**Computing**

Pupils will explore the world of coding and deciphering with links to Alan Turing breaking the Enigma code. Pupils will gain an understanding of binary and QR codes. Pupils will work together to decipher and crack codes.

NC links:

•Use technology safely, respectfully and responsibly

•Use search technologies effectively

•Select, use and combine a variety of software on a range of digital devices

**PSHE**

**Relationships**

The class will discuss making friends and how to solve problems when they occur. They will know how to help themselves and others when they feel upset or hurt.

**Changing me**

Pupils will look forwards towards growing up into adulthood. They will look at some of the changes and understand who to ask for help if they are worried about change.

**Design and Technology**

**Structures**

Pupils will study structures relating to WWII air raid shelters, considering shape and material. Pupils will design, make and evaluate model shelters.

NC links:

• Apply their understanding of how to strengthen, stiffen and reinforce complex structures.

**RE**

**Islam – Rites of Passage**

Pupils will look at the significant points and special ceremonies in a Muslim’s life.

**Foods and celebrations**

Pupils will explore a range of feasts and celebrations across different religions and gain an understanding of religious practices concerning food preparation.

**PE**

**Athletics & Striking and fielding**

Pupils will develop technical understanding of athletic activity. Pupils will set targets and improve their performance in a range of running, jumping and throwing activities.

NC links:

* Use running, jumping and throwing in isolation and in combination
* Compare performances with previous ones and demonstrate improvement

**Art and Design**

**Watercolour oceans**

Pupils will experiment with colour mixing and textures using watercolours. Images of the ocean and waves will be created to accompany their poetry unit.

**Art from WWII**

Pupils will explore images of cities during WWII through famous paintings and photographs. Pupils will focus on the work of LS Lowry during this period and produce a scene of the Blitz in a northern industrial area.

NC links:

• Improve mastery of art and design techniques

• Taught about great artists

**Geography**

**What is it like in the Amazon? (continued)**

Pupils will find out about the Amazon region of

South America, considering what it is like to live in the region, as well as how it is being damaged and how it can be protected.

NC links

• Extend their knowledge and understanding beyond their local area to include South America

• Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge

• Understand geographical similarities and differences through the study of human and physical geography of a region in South America

• Describe and understand key aspects of physical and human geography

**Science**

**Growing up and growing old (continued)**

Pupils will look at and describe the changes as humans develop to old age. Pupils will develop a timeline to indicate stages in the growth and development of humans and learn about some of the changes experienced in puberty.

NC links:

* Describe the changes as humans develop into old age.

**Circle of life**

Pupils will learn about life cycles of various species – including mammals, amphibians and birds. They will also be able to describe the different reproduction processes of plants.

NC links

* Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
* Describe the life process of reproduction in some plants and animals

**History**

**WWII**

Children will learn why World War II started and which countries were involved. Pupils will find out why children were evacuated and where they were sent. Pupils will develop an understanding of what people ate while food was rationed and question if they were able to eat a balanced diet. Pupils will research the impact that WWII had on our local area.

NC links:

* inspire children’s curiosity to know more about the past
* equip children to ask perceptive questions, think critically and weigh evidence
* local history study
* study an aspect or theme in British history that extends children’s chronological knowledge beyond 1066.

**English**

This term will begin with a two week unit of poetry related to the sea. Our Power of Reading books are: Roof Toppers by Katherine Rundell (continued) and Moon Man by Tom Ungerer (continued).

**NC links**

**Reading**

* Continuing to read and discuss an increasingly wide range of fiction, poetry and non-fiction books
* Increasing familiarity with a wide range of books including myths, legends and traditional stories
* Making comparisons within and across books
* Checking the book makes sense to them by discussing their understanding
* Predicting what might happen from details stated and implied
* Participate in discussions about books that are read to them, building on their own and others’ ideas and challenging views

**Writing**

**Spelling** – continue to distinguish between homophones and other words which are often confused

Use dictionaries to check the spelling and meaning of words

**Handwriting and presentation** – write legibly and with increasing speed by deciding whether or not to join specific letters

**Composition** – plan writing by: identifying the audience and purpose for writing; noting and developing ideas; considering how authors have developed characters and settings. – draft and write by: in narratives, describing settings, characters and atmosphere; using further organisational and presentation devices to structure text and to guide the reader. – evaluate and edit by: assessing the effectiveness of their own and others’ writing; proposing changes; proof read for spelling and punctuation errors.

**Grammar, Vocabulary and punctuation**

Work on different word classes – nouns, adjectives, verbs, adverbs, prepositions, determiners

* Ensure the consistent and correct use of tense throughout a piece of writing
* Ensure correct subject and verb agreement when using singular and plural
* Using commas to clarify meaning or avoid ambiguity
* Punctuating bullet points clearly
* Using a colon to introduce a list
* Using brackets, dashes or commas to indicate parenthesis

**Mathematics**

Pupils will continue to develop their understanding of geometry by exploring 3D shapes and extending their knowledge of angles to accurately measure, draw and calculate angles. Pupils will develop their knowledge of statistics by solving problems involving line graphs and tables.

(A focus of spoken language and justification of thinking through discussion using correct mathematical terminology)

* identify 3-D shapes, including cubes and other cuboids, from 2-D representations
* know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
* draw given angles, and measure them in degrees (o)
* identify:

angles at a point and one whole turn (total 360o)

angles at a point on a straight line and ½ a turn (total 180o)

other multiples of 90°

* use the properties of rectangles to deduce related facts and find missing lengths and angles
* distinguish between regular and irregular polygons based on reasoning about equal sides and angles
* identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.
* solve comparison, sum and difference problems using information presented in a line graph
* complete, read and interpret information in tables, including timetables