



# SPACE

## Year 4 knowledge

### Art: SPACE

- Utilise sketchbooks as a space to experiment and plan.
- Be able to express an opinion about different works of art, craft and design and think critically
- Develop skills using tonal values by looking at light and dark (tint and shade) elements when drawing.
- Compare and contrast how different artists produce a range of painting effects in their work.
- Experiment with surfaces and collage – mixed media.
- Develop sketchbook use by having independent access to experiment with media and collect images.
- Compare and contrast the work of artists and designers using relevant vocabulary confidently.
- Apply paint with intention, using knowledge of brushes, media, 3 dimensionality and style.
- Mix and match colours to create atmosphere and light effects.
- Manage colour application using acquired knowledge about colour mixing.
- Begin to understand the process of perspective in paintings and drawings by other artists and in the real world.

## Year 5 knowledge

### Science:

#### Space

- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.
- Describe the movement of the Moon relative to the Earth.
- Describe the Sun, Earth and Moon as approximately spherical bodies.
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Ask relevant questions and use different types of scientific enquiry to answer them.

Make systematic careful observations and, where appropriate take accurate measurements.

Gather, record, classify and present data in various ways to help answer questions.

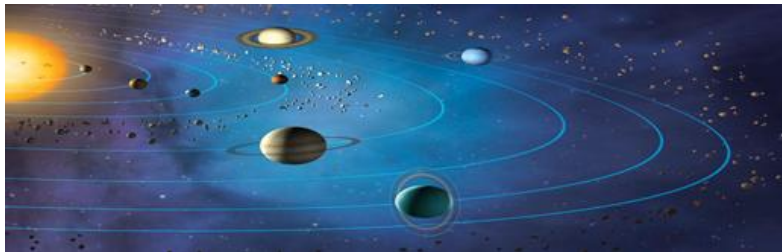
Use results to draw simple conclusions, hypothesise for new values, suggest improvements and raise further questions.

Use straightforward scientific evidence to answer questions or support their findings.

Begin to plan different types of scientific enquiries to answer questions.

Begin to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs.

Begin to identify scientific evidence that has been used to support or refute ideas or arguments.



## PE:

### Dance:

- Move using a range of patterns, linking patterns to and demonstrating consistency.
- Work individually, with a partner and in a group.
- Perform a lunge safely.
- Create, practise and perform more complex dances.
- Experiment with speed, tension, and continuity.
- Perform actions with clarity of movement.
- Use inspiration from music and different stimuli.
- Move to show expressive qualities.
- Work as part of a team
- Create and structure sections of dance.
- Dance using a range of movement patterns.

### Fitness:

- Work well with others.
- Work hard for long periods, moving at speed with co-ordination.
- Perform a lunge safely.
- Perform a number of crunches with purpose.
- Skip using a rope.
- Sustain physical movements for periods of time.
- Perform squats with correct technique.
- Perform a press up.
- Hold a plank position still.
- Work to improve performance.

## Music:

### Space

- Listen to music with focus, analysing using musical vocabulary.
- Match sound sequences to images.
- Develop the use of dynamics in a song.
- Perform rap using a texture and rhythm.
- Understand the sound of the whole tone scale.
- Perform a song with expression and attention to tone and phrasing.
- Create a musical background to accompany a poem.

## Computing – Computer Systems and Networks

### Microsoft PowerPoint

- Create a simple slide deck (3-5 slides) using a premade theme and rearrange slide order.
- Add and edit text boxes.
- Insert basic images and clipart.
- Apply slide transitions (one or two types).

### Microsoft Publisher

- Create simple publications: birthday cards, posters, invites.
- Use pre-set templates and modify them.
- Insert images and text boxes.
- Adjust page orientation and size.
- Save and print publications correctly.

## Religious Education:

### Religion and the individual

- Consider what is expected of a person in following a religion or belief.
- Learn about devotion and commitment in Christianity.
- Understand the meaning of 'the fruit of the spirit'.
- Understand the story of Jesus with the bread and wine.

Pupils will use and develop skills of expressing understanding and handling varied perspectives  
Listening, discussion and self-expression skills including musical appreciation

Pupils will use information to address questions in discussion and writing, developing and using their ability to make sense of key concepts

## PSHE:

- Understand the right to freedom of expression.
- Know what propaganda is
- Recognise that the media shapes and influences our ideas and that sometimes the information presented is biased.
- Identify "fake news" and know how to check things out if I'm unsure whether something is factually correct.
- Understand what prejudice is and how this can impact on individuals/ communities
- Understand the nature and consequences of discrimination, teasing, bullying, and prejudiced based language.

**Safer Internet Day – 10<sup>th</sup> February**

**Smart tech, safe choices – Exploring the safe and responsible use of AI.**