

Art and Design - Botanical Drawing

During this term, children will:

- Learn who Georgia O’Keeffe was and understand the features of her botanical artwork.
- Use H pencils to create fine, light outlines and accurate shapes.
- Plan a botanical drawing in the style of O’Keeffe.
- Create a botanical artwork using H pencils for detail and watercolour pencils for colour.

Computing - Managing Online Information and Privacy

By the end of this term, children will know:

- How search engines work and how results are selected and ranked.
- How to use search technologies effectively.
- That some online information can be opinion and can offer examples.
- How and why some people may present ‘opinions’ as ‘facts’.
- The terms ‘influence’, ‘manipulation’ and ‘persuasion’ and explain how someone might encounter these online (e.g. advertising and ‘ad targeting’ and targeting for fake news).
- About the concept of persuasive design and how it can be used to influence peoples’ choices.
- How to analyse and evaluate the validity of ‘facts’ and information and can explain why using these strategies are important.
- How companies and news providers target people with online news stories they are more likely to engage with and how to recognise this.
- Effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).
- What to do if a password is shared, lost or stolen.
- How and why people should keep their software and apps up to date, e.g. auto updates.
- Simple ways to increase privacy on apps and services that provide privacy settings.
- Ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).
- That online services have terms and conditions that govern their use.

English - Reading

During this term, children will be studying the following texts:

- Caged Bird by Maya Angelou
- Suffragette: The Battle for Equality

English - Writing

In spelling, children will:

- Spell common exception words: accommodate, accompany, according, aggressive, amateur, apparent, appreciate, attached, average, awkward, cemetery, committee, competition, convenience, correspond, criticise, determined, develop, dictionary, embarrass, equip, equipped, equipment, exaggerate, forty, guarantee, harass, hindrance, interfere, interrupt, lightning, nuisance, opportunity, occupy, occur, persuade, physical, prejudice, profession, programme, pronunciation, queue, recommend, relevant, rhyme, thorough, vegetable, vehicle
- Spell words with -ough letter string
- Spell words with endings which sound like /ʃəl/ (-tial and -cial)
- Spell homophones and other words that are often confused (dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit)
- Spell words ending in -ant, -ance/-ancy
- Spell words ending in -ent, -ence/-ency

Children will continue to learn how to:

- Understand that words are related by meaning as synonyms and antonyms [e.g. big, large, little]
- Use the full range of noun phrases to create descriptions in fiction and non-fiction
- Use fronted adverbials (phrases and clauses) to create cohesion within and between paragraphs
- Use the past perfect tense [e.g. He had just arrived the house when the phone started to ring.
- Use semi-colons to replace a conjunction in a multi-clause sentences [e.g. It’s raining; I’m fed up]
- Use a wide range of conjunctions, sentence types and lengths to create sentences for varied effects, styles and purposes

- Use the semi-colon, colon and dash to mark the boundary between independent clauses [e.g. It's raining; I'm fed up].
- Use the colon to introduce a list and use of semi-colons within lists.
- Punctuate of bullet points to list information.
- Understand that hyphens can be used to avoid ambiguity.
- Create settings, characters and atmosphere by integrating dialogue to convey character and advance the action and select the correct register and level of formality to enhance characterisation.
- Use the passive to affect the presentation of information in a sentence [e.g. The window in the greenhouse was broken (by me) or It is widely believed that...]
- Understand the difference between structures typical of informal and formal speech and writing [e.g. the use of question tags: He's your friend, isn't he?]
- Use of subjunctive forms [such as If I were or Were they to come in some very formal writing and speech]
- Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis.
- Use layout devices [e.g. headings, sub-headings, columns, bullets, or tables, to structure text].

History - Journeys and Migration to Britain

At the end of this term, children will know:

- Some of the broader reasons why people migrate.
- That Britain has always been a refuge for people escaping persecution, war and famine.
- That Britain has provided different opportunities for migrants which 'pulled' them to move here.
- The impact of migration on food.
- How different migrants have influenced music.
- The impact of migration on the local community in Lincoln.

Maths

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

Algebra

Statistics

Ratio and Proportion

Music - Theme and Variations: Pop Art

Pupils who are secure will be able to:

- Perform rhythms confidently either on their own or in a group.
- Identify the sounds of different instruments and discuss what they sound like.
- Make reasonable suggestions for which instruments can be matched to which art pieces.
- Recall the names of several instruments according to their orchestra sections.
- Keep the pulse using body percussion.
- Sing with control and confidence.
- Name rhythms correctly.
- Copy rhythms accurately with a good sense of pulse.
- Draw rhythms accurately.
- Show a difference between musical variations.
- Show creativity in a finished musical product.

