

Art and Design - Abstract Painting

During this term, children will:

- Mix tertiary colours and identify complementary colours.
- Learn about Jackson Pollock and use art vocabulary to critique his work.
- Experiment with paint to create movement and energy.
- Work collaboratively to create a large abstract painting using Jackson Pollock's drip and splatter techniques.
- Use art vocabulary to evaluate a collaborative abstract painting.

Computing - Programming: Repetition in Games

By the end of this unit, children will know:

- A loop command can be used in a program to repeat instructions.
- Loops can be indefinite or count controlled.
- An indefinite loop will run until a program stops.
- Instructions must be in the correct order in a loop.

Design and Technology - DT Week - Cooking and Nutrition: Adapting a Recipe

During this unit, children will:

- Describe features of biscuits using taste, texture and appearance.
- Explain why some biscuits might be made for children, adults or special occasions.
- Remember and follow simple rules for working in a safe and clean way.
- Follow a recipe with support.
- Use a budget to plan a recipe.
- Adapt a recipe using additional ingredients to fit a design or budget.
- Measure and mix ingredients properly
- Contribute to a discussion about criteria for evaluation.

English - Reading

Children will explore the following text as part of their reading journey:

The Last Firefox by Lee Newbury

English - Writing

Children will explore the following text as part of their writing journey:

- Varmints by Helen Ward
- The Mermaid of Zennor by Charles Causley

In handwriting, children will learn how to:

- Join horizontally from e- rep rem rea reo
- Join diagonally and horizontally to y - ly ily ity ify
- Join horizontally to and from m - umn umv umf
- Join diagonally in suffixes - ship ment ness less
- Join diagonally to ascenders - al, all, alt, afl
- Join to and from f - ff, lf, ife fy

In spelling, children will learn how to:

- Spell Common Exception Words: possession, potatoes, pressure, probably, promise, regular, special, strength, suppose, surprise, various, recent, naughty, island
- Spell words with the 's' sound spelt 'sc'
 - Key words: science, scene, scissors, ascend, descend, crescent, scented
- Spell words ending with a 'sion'
 - Key words: division, collision, explosion, conclusion, extension, intrusion, comprehension.
- Spell words with the suffix -ous

- *Key words: spacious, envious, furious, famous, courageous, spacious, various, poisonous*
- Know how to spell words with the suffix 'ly' added to words ending in 'y', 'le' and 'ic'
 - *Key words: happy, pretty, easy, gentle, simple, humble, noble, basic, frantic, dramatic*

Children will continue to learn how to:

- Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases [the strict maths teacher with curly hair or the person of interest]
- Use fronted adverbials [e.g. Later that day, I heard the bad news.]
- Use of the simple future tense [e.g. we will learn about Vikings].
- Use of shorter sentences for effect and to build suspense [e.g. She slowly turned the rusty handle on the old wooden door and entered the unlit room. It was empty.]
- Use multi-clause sentences without a conjunction or using the progressive tense [e.g. Running down the corridor, they spotted the open window]
- Develop use of a range of conjunctions [e.g. yet, whereas, until, since, before, after] and to understand when these can be used as prepositions or adverbs
- Understand that some prepositions and adverbs can be used in a similar way to conjunctions [e.g. beside, despite, during, outside, down, below, next, therefore, however]
- Use apostrophes to mark plural possession [e.g. the girl's name, the girls' names.
- Use of commas after fronted adverbials
- Use reporting clauses including a relative clause for description and specification
- Use inverted commas to punctuate quotes in non-fiction writing
- Use some use of abstract nouns, and noun phrases used as the subject of the verb, e.g. [Darkness was being whispered in... full of despair] Vernacular (everyday) language, including idioms [e.g. ...do your bit for the war. ...the words are stuck in my throat.]
- Use Standard English forms for verb inflections instead of local spoken forms [e.g. we were instead of we was, or I did instead of I done]
- Use of paragraphs to organise ideas around a theme
- Use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

Geography: The Water Cycle and Climate Change

By the end of the term, children will:

- Recognise, describe and sequence the processes of the water cycle.
- Know the difference between weather and climate.
- Know that there are different climate zones across the world.
- Know what the greenhouse effect is.
Know what causes climate change.
- Understand the impact of climate change.
- Know ways in which humans can limit the impact of climate change.

Maths

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

Geometry

- Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- Identify acute and obtuse angles and compare and order angles up to two right angles by size
- Identify lines of symmetry in 2-D shapes presented in different orientations
- Complete a simple symmetric figure with respect to a specific line of symmetry

Statistics

Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Geometry - position and direction

- Describe positions on a 2-D grid as coordinates in the first quadrant
- Describe movements between positions as translations of a given unit to the left/right and up/down.
- Plot specified points and draw sides to complete a given polygon.

Music - Adapting and Transposing Motifs

Pupils who are secure will be able to:

- Learn a new song, singing in time and in tune while following the lyrics.
- Identify motifs aurally and play a repeated pattern on a tuned instrument.
- Create and performing a motif, notating it with reasonable accuracy.
- Transpose their motif, using sharp or flat notes where necessary and change the rhythm.
- Combine different versions of a musical motif and perform as a group using musical notation.

