

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	<p><u>Animals including humans</u></p> <p>Understand the lifecycles of a variety of animals including adults. Conduct a mini project. Collect and present data in a variety of forms Conduct a fair test. understand the stages in the human life cycle. Learn about the life cycles of mammals. Research and present information about the three kinds of mammals.</p>	<p><u>Living things</u></p> <p>Understand the importance of the different parts of a flower. Explain the importance of the leaves in green plants. Understand where pollen in a plant is found and how it is transferred to other plants. Understand the importance of seed dispersal for the growth of new plants. Know that a seed needs specific conditions for germination to take place. Know about the life cycle of flowering plants including pollination, fertilisation, seed dispersal, and germination.</p>	<p><u>Earth and Space</u></p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies. Use idea of Earth's rotation to describe day and night. Describe the movement of the earth relative to the sun in the solar system. Describe how we have day and night. Describe the movement of the moon relative to the earth.</p>	<p><u>Forces</u></p> <p>Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Explore the effect of friction on movement and how it slows or stops moving objects. Explain that unsupported objects fall towards the Earth because of the force of gravity. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p>	<p><u>Properties of materials</u></p> <p>Compare and group together everyday materials on the basis of their properties. Use knowledge of solids liquids and gases to decide how mixtures might be separated. Understand that when some mixtures mix with water some of their components may dissolve. Identify substances which are soluble and insoluble in water.</p>	<p><u>Properties of materials 2</u></p> <p>Know that evaporation happens when a liquid turns into a gas. Learn that water evaporates from oceans, seas and lakes, condenses as clouds and eventually falls as rain. Understand that water collects in streams and rivers and eventually finds its way to the sea. Know that evaporation and condensation are processes that can be reversed. Interpret the water cycle in terms of the processes involved.</p>
Computers	<p><u>Cars</u></p> <p>Create multiple sprites for a project and how to resize them. Know how sensors work to detect sprites position. Understand variables and how to create multiple variables for sprites. Use conditional statements to decide the winner of the game. Build player interaction into their game. Understand how random numbers can be used to affect a sprites behaviour. Understand how sensors can change a sprites position.</p>	<p><u>Website Designers</u></p> <p>Plan content and theme for their website. Be able to identify which software can produce which type of content. Identify which websites can safely share content. Create and sign up for a free website. Create a site map for site. Plan content for each page. Test and make amendments to site.</p>	<p><u>News Room</u></p> <p>Know how news is delivered and the difference between local and national news. Use the internet to research. Plan how groups will report their story. Record a news report. Edit footage? Use green screening? Feedback and reflect on reporting and producing skills.</p>	<p><u>Interactive Art Exhibition</u></p> <p>Use word processing apps to gather research from the internet and save images. Use a paint app to express different artist styles of self-portrait. Understand that QR are triggers that QR reader use to find content. Understand the fundamentals of basic filming, video editing and saving video Understand the basic ideas behind AR and how video can be overlaid on top of the real world.</p>	<p><u>Code Breakers</u></p> <p>Know what codes are used for and understand the concept of deciphering code. Explain what binary code is and what it is used for. Identify what a QR code is and for what it is used. Create their own QR codes Decipher codes.</p>	<p><u>Grand Designs</u></p> <p>Think about the built environment. & research a building they like. Learn how to drawing 2 and 3D shapes. Understand why you would use different representations to show the same building. Identify materials used to construct buildings and why they might be used. Learn and test out tools in Sketch-up and be able to navigate in this space Design a building using Sketch-up.</p>
