

Computing - Events and Actions in Programs

At the end of this unit, children will know:

Programs start because of an input.

- Programs include a sequence of commands.
- The order of the commands will affect what the program does (output).
- Different sequences can achieve the same output.

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.

DT Week - Design and Technology - Textiles: Cushions

During this week, children will:

- Use a cross-stitch to join two pieces of fabric together.
- Design and cut the template for a cushion.
- Use cross-stitch and appliqué to decorate a cushion face.
- Make a cushion that includes appliqué and cross-stitch.

English - Reading

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

- The Lost Spells by Robert McFarlane
- The BFG by Roald Dahl

English - Writing

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

- Nen and the Lonely Fisherman by Ian Eagleton
- Jim, a cautionary tale by Hilaire Belloc

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.

Geography - Biomes of the World

End the end of this term, children will know:

- The different lines of latitude and explain how latitude is linked to climate.
- The 6 major biomes of the world and begin to describe some of their key features.
- How to recognise what a rainforest is.
- How to locate the world's tropical rainforests on a map.
- The four key characteristics of the rainforest biome and to know what the vegetation belt is.
- The vegetative structure of the rainforest.

Maths

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

Angles and Properties of Shape

- Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations; and describe them.
- Recognise angles as a property of shape or a description of a turn
- Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn.
- Identify whether angles are greater than or less than a right angle.

Geometry - properties of shapes

- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Statistics

- Interpret and present data using bar charts, pictograms and tables.
- Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

Music - Pentatonic Melodies and Composition

During this term, children will:

- Match their movements to the music, explaining why they chose these movements.
- Accurately notate and play a pentatonic melody.
- Play their part in a composition confidently.
- Work as a group to perform a piece of music.

PE - Rounders

During this term, children will:

- Learn how to score points in a striking and fielding game.
- Develop batting to score points.
- Develop fielding skills to limit the batter's score.
- Understand the role of a bowler in the fielding team.
- Develop an understanding of tactics and begin to use them in game situations.
- Apply skills and knowledge to play games using rounders rules.

PE - Tennis

During this term, children will:

- Develop racket and ball control.
- Explore rallying using a forehand.
- Explore returning the ball using a forehand.
- Explore returning the ball using a backhand.
- Learn how to score and use simple rules.
- Work co-operatively with others to begin to manage a game.

PSHE

During this term, children will learn:

- What rules and laws are and how they help us
- How laws are created
- How laws protect us and to understand our Human Rights
- About the rights that children have
- The impact of our responsibilities in following the law

RE - How and why do people try to make the world a better place?

During this term, children will learn:

- How Jewish, Christian, Muslim, and non-religious people try to care for the world.
- What motivates people from these worldviews to care for the world, basing their knowledge on scripture and religious teachings.
- Why the world is not always good and make simple links to religious (e.g Christian, Jewish, Muslim) and non-religious (e.g Humanist) worldviews.
- About the Jewish idea of Tikkun Olam and consider how charities like Tzedek help Jewish people to live out ideas and teachings, considering diversity of views. Pupils will have opportunities to raise their own questions about caring for the world and consider the responsibility that everyone must care for the world.

Science - Animals, including humans

At the end of this term, children will know:

- The human skeleton protects vital organs e.g.
 - o The ribs protect the heart and lungs
 - o The skull protects the brain.
- A joint is the place where 2 bones come together e.g at the knee.
- The two bones at the joint are connected by ligaments.
- Muscles help our joints to move.






Humans cannot make their own food.






Humans get their nutrition from the food they eat.

Spanish - Sé... - I Know How...

During this unit, children will learn:

- Learn 10 high-frequency infinitive verbs in Spanish.
- How to use the structure 'sé' with the infinitive verbs in Spanish.
- How to use the negative structure 'no sé' with the infinitive verbs in Spanish.
- How to use conjunctions 'y' (and) & 'pero' (but) in Spanish

Spanish	English
Sé...	I know how...
No sé...	I do not know how...
 bailar	to dance
 cantar	to sing
 saltar	to jump
 cocinar	to cook
 montar en bicicleta	to ride a bike

Spanish	English
 tocar un instrumento	to play an instrument
 patinar	to ice-skate
 dibujar	to draw
 nadar	to swim
 hablar español	to speak Spanish
y	and
pero	but