

Computing - Creating Media - Webpage Creation

During this unit, children will learn how to:

- Review an existing website and consider its structure
- Plan the features of a web page
- Consider the ownership and use of images (copyright)
- Recognise the need to preview pages
- Outline the need for a navigation path
- Recognise the implications of linking to content owned by other people

Design and Technology - Textiles - Design and make a waistcoat

Pupils who are secure will be able to:

- Consider a range of factors in their design criteria and use this to create a waistcoat design.
- Use a template to mark and cut out a design.
- Use a running stitch to join fabric to make a functional waistcoat.
- Attach a secure fastening, as well as decorative objects.
- Evaluate their final product.

English

In spelling, children will:

- Spell common exception words: achieve, ancient, available, bruise, category, communicate, community, conscience, conscious, controversy, curiosity, definite, desperate, disastrous, environment, especially, excellent, existence, explanation, familiar, foreign, frequently, government, identity, immediate (ly), individual, language, leisure, marvellous, mischievous, muscle, necessary, neighbour, parliament, privilege, recognise, restaurant, sacrifice, secretary, shoulder, signature, sincere (ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, twelfth, variety, yacht
- Spell words ending ‘-able/-ably’ and ‘-ible/-ibly’
- Add suffixes beginning with vowels to words ending in ‘-fer’
- Spell homophones with ‘ce’ and ‘se’.
- Spell words with the suffix -ous
- Spell words with the suffixes -tious and -cious
- Spell homophones (led/lead, steel/steal, alter/altar) and tricky ‘ce’ and ‘se’ (practice / practise, licence / license, advice / advise)

Children will begin to:

- Understand that words are related by meaning as synonyms and antonyms [e.g. big, large, little]
- Use the full range of noun phrases to create descriptions in fiction and non-fiction
- Use fronted adverbials (phrases and clauses) to create cohesion within and between paragraphs
- Use the past perfect tense [e.g. He had just arrived the house when the phone started to ring.
- Use semi-colons to replace a conjunction in a multi-clause sentences [e.g. It’s raining; I’m fed up]
- Use a wide range of conjunctions, sentence types and lengths to create sentences for varied effects, styles and purposes
- Use the semi-colon, colon and dash to mark the boundary between independent clauses [e.g. It’s raining; I’m fed up].
- Use the colon to introduce a list and use of semi-colons within lists.
- Punctuate of bullet points to list information.
- Understand that hyphens can be used to avoid ambiguity.
- Create settings, characters and atmosphere by integrating dialogue to convey character and advance the action and select the correct register and level of formality to enhance characterisation.
- Use the passive to affect the presentation of information in a sentence [e.g. The window in the greenhouse was broken (by me) or It is widely believed that...]
- Understand the difference between structures typical of informal and formal speech and writing [e.g. the use of question tags: He’s your friend, isn’t he?]
- Use of subjunctive forms [such as If I were or Were they to come in some very formal writing and speech]

- Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis.
- Use layout devices [e.g. headings, sub-headings, columns, bullets, or tables, to structure text].

### History - A Child's War - World War II

By the end of the term, children will understand:

- The events leading up to the outbreak of World War II
- The impact of evacuation on the children of World War II
- The impact of Kristallnacht on Jewish people of Germany

### Maths

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

- Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.
- Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- Perform mental calculations, including with mixed operations and large numbers
- Identify common factors, common multiples and prime numbers
- Use their knowledge of the order of operations to carry out calculations involving the four operations
- Solve problems involving addition, subtraction, multiplication and division
- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- Compare and order fractions, including fractions  $> 1$
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example,  $1/4 \times 1/2 = 1/8$ ]
- Divide proper fractions by whole numbers [for example,  $1/3 \div 2 = 1/6$ ].
- Use written division methods in cases where the answer has up to two decimal places
- Solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate
- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
- Convert between miles and kilometres

### Music

Pupils who are secure will be able to:

- Know some features of blues music.
- Play the blues scale on a tuned instrument.
- Improvise with notes from the blues scale.
- Play call and response rhythms using percussion instruments.
- Create an eight-beat break to play within a performance.

