

Computing - Managing Online Information

By the end of the term, children will:

- Know how to analyse information to make a judgement about probable accuracy and understand why it is important to make their own decisions regarding content and that decisions are respected by others.
- Know how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).
- Know some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and recognise some of these when they appear online.
- Be able to explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.
- Know that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be.
- Know what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.

Design and Technology - Mechanical Systems: Mechanical Cars

During this unit, children will:

- Describe key design improvements in the history of the automobile.
- Measure and compare the distance travelled by different mechanical cars.
- Choose and use appropriate tools and materials to make mechanical cars.
- Draw exploded diagrams and annotated sketches of my different mechanical cars.
- Use a problem statement to identify the design criteria.
- Assess the product against the design criteria.
- Conduct market research into existing products.
- Provide specific feedback and adjust my design to incorporate customer feedback.

English - Reading

Children will explore the following text as part of their reading journey:

- Viking Voyagers by Jack Tite

English - Writing

In handwriting, children will learn how to:

- Join to ascenders - al, all, alt, afl
- Join to and from the letter f - ff, lf, ife fy
- Join to and from the letter e - rec, red, ved, ves
- Join to and from letters in ear, are, rew, new
- Join to revise whole alphabet formation
- Join to and from the letter v - live, tive, sive, five
- Form break letters - bl, pl, gl
- Join for days of week

In spelling, children will learn how to:

- Spell Common Exception Words: grammar, group, guide, history, interest, length, material, medicine, mention, minute, notice, ordinary, particular, perhaps, popular, position
- Spell words where the g sound is spelt gu
Key words: guide, guitar, guard, guidebook, guest, guardian, guarantee, guess.
- Spell words ending with -ture
Key words: future, nature, mixture, torture, venture, temperature and feature.
- Spell homophones and near homophones
Key words: scene/seen, mail. Male, bawl, ball
- Spell words with the prefixes anti and inter
Key words: international, intergalactic, interrupt, intervene, antibiotic, antidote, antihistamine.
- Spell words ending sion, ssion, tion and cian

Key words: physician, optician, magician, politician, electrician, extension, collision, confusion, exclusion, infusion, explosion, profession, session, possession, mission, fiction, fraction, direction, attention.

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Children will continue to learn how to:

- Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases [the strict maths teacher with curly hair or the person of interest]
- Use fronted adverbials [e.g. Later that day, I heard the bad news.]
- Use of the simple future tense [e.g. we will learn about Vikings].
- Use of shorter sentences for effect and to build suspense [e.g. She slowly turned the rusty handle on the old wooden door and entered the unlit room. It was empty.]
- Use multi-clause sentences without a conjunction or using the progressive tense [e.g. Running down the corridor, they spotted the open window]
- Develop use of a range of conjunctions [e.g. yet, whereas, until, since, before, after] and to understand when these can be used as prepositions or adverbs
- Understand that some prepositions and adverbs can be used in a similar way to conjunctions [e.g. beside, despite, during, outside, down, below, next, therefore, however]
- Use apostrophes to mark plural possession [e.g. the girl's name, the girls' names.]
- Use of commas after fronted adverbials
- Use reporting clauses including a relative clause for description and specification
- Use inverted commas to punctuate quotes in non-fiction writing
- Use some use of abstract nouns, and noun phrases used as the subject of the verb, e.g. [Darkness was being whispered in... full of despair] Vernacular (everyday) language, including idioms [e.g. ...do your bit for the war. ...the words are stuck in my throat.]
- Use Standard English forms for verb inflections instead of local spoken forms [e.g. we were instead of we was, or I did instead of I done]
- Use of paragraphs to organise ideas around a theme
- Use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.

History - The Romans

By the end of the term, children will know:

- How to place events in chronological order.
- What the Roman Empire was.
- Why the Romans settled in 'Lindum Colonia'.
- What it was like inside Lindum Colonia.
- The legacy of the Romans in Britain.

