

Computing - Computer Systems and Networks - Systems and Searching

By the end of the term, children will:

- Understand of computer systems and how information is transferred between systems and devices. Consider small-scale systems as well as large-scale systems.
- Explain the input, output, and process aspects of a variety of different real-world systems.
- Discover how information is found on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines.

Design and Technology - Electrical Systems: Doodlers

By the end of the term, children will know:

- Some examples of motorised products that use movement to rotate or spin different parts.
- How to suggest ways to switch the configuration to amend the form or function of the Doodler.
- How to develop design criteria with consideration for the target user, the purpose of their Doodler, a key function and the Doodler's form and final appearance (e.g. fun, bright, soft).
- How to create a functional Doodler that creates scribbles on paper with or without a switch.
- How to identify and list each of the required materials, tools and circuit components required to build a Doodler.

English

In handwriting, children will learn how to:

- Join to and from r - start aware turtle tread
- Join using consistent height and size - flow flowed, row rowing, crow crowing, tow towed
- Develop fluency in writing - require shirt entire
- Form t at correct height - actually thought quarter interact
- Form s correct size and shape - schools bicycles tourists fairies
- Join at speed as writing demands
- Form letters from which we do not join - b p g q j x y z
- Join to and from ascenders - able ible ably ibly
- Form k - ocket icket ucket acket
- Form y - system fully welly chilly yearly

In spelling, children will learn to:

- Spell Common Exception Words: according, achieve, aggressive, ancient, available, awkward, controversy, curiosity, desperate, develop, environment, frequently, government, harass, hindrance, identity, lightning, marvellous, muscle, necessary, nuisance, persuade, privilege, recognise, secretary, shoulder, temperature, thorough, variety, vegetable
- Spell words with the letter string 'ough'
- Spell words with silent letters.
- Spell words ending in '-able' and '-ible'
- Spell homophones (isle/aisle aloud/allowed, affect/ effect, herd/ heard, past/ passed).
- Use the hyphen with prefixes -re and -co'
- Use a dictionary to support learning word roots, derivations and spelling patterns.

Children will begin to learn how to:

- Use of hyphens to create compound words and phrases [e.g. co-ordinate and weather-worn.
- Use of noun phrases to convey complicated information concisely.
- Use fronted adverbials (phrases and clauses) to create cohesion between paragraphs.
- Indicate degrees of possibility using adverbs [e.g. perhaps, surely] or modal verbs [e.g. might, should, will, must].
- Use the future tense using a range of modal verbs.
- Use of relative clauses to create multi-clause sentences [e.g. using the relative pronouns which, who, that, when, where and whose].

- Use relative clauses beginning with who, which, where, when, whose, that, or an omitted/ implied relative pronoun.
- Use brackets, dashes or commas to indicate parenthesis.
- Use commas to clarify meaning or avoid ambiguity.
- Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action in narratives.
- Use some modal verbs in certain grammatical structures [Should it rain, we may have to cancel the picnic.]
- Use the personal pronoun 'one', [e.g. One should not be concerned about... It is better to do this oneself.]
- Use nominalisation [e.g. The arrival of the mysterious stranger caused excitement, rather than, We were very excited when the mysterious stranger arrived.]
- Use multi-word vs precise verbs [find out - discover; ask for - request; go in - enter]
- Use devices to build cohesion within a paragraph [e.g. then, after that, this, firstly]
- Link 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]

History - The Anglo-Saxons

By the end of the term, children will know:

- Where the Anglo-Saxons came from and where they settled.
- How the Anglo-Saxon England ruled after the settlement of the Angles, Saxons and Jutes.
- What an Anglo-Saxon home was like.
- What Anglo-Saxons believed and who they worshipped.
- The significance of the discovery of Sutton Hoo.
- The legacy of the Anglo-Saxons.

Maths

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

- Read, write, order and compare numbers to at least 1 000 000 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.
- Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- Solve number problems and practical problems that involve all of the above
- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals
- Estimate and use inverse operations to check answers to a calculation
- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- Add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

Music - Melody and Harmony in Music

By the end of this term, children will know:

- A melody (or a tune) is a group of notes played one after another.
- In music, 'melody' contrasts with 'harmony'.
- Harmony means notes which are played at the same time, like chords.
- Composers often think of a melody and then add harmony to it.
- Explore the voices that sing the melodies and the instruments used within the music in this unit to create the harmonies.

PE

Football

By the end of term, children will:

- Develop ways to move the ball and apply them to different situations.
- Send and receive under pressure.
- Communicate with my team, move into space and take the ball towards goal.
- Use defensive techniques to win possession.
- Apply defending tactics as a team.
- Use and apply skills, principles and tactics to a game situation.

Gymnastics

By the end of term, children will:

- Perform symmetrical and asymmetrical balances.
- Perform interesting symmetrical and asymmetrical balances using apparatus.
- Develop the straight, forward, straddle and backward roll.
- Develop the straight, forward, straddle and backwards roll into a sequence.
- Explore different travelling actions using both canon and synchronisation.
- Explore different methods of travelling, linking actions in both canon and synchronisation.
- Perform progressions of inverted movements.

PSHE

By the end of term, children will know:

- How to recognise the different types of relationships we have.
- What makes a healthy and unhealthy relationship
- About issues that can affect relationships
- How to recognise abusive behaviours in relationships.
- That online relationships can be harmful.
- how to get help with online difficulties and how to support others

RE - What does it mean if Christians believe God is loving and holy?

During this term, children will learn:

- What Christians believe God is like, exploring key texts from the Bible, using ways of knowing that theologians use.
- Study passages from the book of Isaiah and Psalm 103 (Old Testament) and the book of 1 John (New Testament) to work out some ways the Bible says that God is both holy and loving.
- How to use key vocabulary such as 'omnipotent, omniscient and eternal' to describe the Christian view of God.
- Why Christians believe that God is forgiving and loving, showing the impact that sin can have on the lives of believers.
- That for most Christians, getting to know God is like getting to know a person.

Science

Living Things and their Habitats

By the end of term, children will know:

- The seven essential life processes - Movement, respiration, sensitivity, growth, reproduction, excretion, nutrition.
- How mammals reproduce.
- And understand sexual and asexual reproduction in plants.
- The differences in the life cycle of animals.
- The life cycle of plants.

Spanish - Do you have a pet? - ¿Tienes una mascota?

By the end of this unit we will be able to:

- Know the nouns and indefinite articles for 8 common pets.
- Ask somebody if they have a pet and give an answer back.
- Say in Spanish what pet we have/do not have and give our pet's name.
- Start to use the simple conjunctions 'y' (and) and 'pero' (but) to make more complex and interesting sentences.

Spanish	English
Tengo...	I have...
No tengo...	I do not have...
Tengo un...	I have a... (masculine)
Tengo una...	I have a... (feminine)
que se llama...	that is called...
y	and
pero	but

Spanish	English
 un perro	a dog
 un gato	a cat
 un conejo	a rabbit
 un hámster	a hamster
 un pez	a fish
 un ratón	a mouse
 una cotorra	a parrot / parakeet
 una tortuga	a tortoise