



<p><u>English</u> In English this term, we will be reading the story 'The Iron Man' by Ted Hughes. The children will use this novel to write narratives and poems. Through this, the children will explore the features of a narrative and poetry, as well as focus on different grammar aspects to improve their writing skills.</p>	<p><u>Maths</u> In maths, the children will be learning about length, perimeter and fractions. We will be learning to measure using millimetres, centimetres and metres whilst understanding their equivalent measurements. We will then learn to add lengths and understand the perimeter of different shapes. After that, the children will be learning about unit fractions and non-unit fractions and comparing fractions with the same denominator.</p>	<p><u>Science</u> This term children will compare how things move on different surfaces and will notice that, while some forces will need contact between 2 objects, magnetic forces act at a distance. They will observe how magnets attract or repel each other. Children will compare and group a variety of everyday materials to see if they are magnetic. They will predict in an experiment whether 2 magnets will be able to attract or repel each other, depending on which poles are facing.</p>
<p><u>Geography</u> In geography, we will be learning about South West England and trying to answer our key question – ‘What would it be like to have a holiday in the South West of England?’ We will be undertaking lots of research as well as looking and learning about the different areas whilst using geographical vocabulary to communicate our findings.</p>	<p><u>Physical Education (PE)</u> During P.E.lessons, we will be learning about using social skills within activities using our virtual learning platform, PE Jasmine. In invasion games lessons, students will use running, jumping, throwing and catching in isolation and combination. During these lessons, they will play competitive games and apply basic principles suitable for attacking and defending</p>	<p><u>Music</u> This term the children will be focusing on songs and learning the various rhythms of samba instruments and the special rhythmic calls from the leader to start, stop and change rhythm patterns.</p>
<p><u>Computing</u> In computing, we will be exploring the concept of sequencing in programming through Scratch. We will begin with an introduction to the programming environment, then we will look at motion, sound and event blocks to create our own programmes, featuring sequences. Our final project is to make a representation of a piano.</p>	<p><u>Personal Social Health Education (PSHE)</u> In PSHE, the children are going to be looking at how communities make a difference. Through this the children are going to be exploring why communities are important and how as a community we can work together to make a change in the wider world.</p>	<p><u>Religious Education (RE)</u> This term, our key question in RE will be, ‘Why is pilgrimage important in some religious traditions?’ We will learn what a pilgrimage is and what happens during these pilgrimages for different religions. Then, we will look at what the advantages and disadvantages of participating in a pilgrimage are.</p>
<p><u>Art</u> In art, will be looking at ‘Pointillism’, a painting technique developed by the artist George Seurat. It involves the children using small, painted dots to create areas of colour that together form a pattern or picture. The children will be able to paint their own George Seurat inspired painting.</p>	<p><u>Spanish</u> Our next topic for Spanish is “Las frutas” which means fruits. We will learn and become more familiar with five fruit nouns and their determiners in Spanish. We will also learn how to move singular nouns to plural form in Spanish whilst learning to structure ‘me gustan’ (I like) with the fruit nouns.</p>	<p><u>Ideas for home-support</u> Reading tips: Read for at least 20 minutes a day. Maths tips: Practice the timetables on Times Table Rock Stars. We will put up[activities on our on-line learning platform, Mirodo.</p>