PE - Hockey

During this term, children will learn to:

- Develop attacking skills to beat a defender.
- Apply attacking skills with control under pressure.
- Select the appropriate skill, choosing when to pass and when to dribble.
- Move into and create space to support a teammate.
- Use the appropriate defensive technique for the situation.
- Apply rules, skills and principles to play in a tournament.

PE - Outdoor Adventurous Activity

During this term, children will learn to:

PSHE

By the end of term, children will know:

- That a doctor, nurse, paramedic, or pharmacist prescribes legal drugs/medicines.
- That all medicines have guidelines.
- A vaccine will help prevent diseases spreading.
- That cannabis, cocaine, and ecstasy are illegal drugs.
- That drugs affect people differently.
- That illegal drugs can cause raised heart rates, dizziness, hallucinations.
- The risks of taking illegal drugs can be injuries, criminal record, heart attacks, addiction and mood changes.
- 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, influences from the media, Homelessness/abuse.
- You can access drug and alcohol support from Young Minds, NSPCC, Barnardo's and The Children's Society.
- How to put a person on the recovery position.
- That when conducting the primary survey you must: check for danger, check responses, assess airway, check breathing and circulation.
- CPR means cardiopulmonary resuscitation.
- that when giving CPR to an adult it is 30 chest compressions with the heel of your hand and then two breaths.

RE - What difference does the resurrection make to Christians?

During this term, children will:

- Study the 'big story' of the Bible, explaining the place of incarnation and salvation.
- Will study accounts of Jesus' death and resurrection comparing their thoughts with the different ways that Christians may interpret these texts.
- Spend time researching the connections between Luke 24 and the Christian concepts of sacrifice, resurrection, salvation, incarnation and hope.
- Carefully consider how worship on Good Friday and Easter Sunday may vary, thinking about how Christians put their beliefs into practice in different ways.
- Make links between the resurrection and forgiveness.
- Learn about Christian funerals and how these link to the promise of eternal life because of Jesus' sacrifice on the cross.

Science - The Human Circulatory System

By the end of term, children will:

- Describe the functions of blood vessels and blood.
- Identify and name the main parts of the human circulatory system.
- Describe the structure and function of the heart.
- Describe the ways in which nutrients and water are transported within animals, including humans.
- Identify how humans live a healthy lifestyle.
- Recognise the impact of an unhealthy lifestyle.

Spanish - La Segunda Guerra Mundial - The Second World War

During this term, children will learn how to:

- Use decoding skills to understand better unknown language in Spanish.
- Group and order words to decode unknown language.
- Understand the key facts of history from WW2 when described in Spanish.
- Say and write in Spanish the key countries and languages involved in WW2.
- Write a letter in Spanish home explaining what life is like as an evacuee living in the countryside.

Spanish	English
La Segunda Guerra Mundial	The Second World War
Inglaterra	England
Francia	France
Italia	Italy
Alemania	Germany
Polonia	Poland
Checoslovaquia	Czechoslovakia
Los Estados Unidos	The United States (of America)
En Inglaterra se habla...	In England you speak...
En Francia se habla...	In France you speak...
En Italia se habla...	In Italy you speak...
En Alemania se habla...	In Germany you speak...
En Polonia se habla...	In Poland you speak...
En Checoslovaquia se habla...	In Czechoslovakia you speak...
En los Estados Unidos se habla....	In the United States (of America) you speak...
inglés	English

Spanish	English
francés	French
italiano	Italian
alemán	German
polaco	Polish
checoslovaco	Czechoslovakian
Querido papá...	Dear dad...
Querida mamá...	Dear mum...
Queridos padres...	Dear parents...
¡Hola!	Hello!
¿Cómo estás?	How are you?
Estoy muy bien.	I am very well.
Estoy muy mal.	I am really not great.
Vivo en el campo.	I live in the countryside.
Vivo en la ciudad.	I live in the city.
La vida en el campo es...	Life in the countryside is...
La vida en la ciudad es...	Life in the city is ...

Spanish	English
pero	but
porque	because
y	and
también	also
divertida	fun
tranquila	calm/tranquil
segura	safe
triste	sad
agradable	nice
oscura	gloomy
sana	healthy
difícil	difficult
peligrosa	dangerous
llena de humo	full of smoke
besos	kisses/lots of love
¡Saludos!	Bye!