### PE

#### Basketball

During this term, children will learn to:

- Create and use space to help their team.
- Dribble, pass, receive and shoot the ball with increasing control under pressure.
- Select the appropriate action for the situation and make this decision quickly.
- Use the rules of the game honestly and consistently.
- Work collaboratively to create tactics with their team and evaluate the effectiveness of these.
- Work in collaboration with others so that games run smoothly.
- Recognise strengths in their own work and the work of others.

- Understand when to use different styles of defence in game situations.

### Stretch and Breath

During this term, children will learn to:

- Lead others, demonstrating poses and flows.
- Use feedback to improve the quality of their work.
- Use breath to transition from one pose to another with control.
- Use poses to improve flexibility, strength and balance.
- Choose poses that link easily from one to the other to help a sequence flow.

### PSHE

By the end of term, children will know:

- That stereotypes exist because of prejudiced ideas.
- That discrimination means the unfair treatment of people or groups based on characteristics such as, race, gender, age, sexual orientation, race, religion and disability.
- That peer pressure is when a peer group/friend influences the decisions that they make.
- That peer pressure can cause feelings of wanting to belong and not wanting to be left out.
- That peer pressure can often result in you undertaking a behaviour you know is wrong and feel uncomfortable with.
- That when dealing with an uncomfortable situation you can do the following:
  - Leave the situation/run away.
  - Find help from another person (a bystander, someone in a shop)
  - Tell a trusted adult.
  - Report to the police
  - Be assertive! Say no!
  - Get your adult to collect you from somewhere
- That cyberbullying is the use of electronic devices to send hurtful and intimidating things to another person (or group of people).

### RE - Why do Christians believe that Jesus was the Messiah?

During this term, children will:

- Learn about the concept of 'incarnation' and how it fits within the big story of the Bible.
- Study key texts that recount the story of Jesus' birth and the links Christians make to Old Testament prophecies.
- Study and discuss selected texts alongside key Christian beliefs, using theological terms.
- Consider the idea of Jesus fulfilling the expectations of the Messiah, within Christian tradition, and consider the importance of this for Christians today.

### Science

#### Electricity

By the end of term, children will know how:

- To use symbols to draw circuit diagrams.
- The voltage in a circuit affects the brightness of a bulb
- To investigate variations in how components function
- To investigate variations in how components function.
- Renewable and non-renewable sources of electricity differ.
- To create a useful electrical circuit.

### Spanish - At School - En el colegio

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

- Repeat and recognise the vocabulary for school subjects.
- Say what subjects they like and dislike at school.
- Say why they like/ dislike certain school subjects.
- Tell the time (on the hour) in Spanish.
- Say what time they study certain subjects at school.

Spanish	English
en el colegio	at school
 el español	Spanish
 el inglés	English
 el arte	art
 la educación física	P.E
 la música	music
 la geografía	geography
 la historia	history
 las matemáticas	maths
 las ciencias	science
 la informática	ICT
¿Qué te gusta?	What do you like?
¿Te gusta...?	Do you like...? (singular)
¿Te gustan...?	Do you like...? (plural)
Me gusta...	I like... (singular)
Me gustan...	I like... (plural)
Me encanta...	I love... (singular)
Me encantan...	I love... (plural)

Spanish	English
No me gusta...	I do not like... (singular)
No me gustan...	I do not like... (plural)
Odio...	I hate...
Sí, me gusta...	Yes, I like... (singular)
Sí, me gustan...	Yes, I like... (plural)
Sí, me encanta...	Yes, I love... (singular)
Sí, me encantan...	Yes, I love... (plural)
No, no me gusta...	No, I do not like... (singular)
No, no me gustan...	No, I do not like... (plural)
No, odio...	No, I hate...
aburrido	boring
difícil	difficult
útil	useful
interesante	interesting
divertido	fun
fácil	easy
inútil	pointless
porque	because

Spanish	English
es	it is
porque es...	because it is...
porque son...	because they are...
y	and
pero	but
sin embargo	however
¡Hola!	Hello!
¡Hasta luego!	See you soon!