

**Art – Animal colour, print and pattern**

Year 4	Year 5	Year 6
Design and make own press print block using polystyrene and wood	Be able to make a precise pattern by cutting accurate print blocks	Be able to make a precise pattern by cutting accurate print blocks
Be able to line up and overlay print block to build up image using several colours	Be able to make several clean prints	Be able to make several clean prints
Be able to colour match accurately Be able to mix a full range of secondary, tertiary colours, tints and tones	Understand how to use light pencil marks, then a wash, before adding layers and detail Be able to use a range of brush strokes to achieve different effects	Understand how to use light pencil marks, then a wash, before adding layers and detail Be able to use a range of brush strokes to achieve different effects

**Computing: Research and create fact-files**

Year 4	Year 5	Year 6
Insert, crop and edit images from a variety of sources	Insert shapes using the shapes tool Format the colour of a textbox and shape	Insert symbols Use Find, Search and Replace
Change the design of the page	Insert images from a variety of sources Change the direction of the text	Use a range of word processing skills suitable for the purpose and audience Change the whole page style
Insert and format a table	Know how to search specifically for images, videos, news etc)	Analyse the accuracy of information online and double check with another source
Is aware of online safety and the fact that who they are communicating with is often unknown	Begin to think about the accuracy of information online	Use more complex search engines to filter information

**Design/ Technology: Creating recipes for a purpose**

Year 4	Year 5	Year 6
I can make improvements to recipe designs and be able to explain why.	I can combine designs (recipes) from several significant chefs/cooks explaining the selections.	I can design by considering the user, prioritising good function before profit. (nutrition needs of an individual- how would this be different for a baby, child, athlete, elderly? How about different climates around the world? Cold weather/hot weather)
I can refine methods and design as work progresses, constantly reassessing design.	I can design by considering the user, prioritising good function before profit. (nutrition needs)	Invent and modify own recipes including ingredients, methods, cooking times and temperatures
Create a recipe to fulfil a purpose (e.g. healthy picnic)	Invent and modify own recipes including ingredients	Understand how to store and handle food ingredients properly
Store and handle food ingredients properly.	Understand how to store and handle food ingredients properly.	Evaluate the design of products and identify possible further changes to improve its performance

**English**  
This term pupils will be using stories and information texts based on animals. For example, 'The Hidden Forest' by Jeannie Baker and 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- Carnival of the animals by Camille Saint-Saëns**

Year 4	Year 5	Year 6
Recognise and explore the ways sounds can be combined expressively, using rhythmic and melodic ostinato. Pupils improvise repeated patterns and combine several textures of sound. Create graphic notation for pitch, duration and rhythm	Play pieces with simple parts with developing control of pitch, duration, tempo and dynamics They improvise and compose melodic and rhythmic phrases through rehearsals They understand and start to use the staff and other musical notations.	Play pieces with parts with accurate control of pitch, duration, tempo and dynamics They improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures They understand and use the staff and other musical notations.

**Geography: Animals around the world**

Year 4	Year 5	Year 6
Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts (link to extreme Earth)	Compare a region in UK with a region in N. America with significant differences and similarities Describe and understand key aspects of physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.	Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. Describe and understand key aspects of: physical geography including mountains Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle.

**History: Discovery of animals – Charles Darwin/Zoos**

Year 4	Year 5	Year 6
Use dates and historical terminology to describe events	Understand that continuity and change occurs over time. Add evidence and dates to timeline to represent this	Relate current studies to previous learning and make comparisons between different times in history
Give reasons why separate versions of the same event may differ in the accounts	Select reliable sources of evidence to answer questions about the past. Appreciate that there is not always a single answer to historical questions.	Select suitable sources of evidence, giving reasons for the choice. Explore all available evidence to form their own opinion on a historical event Evaluate the usefulness and accuracy of different sources of evidence

**Science: Animals and plants**

Year 4	Year 5	Year 6
Different animals are adapted to eat different foods. Animals have teeth to help them eat. Different types of teeth do different jobs.	Describe differences in life cycles (penguins/turtles lay eggs, but polar bears give birth) Describe the life process of reproduction in some plants and animals	Describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
Nutrients produced by plants move to primary consumers then to secondary consumers through food chains.	Identify and name the main parts of the human circulatory system Describe how living things are classified into broad groups according to common observable characteristics, similarities and differences	Describe the ways in which nutrients and water are transported within animals, including humans. Give reasons for classifying plants and animals based on specific characteristics