

Art and Design - Watercolour Painting

By the end of term, children will:

- Explore the work of JM Turner.
- Create a smooth paint wash for a background.
- Blend paint colours smoothly while painting.
- Experiment with mixing and combining colours to create mood.
- Use washes, blending, and colour choice to create a painting inspired by JM Turner.

Computing - Creating Media: Introduction to Vector Graphics

During this term, children will:

- Start to create vector drawings.
- Learn how to use different drawing tools to help them create images.
- Recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object.
- Layer objects and begin grouping and duplicating them to support the creation of more complex pieces of work.

English - Reading

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

- Grimm Tales for Old and Young by Philip Pullman
- The Explorer by Kathrine Rundell

English

In spelling, children will learn to:

- Spell Common Exception Words: accommodate, accompany, amateur, apparent, appreciate, attached, average, category, cemetery, committee, competition, definite, dictionary, disastrous, especially, exaggerate, existence, explanation, individual, interfere, interrupt, occupy, occur, opportunity, parliament, physical, prejudice, programme, pronunciation, recommend, relevant, restaurant, rhyme, sacrifice, stomach, suggest, symbol, system, twelfth
- Spell words ending sounding like ze (sure and -ture) (revisit from Year 4)
- Spell new homophones (cereal/serial, father/farther, guessed/ guest, morning/mourning, who's/whose)
- Spell words with endings sounding like /tʃə/ spelt '-ture' (revisit from Year 4)
- Spell words with endings sion, ssion, tion and cian (revisit from Year 4) (include physician, optician, , electrician, extension, collision, confusion, , profession, session, , fiction, fraction, direction)

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]

Maths

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

Geometry - Shape

- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines
- Identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- Draw given angles, and measure them in degrees ($^{\circ}$)
- Use the properties of rectangles to deduce related facts and find missing lengths and angles
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles
- Angles at a point and one whole turn (total 360°)
- Angles at a point on a straight line and $1/2$ a turn (total 180°)
- Other multiples of 90°

Geometry - position and direction

- Describe positions on a 2-D grid as coordinates in the first quadrant
- Plot specified points and draw sides to complete a given polygon
- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed

Music - Looping and Remixing

During this term, children will learn:

- Perform a looped body percussion rhythm; keeping in time with their group.
- Use loops to create a whole piece of music, ensuring that the different aspects of music work together.
- Play the first section of 'Somewhere Over the Rainbow' with accuracy.
- Choose a suitable fragment of music and be able to play it along to the backbeat.
- Perform a piece with some structure and two different loops.

PE - Boxercise

Enrichment opportunity led by Synergy Sports coaches

PE - Athletics

During this term, children will:

- Continue to understand pace and apply different speeds over varying distances.
- Develop fluency and co-ordination when running for speed.
- Develop technique in relay changeovers.
- Build momentum and power in the triple jump.
- Develop throwing with force for longer distances.
- Develop throwing with greater control and technique.

PSHE

By the end of term, children will know:

- Factors that can impact mental health
- That feelings can change and intensify
- The nature and cause of stress and anxiety
- How technology can affect mental health positively and negatively
- Strategies to support and promote mental health and wellbeing

RE - How can following God bring freedom and justice?

During this term, children will:

- Find out about the story of the Exodus, sequencing key events and considering different interpretations.
- Make clear connections between Bible texts studied and what Christians believe about how God can help during difficult times and how they should behave.
- Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.
- Investigate the ten commandments, considering why the People of God were given these and what they mean for believers today.

Science - Living Things and their Habitats






























By the end of term, children will know:

- The seven life processes.
- How animals reproduce.
- Understand sexual reproduction in plants.
- Understand asexual reproduction in plants.
- The differences in the life cycle of animals.
- The life cycle of plants.

Spanish - Clothes - La Ropa

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

- Recognise and recall 15 nouns for items of clothing in Spanish with their articles/determiners.
- Describe what I am wearing in Spanish using 10 different colours and the verb 'Llevo...' (I wear) with the conjunction 'y' (and).
- Understand more about the changes involved in adjectival agreement in Spanish when describing items of clothing by colour.
- Use all their new knowledge to describe what they wear at school, at home, in summer and in winter in Spanish.

Spanish	English	Spanish	English
la ropa	clothes	llevar	to wear
 un vestido	a dress	llevo	I wear/I'm wearing
un jersey 	a jumper	y	and
 un abrigo	a coat	 En el colegio...	At school...
un gorro 	a beanie	En casa... 	At home...
 un chándal	a tracksuit	 En verano...	In summer...
 una camisa	a shirt	 En invierno...	In winter...
 una camiseta	a T-shirt	 rojo	red
 una falda	a skirt	 amarillo	yellow
 una chaqueta	a jacket	 azul	blue
 una bufanda	a scarf	 negro	black
 unos pantalones	trousers	 verde	green
 unos pantalones cortos	shorts	 morado	purple
 unas zapatras	shoes	 gris	grey
 unas zapatillas de deporte	trainers	 blanco	white
 unas gafas de sol	sunglasses	 naranja	orange
¿Qué llevas?	What are you wearing?	 marrón	brown