

As writers, we will...

- ✓ Learn, adapt and write extended pieces for a range of purposes including warning tales, information texts, defeat the monster stories and instructions.
- ✓ Apply our learning in RWI to help to spell common exception words and words with known phonemes.
- ✓ Continue to practise and apply known grammar and punctuation in our writing.
- ✓ Continue to practise and apply our letter formation to join.
- ✓ Use adverbs to express time, place and cause.
- ✓ Learn and use a range of prefixes in our writing to form new nouns.
- ✓ Use headings and sub-headings in our writing.
- ✓ Recap vowels and consonants to be able to use "a" or "an" correctly in our writing.

VOCABULARY:

Capital letter, full stop, finger spaces, Fred Talk, special friends, word, sentence, adjective, adverb, noun, noun phrase, verb, prefix, conjunction, heading, sub-heading, vowel, consonant, purpose, audience, edit, improve

In computing we will...

- ✓ Explain how digital devices function.
- ✓ Identify input and output devices.
- ✓ Recognise how digital devices can change the way we work.
- ✓ Explain how a computer network can be used to share information.
- ✓ Explore how digital devices can be connected.
- ✓ Recognise the physical components of a network.
- ✓ Explain that animation is a sequence of drawings or photographs.
- ✓ Relate animated movement with a sequence of images.
- ✓ Plan an animation.
- ✓ Identify the need to work consistently and carefully.
- ✓ Review and improve an animation.
- ✓ Evaluate the impact of adding other media to an animation.

VOCABULARY:

digital device, input, process, output, program, digital, non-digital, connection, network, network switch, server, wireless access point, network cables, network sockets, Animation, flip book, stop-frame animation, frame, sequence, image, photograph, setting, character, events, onion skinning, media, import, transition, evaluation, delete

In design and technology, we will...

- ✓ Research existing cross stitched bookmark designs.
- ✓ Learn and practise how to cross stitch.
- ✓ Design and make a cross stitched bookmark.
- ✓ Evaluate our product against our design brief.

VOCABULARY:

bookmark, sew/ing, cross stitch, needle, thread, pattern, product, design, research, evaluate

In PSHE we will...

- ✓ Know that the school has a shared set of values.
- ✓ Know why rules are needed and how these relate to choices and consequences.
- ✓ Know that actions can affect others' feelings.
- ✓ Know that others may hold different views.
- ✓ Understand that they are important.
- ✓ Know what a personal goal is.
- ✓ Understanding what a challenge is.
- ✓ Make other people feel valued.
- ✓ Develop compassion and empathy for others.
- ✓ Work collaboratively.
- ✓ Recognise self-worth.
- ✓ Identify personal strengths.
- ✓ Be able to set a personal goal.
- ✓ Recognise feelings of happiness, sadness, worry and fear in themselves and others.

VOCABULARY

welcome, valued, achievements, pleased, personal goal, acknowledge, affirm, emotions, feelings, nightmare, solutions, support, dream, behaviour, fairness, group dynamics, teamwork, viewpoint, ideal school, belong

In reading, we will...

- ✓ Study a range of picture books and short novels by different authors.
- ✓ Practise our oracy skills through echo and paired reading.
- ✓ Perform poems and read extracts aloud for an audience.
- ✓ Develop our comprehension skills to answer a series of big questions based on our class text.
- ✓ Develop text-marking skills to help us to comprehend and apply this to a range of contexts.
- ✓ Apply our learning to be able to answer questions to unseen texts.
- ✓ Study a range of texts and visual media, including:
 - Little People, Big Dreams : Elton John
 - Little People, Big Dreams: Florence Nightingale
 - Vegan Delight by Benjamin Zephaniah
 - Silver by Walter de la Mare
 - Henry's Freedom Box by Ellen Levine
 - Same, Same, but Different by Jenni Su Kostechi Shaw
 - I Have Cerebral Palsy by Mary Beth Springer
 - The Witches by Roald Dahl

VOCABULARY:

Fiction, non-fiction, retrieve, predict, infer/ence, explain, summarise, text marking, pause, pitch, tone, author, vocabulary

In RE we will...

- ✓ Compare the experience of participating in a religious festival or celebration around the world.
- ✓ Reflect and share how religious celebrations and rituals have an impact on the community.
- ✓ Identify the stories celebrated at festivals.
- ✓ Explain the meaning behind the celebration of festivals and rituals of different faiths.
- ✓ Identify the stories celebrated at festivals from different faiths.
- ✓ Explain the meaning behind the celebration of festivals and rituals from different faiths.
- ✓ Identify symbols and artefacts, which are important for at least two different faiths.
- ✓ Explain how artefacts and symbols express the beliefs of faith members.
- ✓ Recognise different forms of religious and spiritual expression.

