

	<ul style="list-style-type: none"> - use further prefixes and suffixes and understand the guidance for adding them - spell some words with 'silent' letters [for example, knight, psalm, solemn] - continue to distinguish between homophones and other words which are often confused - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically - use dictionaries to check the spelling and meaning of words - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - use a thesaurus. <p>Handwriting</p> <ul style="list-style-type: none"> - write legibly, fluently and with increasing speed <p>Writing - composition</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader (headings, bullet points, underlining) <p>evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proof read for spelling and punctuation errors <p>Writing - vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - using passive verbs to affect the presentation of information in a sentence - using the perfect form of verbs to mark relationships of time and cause - using expanded noun phrases to convey complicated information concisely -
<p>Computing</p>	<p>"We are Artists"</p> <p>linked to Art and Design. - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information - use technology safely, respectfully and responsibly; Pupils to explore geometric art, taking inspiration from the work of Escher and Islamic art.</p>
<p>IPC</p> <p>Focus:History</p>	<p><u>IPC The great the bold and the brave</u></p> <p>In this unit the children will be learning about the civilisations of Ancient Greece and Rome, and the impact of these classical civilisations on both the past and the present. They will also learn about British history and about the Roman and Viking invasion of Britain and why the Roman Empire declined. In addition to this, children will learn about the life and legacy of Alfred the Great.</p>

	In D&T we will be designing and testing a roman catapult, roman siege tower or other weapon. (science link to forces)
Science	<p><u>Main Focus</u></p> <p><u>Forces</u> Explain that gravity is a pulling force towards centre of earth; identify effects of air resistance and friction. Recognise that mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</p> <p><u>National Curriculum links:</u></p> <p>They should select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings.</p> <p>Working and thinking scientifically' is described separately at the beginning of the programme of study, but must always be taught through and clearly related to substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
History	In this unit the children will be learning about the civilisations: The Romans, the Anglo Saxons and the Vikings. They will also learn about British history and about the Roman and Viking invasion of Britain and why the Roman Empire declined. In addition to this, children will learn about the life and legacy of Alfred the Great.
Geography	Linking the Geography of Britain and the invading European countries with our IPC topic and how this has changed over time.
Art	This term we will explore landscape art, using line, tone and shade to create landscape drawings and paintings. We will explore the artwork of a variety of landscape artists,
Music	In music, we will be creating atmospheric music linked to English. Pupils will listen to music with attention to detail and recall sounds with increasing aural memory.
D & T	In D&T we will be designing and testing a roman catapult, roman siege tower or other weapon. (Science link to forces). Children will recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. (IPC link - designing a Roman weapon)

PE	<p>Children will continue to apply and develop a broader range of skills, learning how to use them in different ways and link them.</p> <ul style="list-style-type: none"> - Develop flexibility, strength, technique control and balance - Compare their performances with previous ones and demonstrate improvement to achieve their best <p>Net and Wall (outdoor): tennis and dodgeball Gymnastics (indoor)</p>
Languages	<p>In French this term, we will explore the French vocabulary for colours, days of the week and months of the year. We will also learn how to express our feelings through simple phrases. Lessons will include an oral element for children to practise conversational French.</p> <p>Children will:</p> <ul style="list-style-type: none"> - engage in conversation, ask and answer questions - speak in sentences <p>develop accurate pronunciation and intonation</p>
PSHE/Citizenship/SEAL	<p>During this term we will be looking at the units 'Dear Diary' and 'Daring to be Different'. We will be exploring different feelings, emotions and developing our identity and self esteem. We will be learning to appreciate differences and diversity, peer influences and assertiveness.</p>
RE Devon agreed syllabus	<p>This term will be exploring Christianity and the different interpretations of Jesus, through the Bible and Christian behaviour. Salvation-What did Jesus do to save human beings?- Children will study and discuss what Christians believe about Jesus' death and resurrection. Kingdom of God-What kind of king was Jesus?-Children will look at Christians' belief in the Kingdom of God and how this informs their lives and practices.</p> <p>Cultural Champion- Buddhism, 22nd March</p>
Environmental Work	<p>Maintaining the allotted area of the school grounds. Using the outdoor school environment where possible to enhance lessons and lesson objectives.</p> <p>Each class has an eco councillor who meets weekly to discuss environmental issues in school.</p>
Cultural Awareness	<p>To continue to learn about the tradition and culture within our host country Mexico</p> <p>Examine the differences between the ancient civilisations in Mexico (The Mayans) and Britain.</p>