

Maths

Using the Oak National Academy Scheme of Work, the children will be learning:

- Column addition and subtraction
- 2, 4 and 8 times tables and using these to solve problems
- Identify parts and wholes in different contexts
- Unit fractions as part of a whole
- Compare and order unit fractions
- Non-unit fractions including composition, addition and subtraction
- Parallel and perpendicular sides in polygons (and perimeter)
- Tell the time to the nearest minute and compare units of time

English

This term our class novel will be Charlie and the Chocolate Factory by Roald Dahl.

In English lessons we will be writing stories with a fantasy setting, non-chronological reports about chocolate and instructions for making chocolate bars.

Alongside this we will continue to read every day, complete quizzes and work on our comprehension skills. We will also continue to work on our joined handwriting and consolidate our learning of a variety of grammatical features we have used throughout the year so far.

Spelling rules for this term:

- Words ending in '-er' when the root word ends in 'ch'
- Words where 'ch' makes a /k/ sound
- Words where 'que' makes a /k/ sound
- Words where 'sc' makes a /s/ sound
- Words that are homophones
- Words that end in 'sion'

Science- States of Matter

In Science, the children will compare and group materials together, according to whether they are solids, liquids or gases.

Children will learn how to set up simple practical enquiries, comparative and fair tests. They will observe that some materials change state when they are heated or cooled and will gather, record, classify and present data that they collate. Children will explore evaporation, condensation and the water cycle.

Computing

In Computing, we will be learning all about Online Safety. This will include cyberbullying, the importance of keeping passwords safe and how to stay safe when communicating online. This will be followed by a Programming unit which will involve creating and debugging algorithms.

Art and DT

In DT, the children will explore chocolate packaging, design a new chocolate bar wrapper and evaluate the designing and making process.

In art, we will explore and recreate the Bonampak murals.

PHSE

For PHSE we follow the Derbyshire scheme of work 'PHSE' matters. We will be learning about bullying and keeping safe.

RE

Taken from the Derbyshire Scheme, the children's learning will focus on this question, 'What does it mean to be a Christian in Britain today?'

PE

This term we will be doing Athletics in PE on a Tuesday and will continue to access PAS on a Friday.

Chocolate & The Mayans

Sycamore Class - Summer Term 2025

History

The children will be finding out where the Maya lived, what their lives were like, and how their society was organised, as well as investigating the evidence they left behind and uncovering some Mayan mysteries.

Geography

In our geography lessons we will be answering the question 'Where does chocolate come from?' including:

- Finding out where in the world cocoa trees grow, and why they grow there.
- Exploring what happens to a cocoa pod once it is harvested, and how it is turned into a chocolate product.
- Comparing and contrasting the life of a Ghanaian farmer with that of a British farmer.
- Understanding and describing the trade links that allow foods from around the world to be eaten in the UK.

Languages

Through our Language Angels scheme of work, we will be learning to name fruits and say simple sentences in French.

English Objectives (S&L)

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English

English Objectives (Reading)

- apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- read books that are structured in different ways and reading for a range of purposes
- use dictionaries to check the meaning of words that they have read
- discussing words and phrases that capture the reader's interest and imagination
- check that the text makes sense to them, discuss their understanding and explain the meaning of words in context
- ask questions to improve their understanding of a text
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

English Objectives (Spelling)

- Words ending in '-er' when the root word ends in 'ch'
- Words where 'ch' makes a /k/ sound
- Words where 'que' makes a /k/ sound
- Words where 'sc' makes a /s/ sound
- Words that are homophones
- Words that end in 'sion'

English Objectives (handwriting)

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Increase the legibility, consistency and quality of their handwriting.

English Objectives (composition)

- plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; and discussing and recording ideas
- draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an

increasing range of sentence structures; organising paragraphs around a theme; in narratives, creating settings, characters and plot; and in non-narrative material, using simple organisational devices

- evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements; proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences; proof-read for spelling and punctuation errors; read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

English objectives (SPaG):

- extend their range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although.
- use the present perfect form of verbs in contrast to the past tense.
- use conjunctions, adverbs and prepositions to express time and cause.
- use and punctuate direct speech (inverted commas)
- add prefixes and suffixes to make new words belonging to the same word family.
- add prefixes to a word to give the opposite meaning.
- Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation

Science Objectives

States of Matter

- compare and group materials together, according to whether they are solids, liquids or gases.
- observe that some materials change state when they are heated or cooled, measuring the temperature at which this happens in degrees Celsius (°C)
- measure the temperature in degrees Celsius (°C) at which some materials change state when they are heated or cooled and can identify the melting point.
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

Working Scientifically:

- gather, record, classify and present data in a variety of ways.
- make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment.
- set up simple practical enquiries, comparative and fair tests.
- record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
- identify differences, similarities or changes related to simple scientific ideas and processes.

Maths objectives

- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
 - compare and order unit fractions, and fractions with the same denominators
 - recognise and show, using diagrams, equivalent fractions with small denominators
 - measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
 - add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$]
 - recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
 - add and subtract amounts of money to give change, using both £ and p in practical contexts
 - tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
 - estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- ### **P.E Objectives**
- use running, jumping, throwing and catching in isolation and in combination
 - develop flexibility, strength, technique, control and balance

Computing Objectives

- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output

Geography Objectives

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- 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
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

History Objectives

- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

Art & Design Objectives

- to improve their mastery of art and design techniques, including drawing with a range of materials
- 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
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

MFL Objectives

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to those of others;
- Understand basic grammar appropriate to the language being studied

RE Objectives

- Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).
- Describe some ways in which Christian express their faith through hymns and modern worship songs (A2).
- Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).
- Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).

PHSE Objectives

- R7 - Understanding that their actions affect themselves and others.
- R11 - Identifying the importance of working towards shared goals.
- R12 - Developing strategies for getting support for themselves or for others at risk.
- R13 - Identifying that differences and similarities arise from a number of factors.
- R14, L6 - Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, "trolling").
- R18 - Knowing how to recognise bullying and abuse in all its forms.
- H2 - Understanding how to make informed choices.
- H10 - Exploring how to recognise, predict and assess risks in different situations.
- H11 - Understanding that increased independence brings increased responsibility to keep themselves safe.
- H15 - Understanding how rules can keep them safe.
- H15 - Identifying where and how to get help.
- H21 - Developing strategies for keeping physically and emotionally safe in different situations.
- H22 - Understanding the importance of protecting information particularly online.
- H23, H24, H25 - Understanding how to become digitally responsible.