

**Art-** As artists we will...

- Use sketchbooks to show development/sections of drawings.
- Use different tones to show light, dark shadow using graded pencils.
- improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)
- Select own images and starting points for work
- Design and create sculpture, both small and large scale
- Use objects around us to form sculptures
- Study the work of WWII artist Henry Moor.
- Paint/ draw in the style of Henry Moor.

**Music:** As musicians we will...

- use our voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- play and perform in solo and ensemble contexts, using our voices and playing musical instruments with increasing accuracy, fluency, control and expression
- use and understand staff and other musical notation
- Play instruments with control and rhythmic accuracy. Perform a round confidently using voices and instruments. Be aware of other parts when playing an independent part
- Play simple chords in sequence
- Demonstrate awareness of own contribution - leading others, taking a solo part and/or providing rhythmic support/accompaniment

**French-** As linguists we will...

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- speak in sentences, using familiar vocabulary, phrases and basic language structures

**P.E-** As young active people we will ...

Create longer challenging dance phrases/ dances  
Select appropriate movement material to express ideas/thoughts/feelings  
Develop movement using: Actions, Space, relationships, dynamics, choreographic devices and link phrases to War time music.

Identify how an awareness of different dance styles, traditions and aspects of their historical/social context  
Understand and use dance vocabulary  
Understand why safety is important in the studio  
Compare and evaluate their own and others' work

**Friend or Foe?**

Spring Term 2017

Mrs Hoggarth

Year 4/Year 5



**Computing -** As ICT practitioners, we will be practising and applying the following skills,

**In Computer Science we will learn:**

- To design, write and debug programs that accomplish specific goals; including controlling or simulating physical systems and solving problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; .work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

**In Digital Literacy we will learn:** (ongoing throughout year)

- How to use technology safely, respectfully and responsibly
- The importance of identifying and reporting concerns about contact and content
- To explore online and offline communities as a way to be a good digital citizen
- To understand the opportunities computer networks offer for communication

**In Information Technology we will learn:**

- How to 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.

## Science – As scientists we will explore...

### Forces

explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object

- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect

### Properties and changes of Materials

- 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

### Working Scientifically

**We will be working scientifically throughout Autumn term, which will include:**

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

## History- As historians we will...

- Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about the events leading to the outbreak of World War II.
- Construct informed responses that involve thoughtful selection of relevant historical information by learning about when, where and why children were evacuated in World War II.
- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about rationing during World War II and how people adapted to deal with reduced product availability. We will describe how people's diets were different during World War II and answer questions about the implementation of rationing.
- Construct informed responses that involve thoughtful selection of relevant historical information by learning about the importance and significance of the role of women during World War II.
- Explain what the Holocaust was and describe some events that happened.

### **Friend or Foe**

**Spring Term  
2016**

**Mrs Hoggarth**

**Year 4/Year 5**



### Design and technology- As design technologists we will be...

- Gathering information about the needs and wants of particular individuals – Based on an air raid shelter in WWII.
- Develop our own design criteria and use these to inform our ideas.
- Share/discuss ideas, modelling them using prototypes.
- Use annotated sketches and computer aided design where appropriate.
- Order the main stages of making.
- Evaluate our product by identifying the strengths and weaknesses of our ideas, consider the views of others, including intended users to improve our work.