



Newark and the English Civil War



Year 4 knowledge

History: (Continued in spring 2)

- Understand the causes of the English Civil War.
- Understand who the two different sides during the Civil War were, and why the roundheads won.
- Consider why Parliament decided to kill Charles I.
- Understand the history of Newark and its role in the Civil War.

Identify reasons for historical events, situations and changes.

Understand that members of society standing up for their rights can be the cause of change.

Understand that events have immediate and long-term effects.

Use dates to work out the interval between periods of time and the duration of historical events or periods.

Make a simple individual timeline.

Understand the term "century" and how dating by centuries works. (e.g. the 1500s are known as the 16th century).

Make a timeline that acknowledges periods of time that overlap.

Know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.

Compare accounts of events from different sources and suggest explanations for different versions of events.

Computing:

Creating Media:

- Explain that the composition of digital images can be changed
- Explain that colours can be changed in digital images
- Explain how cloning can be used in photo editing
- Explain that images can be combined
- Combine images for a purpose
- Evaluate how changes can improve an image
- Identify that drawing tools can be used to produce different outcomes
- Create a vector drawing by combining shapes
- Use tools to achieve a desired effect
- Recognise that vector drawings consist of layers
- Group objects to make them easier to work with
- Apply what I have learned about vector drawings

Year 5 knowledge

Science:

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.

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

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

Begin to recognise when controlling variables is necessary.

Set up tests, including fair tests, explaining why the test is fair using the language of variables.

Use prior understanding to predict the outcomes of an investigation.

Take accurate measurements using standard units, using a range of equipment.

Begin to make informed predictions and justify them using scientific knowledge.

Take measurements, using a range of scientific equipment, with increasing accuracy and precision.

Begin to recognise when to repeat tests and measurements.

Use measuring equipment, reading scales with increasing accuracy.

Use standard units to measure and compare, including decimals.

Read a wide variety of scales with unmarked intervals between numbers.

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

Use test results to make predictions to consider further investigations.

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 report and present findings, including conclusions, causal relationships and

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.

Swimming (Year 4 only)

Move and float in a variety of ways unaided.

- Competently, confidently and proficiently swim unaided using a recognised stroke at least 25 metres.
- Know personal water survival skills.
- Perform safe self-rescue in different water-based situations.

Art and Design:

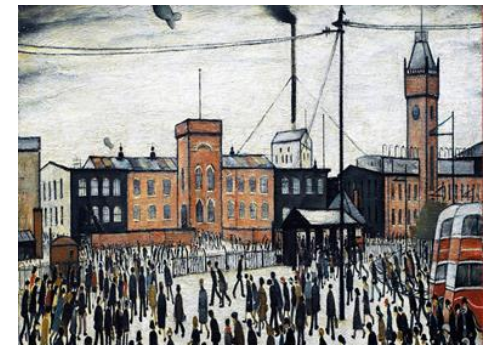
- Understand who Lowry was and give opinions about his work.
- Know that an artist's work has an impact on society at that time.
- Develop use of perspective and form.
- Understand how Lowry used tone and shade.
- Produce a painting in the style of an artist studied.
- Utilise sketchbooks as a space to experiment and plan.
- Start to use line/ shading to develop 3 dimensionality.
- Produce a range of drawings on a larger scale, e.g. whole class drawing by scaling up using a grid.
- Be able to express an opinion about different works of art, craft and design and think critically.
- Begin to understand the process of perspective in paintings and drawings by other artists and in the real world.
- Use tonal values to indicate perspective.
- Compare and contrast the work of artists and designers using relevant vocabulary confidently.
- Develop knowledge of painting genres by looking at townscapes and portraiture.

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 – 11th February

Too good to be true? Protecting yourself and other from scams online.



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

Music:

Celebration: Performance Focus

- Sing a song in unison and three-part harmony.
- Perform ostinati and body percussion accompaniments to a song.
- Explore a song arrangement, with increasing complexity, and its structure.
- Apply singing techniques to improve performance.
- Rehearse, improve and perform an ensemble performance.