

Computing - Computer Systems and Networks - Connecting Computers

By the end of the term, children will:

- Be introduced to the concepts of input, process and output.
- Know how to protect devices using secure passwords.
- Know the parts that make up a digital device.
- Know that a computer network can be used to share information.
- Explain the role of a switch, server, and wireless access point in a network.

Design and Technology - Constructing a Castle

By the end of the term children will:

- Understand that wide and flat based objects are more stable.
- Understand the importance of strength and stiffness in structures.
- Know the following features of a castle: flags, towers, battlements, turrets, curtain walls, moat, drawbridge and gatehouse - and their purpose.
- Know that a façade is the front of a structure.
- Understand that a castle needed to be strong and stable to withstand enemy attack.

English

In handwriting, children will learn how to:

- Do a diagonal join - ci, cir, cer, cen, mb, imb, umb, amb ck
- Join l - ale dle ele tle
- Join y - ly lly icky iny dy
- Join i - ie in il ill
- Write and join t at the correct height - ti tio cti ati it
- Form and join double letters - ll tt rr nn mm cc oo dd ss ff ee
- Join e - he we re

In spelling, children will learn how to:

- Spell Common Exception Words: breath, breathe, early, earth, eight, eighth, heard, heart, height, reign, straight, weight, accident, accidentally, actual, actually, address, although, appear, build, disappear, remember
- Spell homophones and near homophones there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight, break/brake, grate/great, rain/reign.
- Add -ed, -ing, -er and -est to a root word ending in:
  - consonant -y
  - short vowel consonant \* consonant -e
- Use the prefix -dis and -un
- Spell words with the 'a' sound spelt '-ei' 'eigh', 'aigh' 'ey'
- Spell words with the prefixes -mis and -re
- Spell the 'i' sound spelt with a 'y'
- Spell words ending -gue and - que sound

Children will begin to learn how to:

- Use of adverbs to modify noun phrases [e.g. the really bright star or the particularly small shell].
- Use adverbial phrases to identify place, time, manner and frequency.
- Use of the present perfect form of verbs instead of the simple past [e.g. He has gone out to play contrasted with He went out to play].
- Create a range of multi-clause sentences using a wide range of conjunctions.
- Begin a sentence with a subordinate clause.
- Express time, place and cause using conjunctions [e.g. when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [e.g. before, after, during, in, because of]

- Use apostrophes to mark where letters are missing in a wider range of words, [e.g. should've, would've, couldn't, let's].
- Use inverted commas and other punctuation to indicate direct speech [e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
- Use second person direct address to the reader, and some usage of first person [e.g. If you love a challenge - however difficult - then you will... Are you nervous about the London trip? When we arrived at school we...]
- Use paragraphs as a way to group related material.
- Use headings and sub-headings to aid presentation.

### History

By the end of the term, children will know:

- The three eras that made up the Stone Age.
- How to use archaeological evidence to find out what homes and monuments were like in the Neolithic Stone Age.
- Who the Bronze age settlers were and the skills they brought to Britain.
- The impact that iron had on humans.
- what a hill fort looked like and why it was built that way.
- How Stone Age and Iron Age homes differed.

### Maths

During this term, the children will learn the following aspects of maths:

Counting in 100s, representing numbers to 1000, thousands tens and ones, finding 1, 10 or 100 more or less, comparing and ordering numbers to 1000, counting in 50s, adding and subtracting 100s, adding a 1-digit number to a 3-digit number, subtracting a 1-digit number from a 3-digit number, adding and subtracting 3-digit and 2-digit number, adding and subtracting two 3-digit numbers.

### Music - Writing Music Down

During this term, children will explore:

- Long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols.
- Knowing these symbols can be written on a staff and named with special musical names.
- Explore the notes, crotchets and minims within the music you learn.
- How these notes can fit on the lines and spaces of a staff.

### PE

#### Football

By the end of term, children will:

- Understand the role of an attacker when in possession.
- Develop movement skills to lose a defender and move into space.
- Understand that scoring goals is an attacking skill and learn how to do this.
- Understand the role of a defender.
- Apply skills and knowledge to play games using football rules.

### Gymnastics

By the end of term, children will know how to:

- Develop point and patch balances on apparatus.
- Step into shape jumps using apparatus.
- Include rolls in sequence work using apparatus.
- Transition smoothly in and out of balances using apparatus.
- Sequence on apparatus using matching and contrasting.

### PSHE

By the end of term, children will know:

- That there are different types of relationships.
- The different ways that people in caring relationships look after each other.
- That all families are constructed differently and that we must respect that.
- What it means to be part of a family.

## RE - What is it like for someone to follow God?

During this term, children will learn:

- About the Old Testament people of God and how they lived their lives.
- The story of Noah, considering what it was like for him to follow God.
- About the covenant that Christians believe Noah made with God, making links to the promises that Christians make at a wedding ceremony.
- Spend time looking at several texts that share stories from the Old Testament people of God in detail. They will consider the importance of returning to the original text for meaning rather than learning the story from videos or children's books.

## Science













### Forces and Magnets











By the end of term, children will know:

- Forces will change the motion of an object they will either make it start to move, speed up, slow down or even make it stop.
- What friction is and how it affects the movement of an object.
- That a magnet has a north pole and a south pole.
- The magnets can repel and attract one another.
- That magnets are attracted to some metals.

## Spanish - La Fruta

In this unit pupils will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. By the end of the unit pupils will have the knowledge and skills to be able to say which fruits they like and do not like in Spanish.

	Spanish	English
	una manzana	an apple
	una fresa	a strawberry
	un melocotón	a peach
	un plátano	a banana
	una cereza	a cherry
	una naranja	an orange
	una ciruela	a plum
	una pera	a pear
	un kiwi	a kiwi
	un albaricoque	an apricot
	Me gustan...	I like...
	No me gustan...	I do not like...

	Spanish	English
	las manzanas	the apples
	las fresas	the strawberries
	los melocotones	the peaches
	los plátanos	the bananas
	las cerezas	the cherries
	las naranjas	the oranges
	las ciruelas	the plums
	las peras	the pears
	los kiwis	the kiwis
	los albaricoques	the apricots