key questions as prompts	Children use their research from previous lesson and knowledge of HTML to create a webpage about their scientist including a picture using HTML tags	Children present their webpage to the class. Children evaluate peers webpage and HTML code using 3 stars and a wish.	
Art/D & T	Children will design a questionnaire in groups in order to gather information for their chocolate product design	Children will interpret and use the data from their questionnaire to help inform their design choices. Children will taste a range of possible ingredients before rating them and thinking about appearance, texture, taste and smell. Children will price their product and work out how much profit could be made by selling the chocolate product.	Children will look at example of current products as well as the names of chocolate products in Charlie and the Chocolate Factory to help them create a names and slogans for their product. Children will look at and discuss other information found on packaging.	Children will discuss colours used on different chocolate products and different nets before designing the packaging including previous work on name, slogan and other information needed.	In groups with adult support children will create their chocolate product using their chosen ingredients. Children will look at the reversible change that occurs in the process of chocolate	Children will present their product to judge before evaluating their product. Thinking about what worked well, what was difficult and what they would change.
R.E						

