

Computing - Selection in Quizzes

During this term, children will know:

- The difference between a count-controlled loop and a condition-controlled loop.
- A condition-controlled loop will stop when a condition is met.
- A loop can be used to repeatedly check whether a condition has been met.
- The importance of instruction order in 'if... then... else...' statements.

Design and Technology - DT Week - Textiles: Make a Stuffed Toy

By the end of this unit, children will be able to:

- Design a stuffed toy, considering the main component shapes of their toy.
- Create an appropriate template for their stuffed toy.
- Join two pieces of fabric using a blanket stitch.
- Neatly cut out their fabric.
- Use appliqué or decorative stitching to decorate the front of their stuffed toy.
- Use blanket stitch to assemble their stuffed toy, repairing when needed.
- Identify what worked well and areas for improvement.

Design and Technology - Cooking and Nutrition: Developing a Recipe

By the end of this unit, children will be able to:

- Describe the process of beef production.
- Research a traditional recipe and make changes to it.
- Add nutritional value to a recipe by selecting ingredients.
- Prepare and cook a version of bolognese sauce.

English - Reading

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

- High Rise Mystery by Sharna Jackson
- Real-Life Mysteries by Susan Martineau and Vicky Barker

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

Decimals

- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- Read, write, order and compare numbers with up to three decimal places
- Solve problems involving number up to three decimal places.

Negative numbers

- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.

Measure - converting units

- Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).
- Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.
- Solve problems involving converting between units of time
- Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

Measure - volume

- Estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water].

Music - South and West Africa

During this term, children will:

- Sing using the correct pronunciation and with increasing confidence.
- Play a chord with two notes, remaining in time.
- Maintain their part in a performance with accuracy.
- Play the more complicated rhythms in time and with rests.
- Create an eight beat break and play this in the correct place.

PE - Rounders

During this term, children will:

- Develop throwing and catching and apply them relevantly to the situation.
- Develop bowling accuracy and perform the skill within the rules of the game.
- Develop batting skills, identify when I am successful and what I need to do to improve.
- Develop fielding techniques and begin to use these under pressure.
- Understand the need for tactics and identify when to use them.

PSHE

By the end of term, children will know:

- That puberty is the change our bodies make as they go from childhood into adulthood.
- That changing hormones can make you feel sad, angry, upset, and worried.
- That they can seek advice from a trusted adult or websites such as the NSPCC and Kidshealth.org
- What the menstrual cycle is.

More information regarding the teaching of PSHE this half term will follow from class teachers.

RE - What matters most to Humanists and Christians?




During this term, children will:






- Think carefully about actions, sources of authority, values, religious and non-religious worldviews.
- Make links with sources of authority that tell people how to be good.
- Spend time thinking about the similarities and differences between Christian and Humanist ideas about being good and how people live.
- Consider what it means to follow a moral code; carefully thinking about why this might be both helpful and difficult.

Spanish - Clothes - Mi casa - My home

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

- Say where they live using the 1st person high-frequency verb 'vivo' (I live).
- Say 10 nouns and their determiners for rooms of the house.
- Say they do not have a particular room in the house using the negative structure in Spanish.
- Use all of their new knowledge in Spanish to describe where they live.

Spanish	English
¿Dónde vives?	Where do you live?
Vivo en...	I live in...
 una casa	a house
 un piso	an apartment
 en la ciudad	in town
 en el campo	in the countryside
 en la montaña	in the mountains
 en la costa	by the sea
 en un pueblo	in a village
En mi casa hay...	In my home there is... / there are...
En mi casa no hay...	In my home there is not... / there are no...

Spanish	English
 una cocina	a kitchen
 un comedor	a dining room
 un cuarto de baño	a bathroom
 un dormitorio	a bedroom
 un lavadero	a utility room
 un sótano	a basement
 un despacho	an office / a study
 un salón	a living room
 un garaje	a garage
 un jardín	a garden
y	and
pero	but