

Art and Design - Photorealism and drawing

By the end of this term, children will:

- Know some of the symbols found on Egyptian artefacts - The wedjat, the scarab, the ankh and the dejed.
- Know that pencils are graded based on how hard or soft they are.
- Know how to use a pencil to add texture using line and tone.
- Know how to use a grid method to enlarge and accurately draw an image in a hyper-realistic style.
- Know some of the works of Audrey Flack.

Computing - Artificial Intelligence (AI)

By the end of the term, children will:

- Know what AI is.
- Have an understanding of how AI works.
- Know some real-life uses for AI.
- Have an opportunity to discuss the ethics around AI.
- Have a go at creating a chatbot.

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 Ancient Egyptians

By the end of this term, children will know:

- Why people settled in the Nile valley.
- How the Ancient Egyptian society was organised.
- Some of the Gods and Goddesses worshipped by the Ancient Egyptians.
- What the Ancient Egyptians believed about the afterlife.

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

By the end of this term, children will:

- Have an understanding of traditional Indian music.
- Know how to play a rag.
- Know how to add a drone to an improvised piece.
- Know how to sing in the rock and roll style.
- Know how to play a walking bass line on tuned percussion

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

Forces









By the end of term, children will know:

- That unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object.
- The effects of air resistance, water resistance and friction, that act between moving surfaces.
- That some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.

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
 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

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