

**Art –creating comic art**

Year 4	Year 5	Year 6
<p>I can explore the properties and use of charcoal.</p> <p>I know how to mix and match colours using dry materials eg blending, layering colour.</p> <p>I can record patterns and colours from first hand observation</p>	<p>I am able to colour match accurately.</p> <p>I am able to mix a full range of secondary, tertiary colours, tints and tone.</p> <p>I understand how to use light pencil marks, then a wash, before adding layers and detail.</p> <p>I can use a range of brush strokes to achieve different effects.</p> <p>I have applied learnt skills to create an abstract spacescape</p>	<p>I understand how to use a range of techniques to mix dry materials and match colour eg blending, layering.</p> <p>I can recognise/ understand the difference between marks to represent texture and marks to portray light and dark.</p> <p>I am able to record accurately from first hand observation.</p> <p>I use imagination to apply skills by designing and drawing my own imaginary creature</p>

**Computing: Characters and animation**

Year 4	Year 5	Year 6
<p>I can combine film and audio clips</p> <p>I can import, edit and trim music and film clips</p> <p>I can add basic titles and credits to a film</p>	<p>I can convert film clips to the correct format for software</p> <p>I can trim film clips and change the order for the viewer's interest with support</p> <p>I can import captions, titles into a film and be able to apply appropriate formatting</p> <p>I can create a multi-scene animation with awareness of camera angle</p> <p>Change the speed of playback using pre-made models</p>	<p>I can convert film clips into the most appropriate format for movie type.</p> <p>I can trim films clips and change the order for the viewer's interest.</p> <p>I can add captions and titles appropriate to the purpose and audience.</p> <p>I can manipulate the recording from a microphone before importing.</p> <p>I can choose the most appropriate film/editing software for project.</p> <p>I can create a film/animation to evoke an audience response</p>

**Design/ Technology: Inventions that have made the world a better place**

Year 4	Year 5	Year 6
<p>I can make improvements to established designs and be able to explain why.</p> <p>I can refine methods and design as work progresses, constantly reassessing design.</p> <p>I can use suitable cutting and shaping techniques.</p> <p>I can choose suitable joining techniques</p>	<p>I can combine designs from several significant designers explaining the selections.</p> <p>I can design by considering the user, prioritising good function before profit.</p> <p>I have practiced practical skills to a reasonable standard to produce products</p>	<p>I can evaluate the design of products and identify possible further changes to improve its performance</p> <p>I can produce a good quality finish to products using art techniques</p> <p>I cut with precision and produce a good finish</p> <p>I can select appropriate tools to cut and shape a particular type of material</p>

**English**  
This term pupils will be using stories and information texts based on an inventors theme. For example, The invention of Hugo Cabret and Charlie and the Chocolate Factory and non-fiction texts on Malala, Mother Teresa and female inventors following the age related expectations of the National Curriculum.  
Children will also continue to follow the school's Read Write Inc and NNS programmes to support their phonics and SPAG development

**Maths**  
Maths: This term, pupils will be following the Derby Planning programme to support learning and teaching of the Maths strand of the National curriculum.  
Learning this term will include multiplication, division, decimals, fractions, percentages, collecting and interpreting data, shape, space and measure and problem solving.  
Further detailed termly planning and the calculation policy can be found on our website.



**Music- Listening and responding**

Year 4	Year 5	Year 6
<p>I can create graphic notation for pitch, duration and rhythm.</p> <p>I can compare and contrast different pieces, recognising how different musical elements are combined and used expressively.</p> <p>I can listen with increasing attention to detail and recall sounds with growing aural memory</p>	<p>I understand and start to use the staff and other musical notations.</p> <p>I can compare and contrast a range of pieces showing awareness of dimensions, context and purpose.</p> <p>I suggest improvements to my own and others' work</p>	<p>I understand and use the staff and other musical notations.</p> <p>I compare and contrast a range of pieces explaining opinions referring to dimensions, context and purpose.</p> <p>I suggest improvements to my own and others' work, commenting on how intentions have been achieved.</p>

**Geography: Inventions across the world**

Year 4	Year 5	Year 6
<p>I can locate the worlds countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.</p> <p>I can describe how the local area has changed over time (transport, electricity, land use)</p>	<p>I can locate countries within Europe. Environmental regions, key physical and human characteristics, countries and other major cities.</p> <p>I can describe and understand key aspects of human geography including trade, fair/unfair distribution of resources</p>	<p>On world map, I can locate the main countries in Africa, Asia and Australasia/Oceania.</p> <p>I can identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>I can describe and understand key aspects of distribution of natural resources focussing on energy, minerals etc</p>

**History: Inventors through the ages – chronology**

Year 4	Year 5	Year 6
<p>I understand that changes occur over time. Add evidence and dates to timeline to represent this</p> <p>I can give reasons for the changes in the features of the period studied e.g. clothes, beliefs, homes.</p> <p>I can describe how some past events and actions of people affect life today.</p>	<p>I can identify significant changes within and across historical periods studied</p> <p>I can describe causes and consequences of the main events, situations and changes in the period studied.</p> <p>I can identify links and changes within and across the time periods and localities studied.</p>	<p>I can describe and explain key changes in a historical period (refers to: political, cultural, social, religious, technological changes)</p> <p>I can explain and evaluate causes and consequences of the main events, situations and changes in the period studied.</p> <p>I can use research and prior learning to explain why there are social, cultural, religious and ethnic diversities within societies studied in Britain and the wider world.</p>

**Science: Forces**

Year 4	Year 5	Year 6
<p>I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>I think about what I can measure and make accurate measurements</p> <p>I look for patterns, changes, similarities and differences</p> <p>I draw simple conclusions based on the results of my enquiry.</p>	<p>I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>I am beginning to plan different types of scientific enquiry to answer questions.</p> <p>I make accurate and precise measurements.</p> <p>I decide what to observe, how long to observe for and whether to repeat them.</p> <p>I am beginning to draw scientific, causal conclusions using the results of an enquiry to justify my ideas..</p>	<p>I recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>I plan different types of scientific enquiry to answer questions.</p> <p>I decide which variables to control.</p> <p>I take accurate and precise measurements using standard units N, g, kg, mm, cm, mins, seconds, cm<sup>2</sup>/V, km/h, m per sec, m/ sec.</p> <p>I use my findings to make predictions and set up further enquiries</p>