PE - Fitness

During this term, children will:

- Recognise different areas of fitness and explore what your body can do.
- Develop speed and strength.
- Develop co-ordination.
- Develop agility.
- Develop balance.
- Develop stamina.

PE - Outdoor Adventurous Activity

During this term, children will learn:

- To develop teamwork and co-operation skills.
- To orientate a map and navigate a grid.
- To develop observation, listening and following instructions.
- To use map skills and teamwork to navigate and solve problems.
- To identify, draw and follow a simple map.
- To orientate and navigate a map and draw a route using directions.

PSHE

By the end of term, children will know:

- That littering endangers our environment and destroys our areas natural beauty
- The impact of littering in our local area
- That plastic takes more than 450 years to decompose
- That plastic is getting into the oceans and killing the fish and sea life that live there.
- That littering can cause harm to wildlife, it can ruin the natural beauty of a place, spread disease, attract rodents.

- That the water has dangers such as currents, temperatures and waves that can cause you to drown.
- That you can call 999 to alert a coastguard if you or someone else is in trouble out at sea.

RE - How and why do people mark the significant events of life?

During this term, children will:

- Learn about the beliefs of people from different worldviews surrounding commitment and promises.
- Explore meaning and importance of ceremonies of commitment for religious and non-religious people.
- Take time to consider the links between ideas of love, commitment and promises within the ceremonies that they study.
- Learn about several rites of passage and use their knowledge to reflect upon whether it is good for everyone to see life as a journey, and to mark the milestones.

Science - Sound

At the end of this term, children will know:

- Sounds are made when a musical instrument vibrates e.g. a xylophone.
- Vibrations from sound travel through the air to the ear.
- Stronger vibrations create a louder sound.
- As you move away from the source of a sound it gets fainter.

Spanish - Los juegos olímpicos - The Olympic Games

During this term, children will:

- Learn to listen attentively to longer passages in Spanish, decoding using cognates (words that are the same in English and Spanish).
- Learn to understand more of what I hear and read using story ordering to help me decode unknown language.
- Learn 10 nouns for Olympic sports with their correct articles/determiners.
- Learn how to say, 'I practise' and 'I do not practise' a particular sport using the verb 'practicar' (to practise/do) in Spanish.
- Learn that nouns can change spelling in Spanish depending on the gender of the person being described.

Spanish	English
Los juegos olímpicos	The Olympic Games
Los juegos olímpicos antiguos	The ancient Olympic Games
Los juegos olímpicos modernos	The modern Olympic Games
la equitación	horse riding
la esgrima	fencing
la natación	swimming
el remo	rowing
el atletismo	athletics
el boxeo	boxing
el ciclismo	cycling
el salto de trampolín	diving
el tiro con arco	archery
el triatlón	triathlon
practicar	to practise/ do
Practico atletismo.	I practise/ do athletics.
Practico boxeo.	I practise/ do boxing.
Practico salto de trampolín.	I practise/ do diving.
Practico ciclismo.	I practise/ do cycling.
Practico tiro con arco.	I practise/ do archery.

Spanish	English
Practico triatlón.	I practise/ do triathlon.
Practico remo.	I practise/ do rowing.
Practico equitación.	I practise/ do horse riding.
Practico esgrima.	I practise/ do fencing.
Practico natación.	I practise/ do swimming.
No practico atletismo.	I do not practise/ do athletics.
No practico boxeo.	I do not practise/ do boxing.
No practico salto de trampolín.	I do not practise/ do diving.
No practico ciclismo.	I do not practise/ do cycling.
No practico tiro con arco.	I do not practise/ do archery.
No practico triatlón.	I do not practise/ do triathlon.
No practico remo.	I do not practise/ do rowing.
No practico equitación.	I do not practise/ do horse riding.
No practico esgrima.	I do not practise/ do fencing.
No practico natación.	I do not practise/ do swimming.
Es atleta.	He/ she is an athlete.
Es ciclista.	He/ she is a cyclist.
Es jinete.	He/ she is an equestrian.
Es boxeador.	He is a boxer.

Spanish	English
Es boxeadora.	She is a boxer.
Es nadador.	He is a swimmer.
Es nadadora.	She is a swimmer.
Es saltador.	He is a diver.
Es saltadora.	She is a diver.
Es esgrimidor.	He is a fencer.
Es esgrimidora.	She is a fencer.
Es arquero.	He is an archer.
Es arquera.	She is an archer.
Es remero.	He is a rower.
Es remera.	She is a rower.
(Yo) practico	I practise/ do (a sport)
(Tú) practicas	You (one person) practise/ do (a sport)
(Él) practica	He practises/ does (a sport)
(Ella) practica	She practises/ does (a sport)
(Nosotros) practicamos	We practise/ do (a sport)
(Vosotros) practicáis	You (more than one person) practise/ do (a sport)
(Ellos) practican	They (group of males or mixed gender group) practise/ do (a sport)
(Ellas) practican	They (group of females) practise/ do (a sport)

