

### Computing - Creating Media: Desktop Publishing

During this unit, children will:

- Become familiar with the terms 'text' and 'images' and emojis and understand that they can be used to communicate messages offline and online.
- Use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents.
- Be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover.
- Start to add text and images to create their own pieces of work using desktop publishing software.
- Look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.

### Design and Technology - Wearable Technology

During this term, children will:

- Give a brief explanation of the digital revolution and/or remember key examples.
- Suggest a feature from the virtual micro:bit that is suitable for the product.
- Write a program that initiates a flashing LED panel, or another pattern, on the virtual micro:bit when a button is pressed.
- Identify errors, if testing is unsuccessful, by comparing their code to a correct example.
- Explain the basic functionality of their finished program.
- Suggest key features for a way to attach the product to the user, with some consideration for the overall theme and the user.
- Create annotated diagrams to help illustrate how their product is worn.
- Describe what is meant by 'point of sale display' with an example.
- Follow basic design requirements using computer-aided design, drawing at least one shape with a text box and bright colours, following a demonstration.
- Evaluate their design using a focus group.

### English - Reading

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

- Mr Penguin and the Lost Treasure by Alex T Smith
- I am the seed that grew in the trees by Fiona Waters

### English - Writing

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

- How to live forever by Colin Thompson
- Flotsam by David Wiesner

In handwriting, children will learn how to:

- Join to and from r for ure - ure, sure, ture
- Join from w to h - who, wha, whe, whi
- Form numerals 1-9 correctly
- Write silent letter joins - wra, wri, kni
- Join from f - fte, fir, fin

In spelling, children will learn how to:

- Spell Common Exception Words: natural, woman, women, exercise, experiment, complete, consider, continue, therefore, question, quarter, purpose, possible, busy/business, important, imagine, increase
- Add -ly to a root word ending in le and ic specifically root words: simple, humble, basic, frantic, dramatic, music
- Use the u sound spelt ou

*Key words: young, touch, trouble, double, country*

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].
- To 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 Trans-Atlantic Slave Trade

End the end of this term, children will know:

- What slavery is and what the Trans-Atlantic Slave Trade was.
- The conditions that slaves had to endure.
- What sort of work slaves did in America and the Caribbean.
- About the people who resisted the slave trade.
- What an abolitionist is and how they brought about the end to the Trans-Atlantic Trade.

### Maths

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

#### Fractions

- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
- Add and subtract fractions with the same denominator within one whole (for example,  $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ )
- Solve problems that involve all of the above

#### Money

- Add and subtract amounts of money to give change, using both £ and p in practical contexts

#### Time

- Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- Know the number of seconds in a minute and the number of days in each month, year and leap year
- Compare durations of events [for example to calculate the time taken by particular events or tasks]

### Music - Jazz

During this term, children will:

- Explain what ragtime music is.
- Play on the 'off beat' and sing a syncopated rhythm.
- Play a call and then improvise a response.
- Improvise or compose a scat singing performance with sounds and words.
- Compose and play a jazz motif fluently, using swung quavers.
- Play a swung rhythm using a tuned percussion instrument.

### 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 - Athletics

During this term, children will:

- Develop the sprinting technique and improve on your personal best.
- Develop changeover technique in relay events.
- Develop jumping technique in a range of approaches and take off positions.
- Develop throwing for distance and accuracy.
- Develop throwing for distance in a pull throw.
- Develop officiating and performing skills.

### PSHE -

During this term, children will learn:

- How feelings and emotions affect their mental health
- What positively and negatively affects mental health
- That spending time online can have a positive and negative impact on your mental health
- The similarities and differences between male and female body parts (including private parts)
- The difference between appropriate and inappropriate touch

### RE - What do Christians learn from the creation story?

During this term, children will learn:

- The Bible has many stories in it about humanity's relationship with God.
- These stories together are called the Big Story which starts with the story of Creation in the book of Genesis in the Old Testament.
- The story of creation tells people about God creating the universe and everything in it.
- At the end of each of the days of Creation God saw that everything was good.
- The book of Genesis in the Bible also talks about an event called the Fall. In this story Adam and Eve went against what God had told them. God had commanded that they should not eat the fruit of the tree of knowledge, but they gave into temptation and committed a sin against God.
- The leader of the Catholic denomination, the Pope, wrote a letter telling people to follow the teaching of stewardship from the Bible and to look after the planet but not to interpret it wrongly and not to do they wanted with the world that would harm it.

### Science - Forces and Magnets









At the end of this term, children will know:









- Some forces need contact between two object e.g. a hand pushing a toy car
- Magnetic forces can act at a distance.
- Some metals are attracted to magnets.
- Magnets can attract and repel each other.
- Magnets have two poles - a north pole and a south pole
- Different poles attract but the same poles repel.

## Spanish - la caperucita roja - The Red Riding Hood

During this unit, children will learn:

- How to say 8 key words in Spanish from the story of Little Red Riding Hood.
- How to say 8 parts of the body in Spanish.
- All the key words from the story of Little Red Riding Hood and will listen out for these words when the story is read out to me in Spanish.
- How to spell and recognise the key words from the story and will read the story in Spanish for the first time.
- To use decoding skills to learn more words from the story in Spanish.

Spanish	English
 Caperucita Roja	Little Red Riding Hood
 los padres	the parents
 una casa	a house
 un bosque	a forest
 unos pasteles	some cakes
 el lobo	the wolf
 la abuela	the grandmother
 el cazador	the hunter

Spanish	English
 las orejas	the ears
 los ojos	the eyes
 la boca	the mouth
 los dientes	the teeth
 la nariz	the nose
 los brazos	the arms
 las piernas	the legs
 los pies	the feet