VOCABULARY:

religion, celebrate, festival, service, ceremony, ritual, remembrance, belonging, forgive, joyous, sombre, symbols, funeral, nativity, festival, celebration, Messiah, annunciation, Epiphany, wise men

In PE we will...

- ✓ Learn the rules of dodgeball and apply them to a game situation.
- ✓ Develop throwing at a moving target.
- ✓ Use jumps, dodges and ducks to avoid being hit.
- ✓ Develop catching a dodgeball at different heights.
- ✓ Learn how to block using the ball.
- ✓ Understand the rules of dodgeball and use them to play in a tournament.
- ✓ ...through the invasion game of dodgeball.

VOCABULARY

Tag, balance, safely, space, forwards, backwards, defender, dribbling, attacker, score, chest pass, bounce pass, goal, possession, received, send, teammate, re-bounce, tracking, interception, receiver, footwork, travelling, play area.

- ✓ Create actions in response to a stimulus and move in unison with a partner.
- ✓ Share and create phrases with a partner and small group.
- ✓ Compare performances with previous ones, explaining differences and effectiveness.
- ✓ Remember and repeat actions, using dynamics to clearly show different phrases.
- ✓ Choose actions which relate to the idea, using space and timing to make our work look interesting.
- ✓ Understand and use formations, choosing poses which relate to the stimulus.
- ✓ Use transitions and changes of timing to move into and out of shapes.
- ✓ ...through dance.

VOCABULARY

counts, pose, level, slow, fast, balance, mirror, action, pathway, direction, speed, timing, flow explore, feedback, expression, create, match

In maths, we will...

- ✓ identify, represent and estimate numbers using different representations
- ✓ solve number problems and practical problems involving these ideas
- ✓ recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)
- ✓ compare and order numbers up to 1,000
- ✓ find 10 or 100 more or less than a given number
- ✓ count from 0 in multiples of 4, 8, 50 and 100:
- ✓ use up to 2 three-digit numbers to calculate addition and subtraction problems, with and without regrouping.

VOCABULARY:

Place value, ones, tens, hundreds, partition, flexible partition, hundred square, multiple, pattern, addition, subtraction, regroup, more than, less than, column, column method, represent, compare, order, number, digit, numeral

In art we will study the work of Edgar Degas to...

- ✓ Research and appraise work of artists and designers and show their influences in our work.
- ✓ Use sketchbooks to experiment with techniques used by studied artists.
- ✓ Use sketchbooks to record ideas and to plan and refine work.
- ✓ Talk about our artistic intentions and how we want our audience to feel or think.
- ✓ Show confidence and independence when working creatively.
- ✓ Develop drawing techniques using different media.
- ✓ Compare ideas, methods and approaches used in our own artwork and the work of others.
- ✓ Use appropriate vocabulary to talk about details of the work.
- ✓ Draw from direct observation, using primary sources.
- ✓ Broaden our skills when using a range of materials and appropriate tools (such as printing, clay and collage) to describe form.
- ✓ Broaden our skills when using a range of materials and appropriate tools (such as printing, clay and collage) to create pattern.
- ✓ Exhibit our work in a whole school exhibition.

VOCABULARY:

draw, drawing, Edgar Degas, tone, light, dark, mid tone, observation, line, expression, shape, form, texture, evaluate, hatching, cross hatching, printing, pattern, repeated pattern, non-repeated pattern, motif, design, print, printmaking, mono-printing, colour, shape, form, composition, Hull Fair, exhibition

Our Trips and Extra Curricular Activities will include...

- ✓ A trip to Pickering Park to practise our navigation skills in geography.
- ✓ A trip to Murton Park to learn how how people lived in the Stone Age in history.
- ✓ An art exhibition to showcase our work for our Pattern Through Printmaking project in Hull Fair week.
- ✓ A trip to St Mary's Church to study sculptures to inform clay pieces in art.

In geography, we will...

- ✓ Know the 8 points of the compass.
- ✓ Create a map of our local area and use this to direct us to the local park.
- ✓ Describe the physical and human features of two cities within the UK.
- ✓ Draw comparisons from our research.
- ✓ Present findings from fieldwork using graphs/charts and explain our findings.