History	<p><u>Ancient Egypt</u></p> <p>Have a chronological understanding of Ancient Egypt. Know how to use dates and vocabulary relating to passing of time including ancient and modern, BC, AD, century and decade. Know that there were three seasons in Ancient Egypt.</p>		<p><u>Local History Study</u></p> <p><u>Liverpool</u></p> <p>Understand the origins of Liverpool and the importance of the Royal Charter in its growth. Understand Liverpool's role in the English Civil War. Explain Liverpool's part in the slave triangle in the 1700's.</p>		<p><u>Early Islamic Civilisation</u></p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Know about the golden age of Islam.</p>	

	<p>Understand the role each season plays in the production and harvest of food. Understand the effect the actions of the River Nile had on Egypt. To know the Ancient Egyptians used hieroglyphics as a means of writing/communication. Understand why mummification took place and how the preservation of bodies has informed historians. Understand the importance of the gods in Ancient Egypt. Ancient Egyptians worshipped a range of different gods for a range of reasons</p>		<p>Know how Liverpool's status continued to grow in the Victorian era. Recognise that the building of the docks was the biggest influence in the changes in Liverpool. Learn about the Irish Potato famine and the effects on Ireland and Liverpool. Understand the impact that WW2 had on Liverpool. Know that music is a big part of a Liverpool's history and research information about The Beatles. Recognise that the Capital of Culture award now has a place in Liverpool's history.</p>		<p>Explain why writing was important in Early Islamic civilisation. make comparisons between Ancient Egyptian beliefs and Islamic beliefs. Learn about the structure of early Islamic society and the settlement in Baghdad. Recognise the significance of Baghdad's House of Wisdom. Examine Islamic architecture and design and make a model of the House of wisdom. Explain the contribution made by the Islamic scholars to modern day science and maths.</p>	
Geography	<p><u>Modern day Greece</u> Locate the world's countries, using maps to focus Greece. Describe and understand key aspects of physical geography in Greece, including climate, biomes and vegetation belts, rivers and mountains. Describe and understand key aspects of human geography in Greece, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><u>Investigating our locality- Liverpool</u> Use photos, maps, atlases, globes and digital/ computer mapping to describe features studied. Understand how the physicality of Liverpool is responsible for its demographic/economic growth describe and understand key physical and human geographical landmarks in the local area. Use the eight points of a compass, four- and six-figure grid references, symbols and key (including the use of Ordnance Survey maps).</p>	<p><u>Why on Earth?</u> Describe the difference between a satellite image, a map and a globe. Understand the basic features of Google Earth/ Maps and to be able to use these to identify information about the local area of the school. Know where the world's major cities are located. Identify the settlement hierarchy in an area/region of Europe or North or South America. Know some of the main differences between urban and rural areas.</p>	<p><u>How is Alaska changing?</u> Locate worlds countries, using maps to focus on North and South America Identify position and significance of latitude, longitude, equator, Northern and Southern hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the prime/Greenwich meridian and time zones. Describe features of Alaska; weather, landscape, plants, animals and people. Find key settlements along the Trans-Alaska Pipeline. Explore and investigate the Exxon Valdez disaster.</p>	<p><u>Where does our water come from?</u> Describe and understand the water cycle. Use maps, atlases, globes and digital /computer mapping to locate countries and features described. Know how vital to life water is and how it is used in homes and n different process in the UK. Understand the need to conserve water. Understand about the lack of water and sanitation in some parts of the world. Understand the consequences of drought in some regions of the world.</p>	<p><u>Mountains</u> Learn about the features of a mountain environment. Use globes, atlases and maps to locate some of the world's mountains. Learn about the distribution of major mountain areas. Understand how tourism can affect the area around mountains. Understand how avalanches are caused. Understand what a glacier is and what it causes.</p>
