

Art and Design: Sculpture

During this term, children will:

- Explore the works of Giacometti.
- Explore using an everyday object as an armature to create a sticky tape sculpture.
- Construct a simple wire armature to serve as the base for a human figure sculpture.
- Add tissue paper to your wire armatures to create form and volume.

Computing - Programming - Selection in physical computing

By the end of the term, children will:

- Control a simple circuit connected to a computer
- Write a program that includes count-controlled loops
- Explain that a loop can stop when a condition is met
- Explain that a loop can be used to repeatedly check whether a condition has been met
- Design a physical project that includes selection
- Create a program that controls a physical computing project

English

In handwriting, children will learn how to:

- Write legibly, fluently and with increasing speed by:
 - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
 - choosing the writing implement that is best suited for a task.

In spelling, children will learn to:

- Form y - bully, fully, filly, belly, welly, chilly
- Form letter sizes using -ough words
- Join at speed as writing demands
- Form small letters using -ea words
- Form and join f - fa, fu, fe, fl, ft, ff
- Join to revise whole alphabet formation
- Join horizontally to e - ve, we, oe, fe, re
- Form letters from which we do not join - b p g q j x y z

Children will continue 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 settlement in Britain

By the end of this term, children will know:

- Where Angles and Saxons came from and why they chose to come to Britain
- What an Anglo-Saxon home like
- Why the artefacts from Sutton Hoo are significant
- What the Anglo-Saxons believed
- The legacy the Anglo-Saxons left in Britain.

Maths

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

Multiplication and Division

- Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- Multiply and divide numbers mentally drawing upon known facts
- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context

Fractions

- Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}$]
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams

Decimals and percentages

- Read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- Round decimals with two decimal places to the nearest whole number and to one decimal place
- Read, write, order and compare numbers with up to three decimal places
- Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25

Music - South and West Africa

During this term, children will learn:

- That songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.
- That 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.
- That major chords create a bright, happy sound.
- That poly-rhythms means many rhythms played at once.

PE

Fitness

By the end of term, children will:

- Understand how speed helps them in other activities and apply this.
- Understand how strength helps them in other activities and apply this.
- Understand how agility helps them in other activities and apply this.
- Understand how balance helps them in other activities and apply this.
- Understand how co-ordination helps them in other activities and apply this.

- Understand how stamina helps them in other activities and apply this.

Orienteering

By the end of term, children will:

- Develop communication and negotiation skills.
- Develop strong communication and negotiation skills to solve challenges.
- Develop planning and problem solving skills.
- Share ideas and work as a team to solve problems.
- Develop navigation skills and map reading.
- Create and follow a key and route on a map.

PSHE

By the end of term, children will know:

- That money enables us to buy things: food, cars, houses, clothes etc...
- We need to have money in order to live in society.
- That not everyone has the same amount of money.
- Some people can save money and others don't.
- Money can be earned, given by others (relatives, government) or won.
- That the term 'managing money' and 'budgeting' means creating a plan to decide how you will spend your money
- That if you don't budget you can run out of money
- That a debt is a sum of money owed to another person/provider
- When you borrow money from a bank/lender you have to pay interest (extra money to be able to borrow the money in the first place).
- That too much debt can result in you not being able to live well or pay your bills.
- The consequence of not paying off debts can mean a criminal prosecution.

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.
- Learn how to use key vocabulary such as 'omnipotent, omniscient and eternal' to describe the Christian view of God.
- Link their learning in this topic to other concepts studied to suggest why Christians believe that God is forgiving and loving, showing the impact that sin can have on the lives of believers.
- Be able to explain that for most Christians, getting to know God is like getting to know a person.

Science - Properties and Change in Materials

By the end of term, children will know:

- How to compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- That some materials will dissolve in liquid to form a solution, and describe how to recover a substance How to use their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.

Spanish - Los planetas - The Planets

By the end of this unit we will have learnt how to:

- Name and label a map of the Solar System in Spanish.
- Apply the rules of adjectival agreement to describe the Solar System in Spanish.
- Use conjunctions and intensifiers to extend descriptions of the Solar System.
- Ask key questions in Spanish in order to conduct an interview with an astronaut.
- Answer the questions in Spanish in order to present themselves as an astronaut.

Spanish	English
Los planetas	The Planets
el Sol (nm)	the Sun
Mercurio (nm)	Mercury
Venus (nm)	Venus
la Tierra (nf)	the Earth
la Luna (nf)	the Moon
Marte (nm)	Mars
Júpiter (nm)	Jupiter
Saturno (nm)	Saturn
Urano (nm)	Uranus
Neptuno (nm)	Neptune
rojo/roja	red

Spanish	English
azul	blue
pequeño/pequeña	small
grande	big
cálido/cálida	hot
frío/fría	cold
luminoso/luminosa	bright
gaseoso/gaseosa	gaseous
rocoso/rocosa	rocky
y	and
muy	very
bastante	quite
es	is (3rd-person conjugation)

Spanish	English
¿Cómo te llamas?	What is your name?
Me llamo...	My name is...
¿Cuántos años tienes?	How old are you?
Tengo ... años.	I am ... years old.
¿Dónde vives?	Where do you live?
Vivo en...	I live in...
¿Cuántos planetas hay?	How many planets are there?
Hay ocho planetas.	There are eight planets.
¿Puedes describir tres planetas?	Can you describe three planets?
¿Por qué eres un buen candidato?	Why are you a good candidate?
Soy...	I am...

Spanish	English
curioso/curiosa	curious
calmado/calmada	calm
atrevido/atrevida	adventurous
ambicioso/ambiciosa	ambitious
dinámico/dinámica	dynamic
responsable	responsible
competente	competent
valiente	brave
paciente	patient
inteligente	clever