VOCABULARY:

North, north-east, east, south-east, south, south-west, west, north-west, fieldwork, tourism, economy, Hull, route, human features, physical features, UK, findings, graphs,

In history, we will...

- ✓ Identify the different eras of the Stone Age to Iron Age and sequence these on a timeline.
- ✓ Research how people lived in the Palaeolithic stone age, the Neolithic stone age, the bronze age and the iron age and compare these times in history.
- ✓ Explain how primary and secondary sources related to archaeology have improved our understanding of these times in history.
- ✓ Summarise the findings from Scara Brae and explain why this was significant.
- ✓ Experience how people lived in the stone age on a trip to Murton Park.

VOCABULARY:

Chronology, duration, continuity and change, Palaeolithic, Mesolithic, Neolithic, civilisation, communication, settlement, trade, evolution, community culture, discovery, migration, progress, tools, conquest, invasion, war

In science, we will...

- ✓ Sort different types of food into different categories.
- ✓ Identify the similarities and differences between skeletons and explore their functions.
- ✓ Describe and explain the uses of some muscles in the human body and understand how muscles support the movement of our skeleton.
- ✓ Understand how the features of a person's body affects how well they do things.
- ✓ Plan a pattern-seeking investigation related to the human body.
- ✓ Compare a person's physical characteristics and their performance in certain activities.
- ✓ Draw conclusions based on data gathered in an investigation.
- ✓ Apply our knowledge of nutrition to suggest what an adventurer would need to stay healthy.
- ✓ Understand how light is needed to enable us to see objects.
- ✓ Recognise that light is reflected from surfaces.
- ✓ Understand the use of reflection in night safety.
- ✓ Understand how a shadow is formed.
- ✓ Explore patterns with shadows.
- ✓ Describe and explain why the shape and size of a shadow might change.
- ✓ Understand the dangers associated with sun exposure and how to protect our eyes.
- ✓ Plan and carry out a fair test to identify materials that are good at protecting eyes from strong sunlight.

VOCABULARY:

nutrition, nutrients, carbohydrates, protein, fats, fibre, water, vitamins, minerals, skeleton, bones, joints, endoskeleton, exoskeleton, hydrostatic, vertebrate, invertebrate, contract, relax, muscles, ball joint, socket joint, hinge joint, gliding joint, light, dark, see, natural, shadows, reflect, refract, artificial, moon, sun, star, sunlight, torch, beam, dangerous, protect, opaque

In music, we will...

- ✓ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- ✓ Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- ✓ Listen with attention to detail and recall sounds with increasing aural memory.
- ✓ Use and understand staff and other musical notations.
- ✓ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- ✓ Develop an understanding of the history of music.

VOCABULARY:

Structure, Intro/introduction, verse, chorus, improvise, compose, pulse, beat, groove, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, electric guitar, backing vocals, riff, ostinato, reggae, pentatonic scale, imagination, Disco, crotchet, minim, quaver, rests, time signature, key signature, clef, stave, notation, major, minor, bar, detached, texture, repeats, rhythm patterns, legato, staccato, forte, piano, Appalachian music, Baroque music, Blues, Country, Folk music, Native American music.

In Spanish we will...

- ✓ Use basic language to allow for a simple, short exchange in Spanish.
- ✓ Say 'hello' and 'my name is...' in Spanish.
- ✓ Ask somebody how they are feeling in Spanish.
- ✓ Translate 'buenos días', 'hola', 'me llamo...' and '¿cómo estás?'
- ✓ Respond in Spanish when asked how I am feeling.
- ✓ Say 'adiós' (goodbye) in Spanish.
- ✓ Say '¡hasta luego!' (see you soon) in Spanish
- ✓ Understand the Hispanic world and Spanish as a subject.
- ✓ Say, read and write basic greetings and ask someone how they are feeling.
- ✓ Ask and answer the question '¿Cómo te llamas?' (What is your name?) in Spanish.
- ✓ Say, read and write the numbers 1-10 in Spanish.
- ✓ Say, read and write ten colours in Spanish.
- ✓ Say 'my favourite colour is...' in Spanish.
- ✓ Pronounce the first set of phonics sounds / phonemes in Spanish.

VOCABULARY:

buenos días, hola, me llamo..., ¿Cómo estás?, estoy bien, estoy mal, más o menos, adiós, hasta luego ¿Cómo te llamas?, me llamo, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, rojo, azul, amarillo, verde, negro, blanco, gris, naranja, morado, marrón