RE	<p><u>Christianity</u> Ask and reflect on questions still to be answered about the Bible. Know that the teaching of Jesus can be applied to different life experiences. Recognise that Christians believe they should treat others, as they would want to be treated. Apply a principle to solve a moral problem Know who the disciples were. Understand the meaning of 'disciple' as pupil or student. Understand the Christian sacraments.</p>		<p><u>The Natural World</u> Know what is meant by the Natural World. Understand what is meant by the web of life? Know how Christians view the Natural World. Know how other religious believers view the Natural world. Consider what our response be to the Natural World. Celebrate our world.</p>	<p><u>Easter</u> Understand what Palm Sunday is. Retell the Easter story. To understand what the last supper was To know what the Crucifixion was and that we call this Good Friday. To understand that Jesus rose again 3 days after he died and we call this Easter Monday. To know why there are other symbols represented at Easter and what they mean.</p>	<p><u>Islam</u> Learn about what Muslims believe. Know how Islam began-the story of Muhammad. Understand what each of the five pillars mean. Recognise that the Mosque as a place of Muslim worship and the rituals before prayer. Learn what the Qu'ran teaches about Allah, the world and human life. Understand why the Qu'ran is the core of everything a Muslim believes. Learn about the 'Madrrasah' – school for Muslim children.</p>	

<p>Music</p>	<p><u>Dem Bones</u> Explore ways to use actions, dynamics, and different sound-makers to enhance musical expression. Create a melodic ostinato accompaniment and build up layers of sounds. Create, perform and record melodic and rhythmic accompaniments.</p> <p><u>Poverty knock</u> Sing a lyrical melody with appropriate phrasing and a keen sense of rhythm. 3>Create a dramatic group performance with costumes, additional words and expressive movement 2Communicate the mood and lyrics of a song using clear diction, vocal expression and dynamic contrast.</p> <p>Bon Jovi →</p>	<p><u>Keep the home fires burning</u> Sing with expression and an appreciation of the song's history and purpose. Write new lyrics to match an existing melody. Compose a fanfare in memory of the men and women who were involved in WW1.</p> <p><u>Winter wonderland</u> Sing accurately and with expression, warming the tone on the longer notes. Sing in two parts with increasing confidence. Compose a piece of descriptive music using the interrelated dimensions of music (elements).</p>	<p><u>Mamma don't allow</u> Sing a song with expression and an understanding of its history and purpose. Write new lyrics for a given melody. Play and improvise as a solo performer and as part of a group.</p> <p><u>Madina tun nabi</u> Sing a song in two parts with expression and an understanding of its origins. Use major chords to create a drone accompaniment. Create a performance using an improvised melody and an accompanying drone.</p> <p>The Beatles →</p>	<p><u>Firework</u> Sing a song in two parts with expression and an understanding of the words. Create a backing part using a sequencing app. Create a song on a given theme, to be played over the recorded backing.</p> <p><u>Three little birds</u> Sing a song in three parts with an understanding of its history. Play a melodic riff by ear. Create an accompaniment using tuned and untuned percussion.</p>	<p><u>A Keelie</u> Sing tunelessly in three-part harmony, increasing the tempo. Create a simple drum accompaniment. Perform a song with actions or body percussion.</p> <p><u>Baloo Baleerie</u> Sing in two parts with expression, accuracy and an understanding of the song's purpose. Compose a gentle piece of music and create a graphic score. Improvise a short lullaby using nonsense words.</p> <p>Handel</p>	<p><u>Kis nay banaayaa</u> Sing unaccompanied in two or three parts, with an understanding of the song's purpose. Play a simple accompaniment on tuned instruments. Compose a soundscape for some of the creatures in the world.</p> <p><u>Life is a highway</u> Sing a song in two parts with increasing confidence and rhythmic accuracy. Create a graphic score for an imaginary journey through life. Compose and perform a rap about a journey.</p> <p>Holst</p>
<p>Art</p>	<p><u>Ancient Egypt</u> Colour a sunset with two colours. Understand what a horizon is. Cut and use proportion to add, embellish a painting. Use equipment safely. Follow instructions and produce a silhouette. Draw in style of artist. Use hot wax safely. Use paints appropriately. To experiment with colour mixing. Use imagination in production of art.</p>	<p><u>Ancient Egypt</u> Use papyrus paper to reproduce their name in hieroglyphics. Apply experience of materials and processes, developing control of tools and techniques including batik. Investigate and combine visual and tactile materials and processes to explore ideas for different purposes. Use images as a starting point for imaginative drawings.</p>	<p><u>LS Lowry</u> Draw from one point perspective. Develop an understanding of Lowry's work. To create perspective through line and shape and tone. Make preparatory sketches and compositions of "My urban landscape" Produce "My urban landscape" in the style of LS Lowry.</p>	<p><u>Hands</u> Draw with accuracy using a variety of medium. Mix paints to suit purpose. Study artists. Use clay to make a 3d representation. Decide how to present art work. Evaluate own work.</p>	<p><u>Portrait</u> Understand how artists have produced portraits using a variety of techniques and interpretations. Follow instructions and gains skills in drawing. Experiment with line. Understand proportion. Self-evaluate drawings Continue using proportion and line. Use shading to complete drawings. Understand where the light reflects on the face.</p>	<p><u>Printing</u> Print using lino and silk screen printing. Produce paintings and drawings using line, tone shade and colour mixing. Produce an image using batik. Complete a given image.</p>
