

Computing - Managing information online, privacy and security

At the end of this unit, children will:

- Demonstrate how to use key phrases in search engines to gather accurate information online.
- Explain what autocomplete is and how to choose the best suggestion.
- Explain how the internet can be used to sell and buy things.
- Know the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.
- Know how they can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.
- Describe simple strategies for creating and keeping passwords private.
- Know why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.
- Know that connected devices can collect and share anyone's information with others.

Design and Technology - Eating Seasonally

During this term, children will:

- Explain that fruits and vegetables grow in different countries based on their climates and identify which grow where.
- Understand that seasonal fruits and vegetables grow in a given season and that eating them in season positively affects the environment.
- Identify which foods grow in which season and find recipes that contain seasonal foods.
- Know that importing food impacts the environment.
- Identify the equipment used to prepare food and explain why food needs to be prepared safely.
- Describe the taste of various fruits and vegetables and identify flavours.
- Design a seasonal dish and describe the ingredients' nutritional benefits.
- Evaluate the dishes and give and receive feedback to identify strengths.

English - Reading

The children will use the following texts during their reading lessons this term:

- Africa, Amazing Africa by Atinuke
- Old Possum's Book of practical Cats by TS Elliott

English - Writing

The children will use the following texts during lessons to inspire their writing:

- The Tin Forest by Helen Ward and Wayne Anderson
- Earth Shattering Events by Robin Jacobs

In handwriting, children will learn how to:

- Space letters consistently - ew, ev, ex
- Join to and from h for ch - ch, che, cho, cha, chi
- Join from the letter e - ey, ei, eigh
- Join horizontally in ous - ous, mous, ious
- Join from the letter a - ap, ar, an
- Join horizontally to the letter y - ly, ky, ny

In spelling, children will learn how to:

- Spell Common Exception Words: occasion, occasionally, though, thought, believe, enough, often, opposite, through, favourite, strange, caught, library, learn, knowledge, peculiar, sentence, separate
- To spell words with the suffixes -sub and -tele
 - Key words: phone, graph, scope, vision, photo, merge, marine, way.
- Use the -sh sound spelt with a ch, ss or s
 - Key words: chef, shop, sure, mission, special, brochure, sugar.

- Spell words ending in the suffix -less
 - *Key words: care, fear, pain, sad, thought.*
- Spell words ending in the suffix 'ly' and -ful
 - *Key words: thank, mercy, slow, rough, sudden, angry, pain*
- Spell words with the prefix -super and -auto
 - *Key words: automatic, autograph, autopilot, autobiography, superman, superstar, supernatural, superficial.*
- Use the K sound spelt ch
 - *Key words: ache, anchor, Christmas, school. choir, echo.*

Children will 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 - The Ancient Greeks

End the end of this term, children will know:

- Who the Ancient Greeks were and when they lived.
- What some of the Greek Gods and Goddesses were known for.
- What happened at the Battle of Marathon.
- What happened at the Ancient Greek Olympic Games.
- The legacy of the Ancient Greeks today.

Maths

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

- Unit fractions and non-unit fractions with small denominators
- Recognise and show, using diagrams, equivalent fractions with small denominators
- Compare and order unit fractions, and fractions with the same denominators
- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

Music - Pentatonic Melodies and Composition

During this term, children will:

- Match their movements to the music, explaining why they chose these movements.
- Accurately notate and play a pentatonic melody.
- Play their part in a composition confidently.
- Work as a group to perform a piece of music.

PE - Netball

During this term, children will:

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

PE - Fencing - Enrichment provided by Synergy

During this term, children will:

- Develop coordination, balance, reaction time, and speed.
- Learn core techniques: En garde position, marching, lunging, and basic parries (blocking).
- Understand the equipment, basic rules of engagement, and respect for opponents.
- Learn to anticipate movements and use simple tactics.
- Build confidence, discipline, and sportsmanship.

PSHE - Health and Mental Wellbeing, Food Choices and Basic First Aid

During this term, children will learn:

- That a choice is a decision you make between two possibilities.
- That healthy means it has good benefits on your body and mental wellbeing and unhealthy can have a negative impact.
- That an informed choice is when a person is given several options to consider allowing them to make the best choice that they can.
- That too much sugar and fat can lead to obesity and mood swings
- That a lack of sleep can make you irritable and unfocused.
- That exercise like walking, riding a bike or running can help with physical and mental well being
- That if someone is choking them need to hit them firmly between the shoulder blades with your hand 5 times.
- That you can give the person 5 abdominal thrusts after the back blows and this process can be repeated until the item is dislodged.
- That the symptoms for asthma are wheezing, chest tightness and shortness of breath.
- That if someone has an asthma attack you need to sit them up, give them a puff of their inhaler every 30 seconds (ten times), call 999 for an ambulance.

RE - How do festivals and family life show what matters to Jewish people?

During this term, children will:

- Build on their knowledge about Jewish worldviews and way of life.
- Recap work on Shabbat and deepen it by considering how different Jews today mark it.
- Understand that Jews are diverse - beginning to use the language of Orthodox and Progressive.
- Explore Shabbat, Rosh Hashanah, Yom Kippur, and Pesach to build up their understanding of festivals and ideas of forgiveness, remembering, and freedom.

Science - Forces and Magnets











During this term, children will:











- Compare how things move on different surfaces.
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- Observe how magnets attract or repel each other and attract some materials and not others.
- Compare and group together a variety of everyday materials on the basis on whether they are attracted to a magnet and identify some magnetic materials.
- Describe magnets as having two poles.
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Spanish - las formas - shapes

During this unit, children will learn how to:

- Name and recognise up to 10 shapes in Spanish.
- Attempt to spell some of these nouns.
- Recognise that nouns have an article/determiner in Spanish and in this case, the indefinite 'un' or 'una'. Have an opportunity to learn and/or revise numbers.

	Spanish	English
	un triángulo	a triangle
	un cuadrado	a square
	un óvalo	an oval
	un círculo	a circle
	un rectángulo	a rectangle
	un pentágono	a pentagon
	un hexágono	a hexagon
	un rombo	a rhombus
	una línea	a line
	una estrella	a star
	Dibujad...	Draw...
1	uno	one
2	dos	two

	Spanish	English
3	tres	three
4	cuatro	four
5	cinco	five
	círculo <u>s</u>	circles
	triángulo <u>s</u>	triangles
	cuadrado <u>s</u>	squares
	rectángulo <u>s</u>	rectangles
	óvalo <u>s</u>	ovals
	hexágono <u>s</u>	hexagons
	pentágono <u>s</u>	pentagons
	rombo <u>s</u>	rhombuses/rhombi
	estrella <u>s</u>	stars
	línea <u>s</u>	lines