

Computing - Programming: Variables in Games

During this unit, children will learn how to:

- Define a 'variable' as something that is changeable
- Explain why a variable is used in a program
- Choose how to improve a game by using variables
- Design a project that builds on a given example
- Use a design to create a project
- Evaluate a project

Design and Technology - Navigating the World

During this unit, children will learn how to:

- Write a design brief from information submitted by a client.
- Develop design criteria to fulfil the client's request.
- Develop a product idea through annotated sketches.
- Place and manoeuvre 3D objects, using Computer Aided Design (CAD)
- Change the properties of, or combine one or more 3D objects, using CAD.
- Consider materials and their functional properties, especially those that are sustainable and recyclable (for example, cork and bamboo).
- Explain material choices and why they were chosen as part of a product concept.
- Programme an N,E, S,W cardinal compass into a micro:bit

English

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 /jəl/ (-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 - Land Use Then v Now

During this term, children will:

- Locate cities bombed during The Blitz and identify reasons why.
- Compare the populations of cities over time.
- Find out what land use is.
- Learn about the main land use in different cities of the United Kingdom.
- Use maps and aerial photographs to compare and contrast land use and economic drivers in Lincoln from 1939 to 2023.

Maths

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

Ratio and Proportion

- Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.
- Solve problems involving similar shapes where the scale factor is known or can be found
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

Algebra

- Use simple formulae
- Generate and describe linear number sequences
- Express missing number problems algebraically
- Find pairs of numbers that satisfy an equation with two unknowns
- Numerate possibilities of combinations of two variables

Fractions and Decimals

- Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8]
- Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.
- Multiply one-digit numbers with up to two decimal places by whole numbers
- Use written division methods in cases where the answer has up to two decimal places
- Solve problems which require answers to be rounded to specified degrees of accuracy

Music - Film Music

Pupils who are secure will be able to:

- Identify how different styles of music contribute to the feel of a film.
- Participate in discussions, sharing their views and justifying their answers.
- Use the terms 'major' and 'minor'.
- Identify different instruments to describe how music evokes different emotions.
- Identify pitch, tempo and dynamics and use these to explain and justify their answers.
- Give reasonable and thought-out suggestions for what different graphic scores represent.
- Use their body, voice and instruments to create sounds to represent a given theme.
- Create a musical score to represent a composition.
- Interpret their graphic score and perform their composition appropriately with their group.
- Create sounds that relate to the scene of a film.

PE - Dance - Stamp, Clap and Bhangra

During this term, children will learn to:

- Copy and repeat a dance phrase showing confidence in movements.
- Work with others to explore and develop the dance idea.
- Use changes in dynamics in response to the stimulus.
- Demonstrate a sense of rhythm and energy when performing bhangra style motifs.
- Perform a bhangra dance, showing an awareness of timing, formations and direction.
- Select, order, structure and perform movements in a bhangra style, showing various group formations.

Orienteering

During this term, children will learn to:

- Build communication and trust whilst showing an awareness of safety.
- Collaborate as a team to solve problems.
- Develop tactical planning and problem solving.
- Work as a team and use critical thinking to determine the best approach.
- Develop navigational skills and map reading.
- Use a key to identify objects and locations.

PSHE

By the end of term, children will know:

- That a bad secret can make you feel uneasy, unsure and uncomfortable.
- A good secret is often a nice surprise like a gift, a party or a trip out.
- That they can and must share a bad secret with a trusted adult who can help you (five people in school, parents, carers, police, NSPCC or Childline).
- A safe touch can make you feel cared for (hugging, pat on the back, arm around a shoulder, a high five. All these include consent being given.
- Unsafe touches are touches that hurt children's bodies or feelings (for example, hitting, pushing, pinching, and kicking). These kinds of touches are not okay.
- A bad touch/unwanted touches makes you feel uncomfortable and isn't something you consent to.
- That it is not ok for anyone to touch any part of your body without consent.
- That help can be sought from the safeguarding lead in school, teachers and other trusted adults. Police and NSPCC, Child line
- That abuse is where harm is inflicted on a person without their consent.
- That FGM stands for Female Genital Mutilation
- That FGM is a crime and a form of child abuse that must be reported to the police

RE - Why do Hindus want to be good?

During this term, children will:

- Build on their understanding of dharma.
- Hear and interpret the story of the man in the well from the Mahabharata.
- Investigate the key concepts of Karma, Dharma and samsara and how this might affect how a Hindu chooses to live their life using the example of two charities.

Science - Light

By the end of term, children will:











- Know that light appears to travel in straight lines
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Spanish - The Weekend - El Fin De Semana

During this term, children will learn how to:

- To describe what activities I do at the weekend with a time and an opinion in Spanish.
- Tell the time in Spanish using quarter past, half past and quarter to.
- Say and write in Spanish what we do at the weekend using two or more sentences.
- Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.

Unit Glossary

Spanish	English
el fin de semana	the weekend
¿Qué haces los fines de semana?	What do you do at the weekend?
 Me levanto.	I get up.
 Desayuno.	I eat breakfast.
 Veo la tele.	I watch television.
 Leo.	I read.
 Escucho música.	I listen to music.
 Juego a video juegos.	I play videogames.
 Juego al fútbol.	I play football.
 Voy a la piscina.	I go to the swimming pool.
 Voy al cine.	I go to the cinema.
 Voy a dormir.	I go to sleep.
y	and
después	after
también	also
más tarde	later on

Spanish	English
finalmente	finally
porque	because
¡Es increíble!	It's amazing / incredible!
¡Es genial!	It's great!
¡Es divertido!	It's fun!
¡Es agotador!	It's tiring / exhausting!
¡Es aburrido!	It's boring!
¡Es horrible!	It's horrible / awful!
¿Qué hora es?	What time is it?
Es la una.	It is one o'clock.
Son las dos.	It is two o'clock.
Son las tres.	It is three o'clock.
Son las cuatro.	It is four o'clock.
Son las cinco.	It is five o'clock.
Son las seis.	It is six o'clock.
Son las siete.	It is seven o'clock.

Spanish	English
Son las ocho.	It is eight o'clock.
Son las nueve.	It is nine o'clock.
Son las diez.	It is ten o'clock.
Son las once.	It is eleven o'clock.
Son las doce.	It is twelve o'clock.
Es mediodía.	It is midday.
Es medianoche.	It is midnight.
y cuarto	quarter past
y media	half past
menos cuarto	quarter to