Maths

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

Fractions

- Recognise and use fractions as numbers: 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
- Recognise and show, using diagrams, families of common equivalent fractions
- Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- Add and subtract fractions with the same denominator

Decimals

- Recognise and write decimal equivalents of any number of tenths or hundredths
- Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.

Music - Haiku, Music and Performance

Pupils who are secure will be able to:

- Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings.
- Recognise, name and describe the effect of the interrelated dimensions of music.
- Select instruments and sounds which match their vocabulary.
- Work as a group to create a piece of music.
- Perform a piece of music as part of a group.

PE - Netball

During this term, children will:

- Develop attacking skills within the rules of the game.
- Apply attacking skills to move towards a goal.
- Develop movement skills to lose a defender.
- Defend an opponent and try to win the ball.
- Develop attacking skills to score goals.
- Apply skills and knowledge to play games using netball rules.

PE - Cricket

During this term, children will:

- Develop overarm and underarm throwing and apply these to a striking and fielding game.
- Develop bowling technique and learn the rules of the skill within this game.
- Develop batting technique and understand where to hit the ball.
- Develop fielding techniques and apply them to game situations.
- Play different roles in a game and begin to think tactically about each role.
- Apply skills and knowledge to compete in a tournament.

PSHE - Mental Health and Wellbeing and Basic First Aid

By the end of term, children will know:

- That the law states that you must be 18 or over to smoke, vape or buy tobacco products and alcohol.
- That if you are caught by police smoking, vaping, or drinking alcohol when you are underage you can be prosecuted or fined.
- That smoking and vaping can cause heart and lung diseases and in some cases cancer too.
- That an addiction to alcohol can cause liver diseases, cancers, and mental health problems.
- That allergies can cause swelling, itching, sneezing, wheezing and breathing difficulties.
- A severe allergic reaction, effect a person's breathing and narrows their airways.
- An EpiPen is used by removing the lid, holding it against the upper leg and pushing down hard until it clicks.
- There are different types of burns: dry burn, scald, electrical burns , chemical burns and radiation burns.
- When someone is burned there skin will show signs of redness, swelling, pain and blistering.
- That minor burns should be cooled under lukewarm water for 20 minutes.
- That severe burns should be cooled with lukewarm water for 20 minutes or the area should be covered using cling film or a plastic bag.

RE - Why do Christians call the day Jesus died 'Good Friday'?

During this term, children will:

- That the Christian Salvation story fits into the big story of the Bible.
- Learn about the main events of holy week and how people at the time might have felt and responded to these key events.
- Study texts from the Bible that retell the key events of holy week and suggest what these mean for Christians today.
- Find out about how Christians today remember, celebrate and respond to the events of holy week and Easter.
- Begin to make links between some of these events and life in the world today, suggesting why some Christians live their lives in the way that they do.

Science - States of Matter

During this term, children will:













- Compare and group materials together, according to whether they are solids, liquids or gases
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Spanish - la clase: The classroom

During this term, children will:

To say what you have and do not have in a pencil case in Spanish.

- Learn to recall from memory a selection of nouns and indefinite articles for common classroom objects
- Learn how to use the negative in Spanish
- Describe what we have and do not have in our pencil case.
- Respond to simple classroom commands.

	Spanish	English
	un libro	a reading book
	un cuaderno	an exercise book
	un lápiz	a pencil
	un bolígrafo	a pen
	un sacapuntas	a sharpener
	un estuche	a pencil case
	una calculadora	a calculator
	una barra de pegamento	a glue stick
	una regla	a ruler
	una goma	a rubber
	una mochila	a rucksack
	unas tijeras	a pair of scissors

Spanish	English
tengo	I have
no tengo	I do not have
¿Qué tienes en tu estuche?	What do you have in your pencil case?
En mi estuche tengo...	In my pencil case I have...
En mi estuche no tengo...	In my pencil case I do not have...
mi	my (singular nouns)
mis	my (plural nouns)
y	and