

Computing -

By the end of the term, children will:

Design and Technology - Electrical Systems: Doodlers

By the end of term, children will:

- Identify simple circuit components (battery, bulb and switch) with a basic explanation of their function.
- Explain that a series circuit is assembled in a loop to allow the electricity to flow along one path.
- Describe a motor as a circuit component that changes electrical energy into movement.
- Provide examples of motorised products that use movement to rotate or spin different parts.
- Remove and replace different parts of a Doodler, as part of a team.
- Suggest ways to switch the configuration to amend the form or function of the Doodler.
- Explain, in an investigation report, each of the changes they made and the effect this had on the Doodler's ability to draw scribbles (function) and appearance (form).
- Develop design criteria with consideration for the target user, the purpose of their Doodler, a key function and the Doodler's form and final appearance (e.g. fun, bright, soft).
- Explain simply why their Doodler has a certain configuration based on the findings of their investigation (e.g. I used four pens because the Doodler would fall over with two).
- Create a functional Doodler that creates scribbles on paper with or without a switch.
- Identify and list each of the required materials, tools and circuit components required to build a Doodler.
- Explain simply the steps to assemble a Doodler as part of a set of instructions (or storyboard).
- Write instructions to build a functional circuit, explaining how to identify if it is functional or not.
- Provide suggestions to improve a peer's set of instructions after testing how effective they are at guiding someone.

English - Reading

During this term, children will focus on the following texts:

- The Listeners by Walter de la Mere
- When the stars come out by Nicola Edwards

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-Saxon and Viking struggle in Britain

By the end of this term, children will know:

- Who the Vikings were and when and why they raided and invaded Britain.
- About some Anglo-Saxon kings, how they influenced Britain and how they fought against the Vikings.
- Who King Ethelred II was and say when and why Danegeld was introduced.
- Identify and explain key aspects of Viking life.
- How the last Anglo-Saxon kings shaped Britain.
- The events that led up to the Battle of Hastings in 1066.

Maths

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

Perimeter

- Calculate the perimeter of composite rectilinear shapes in centimetres and metres.
- Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes.

Graphs and tables

- Solve comparison, sum and difference problems using information presented in a line graph.
- Complete, read and interpret information in tables, including timetables.

Music - Composition for the festival of colour: Holi

During this term, children will learn:

- Suggest a colour to match a piece of music.
- Create a graphic score and describe how this matches the general structure of a piece of music.
- Create a vocal composition in response to a picture and justify their choices using musical terms.
- Create a vocal composition in response to a colour.
- Record their compositions in written form.
- Work as a group to perform a piece of music.

PE - Tag Rugby

By the end of term, children will:

- Apply attacking skills to a game situation.
- Make decisions and understand when to pass and when to run with the ball.
- Apply attacking skills effectively within the rules.
- Work as a team to delay opponents and stop the opposition from scoring.
- Apply attacking skills to create space and beat a defender.
- Apply rules and skills to take part in competitive games.

PSHE

By the end of term, children will know:

- That smoking can cause illnesses such as cancer and lung disease.
- Illegal drugs can cause raised heart rates, dizziness, hallucinations, mood changes.
- That alcohol can result in the loss of control and make you do silly or dangerous things.
- That peer pressure is when someone is forcing you to make a decision you may not want to make.
- That some people choose to take drugs/drink alcohol illegally because of pressure from friends
- A bad touch makes you feel uncomfortable and isn't something you consent to.
- That it is not ok for anyone to touch your private body parts without consent (medical reasons).
- That help can be sought from the safeguarding lead in school, teachers and other trusted adults. Police and NSPCC, Child line.

RE - Creation and science; conflicting or complementary?

During this term, children will:

- Find out about the importance of creation within the 'Big Story' of the Bible.
- Study Genesis 1 and find out about how different Christians may interpret this text in different ways. Spend time discussing and weighing up whether Genesis 1 is conflicting or complementary with what science says.
- Encounter scientists who are religious and those who are not, and discuss how they may or may not find science and faith compatible.
- Encounter different theological theories that some Christians use to interpret the creation story, suggesting why these may be helpful for believers.
- Understand that whilst some people see science and religion as opposites, others do not.

Science - Materials and their Properties














By the end of term, children will know:


- That some materials dissolve in a liquid to make a solution.
- How to predict how mixtures could be separated.
- Why some changes are irreversible.
- How chemists create new materials.

Spanish - What's the weather like? - ¿Qué Tiempo hace?

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

- Describe the weather in Spanish.
- Recognise and recall the 9 weather expressions in Spanish from memory.
- Ask what the weather is today and give a reply in Spanish.
- Describe the weather in Spain, in Spanish using a weather map with symbols.

Spanish	English
¿Qué tiempo hace?	What's the weather like?
 Hace calor.	It's hot.
Hace frío. 	It's cold.
 Hace buen tiempo.	It's nice weather.
Hace mal tiempo. 	It's bad weather.
 Hace viento.	It's windy.
Hace sol. 	It's sunny.
 Hay tormenta.	It's stormy.
Está nublado. 	It's cloudy.
 Llueve.	It's raining.
Nieva. 	It's snowing.
 En el norte...	In the north...
 En el este...	In the east...
 En el sur...	In the south...

Spanish	English
 En el oeste...	In the west...
Hace ... grados.	It's ... degrees.
Hoy es...	Today is...
lunes	Monday
martes	Tuesday
miércoles	Wednesday
jueves	Thursday
viernes	Friday
sábado	Saturday
domingo	Sunday
por la mañana	in the morning
por la tarde	in the afternoon
y	and
pero	but