<p>D/T</p>	<p><u>Healthy biscuits</u> Understand that biscuits come in many forms eg sweet and savoury, with a variety of shapes, textures and finishes Develop skills in evaluating and describing food characteristics. Understand how alternative ingredients can result in. Select a appropriate design that will best suit their product healthier biscuits.</p>		<p><u>Puppets</u> Design and make a puppet that: represents a character in your chosen play.</p> <ul style="list-style-type: none"> • is capable of controlled movement. • is made within the given time frame. • is made with a degree of accuracy. • is well finished. <p>is sufficiently robust to withstand multiple</p>		<p><u>Bird house</u> Investigate the purpose and appearance of bird houses. Investigate the materials and features of bird houses and how to draw diagrams. Make a bird house by following a plan. Evaluate, make predictions and promote a completed bird house.</p>	

	Make a prototype in order to evaluate their design.		performances.			
Foreign language-French	<u>Holiday</u> Recognise and use some basic holiday vocabulary in spoken and written sentences. Understand and participate in a short conversation about animals at the zoo,	<u>Eating</u> Perform a short role-play, using and adapting sentence structures from the unit. Use formal language, e.g. the “vous” form, in appropriate situations, e.g. to a restaurant customer	<u>Hobbies</u> Express likes and dislikes, and use “tu” to ask others for their opinion in a short conversation. Talk and write about what they and others do or like doing, giving more complex opinions when prompted.	<u>A school trip</u> Identify the difference between “mon”, “ma” and “mes” in the French story text. Say and write about what they do and don’t like to do in the context of school trips.	<u>Seasons</u> Understand a set of French instructions to make a Chinese lantern. Recognise and use adjectives, understanding that they need to change according to a noun’s gender and number.	<u>The environment</u> Use the third person singular form of the present tense to describe what an animal eats. Prepare from memory, and present, a short weather report.
PE	<u>Handball</u> Learn the rules of handball through small sided short games. Practise the technique of the basic throws within the game. Apply fluidity and constant movement. Emphasise passing and receiving the ball. Limit running with the ball to a few steps. Reinforce basic skills and principals of attack and defence.	<u>Dance</u> <u>Singing in the Rain</u> Explore, improvise and combine movement ideas fluently and effectively to create and structure motifs, phrases, sections and whole dances. Begin to use basic compositional principles when creating dances. Understand why dance is good for fitness, health and well-being. Understand how a dance is formed and performed.	<u>Gym</u> Make up longer, more complex sequences. Explain which elements are symmetrical. Choose and apply basic compositional ideas to the sequences created. Adapt them to new situations. Know and understand the basic principles of warming up and why it is important for good-quality performance.	<u>Badminton</u> Demonstrate a lunge with good range and the front foot pointing to the impact point of the shuttle. Consistently strike net shots using a pushing action and appropriate grip. Demonstrate basic badminton movements – chasseing. Demonstrate change of grip and hitting hard and soft. Organise and participate in a variety of forecourt net games.	<u>Orienteering</u> Read a variety of maps and plans accurately, recognising symbols and features. Use physical and teamwork skills well in a variety of different challenges. Successfully apply skills and understanding to new challenges and environments. Recognise similarities between challenges and choose efficient approaches to new ones.	<u>Tri golf</u> Control the direction of the ball using both a putter and a chipper. Understand where to stand safely when playing Tri-Golf games. Identify how they cooperated with their team-mates to build each activity using cones and a putter as a unit of measurement.
	<u>Rugby</u> Use skills in ways that will outwit the opposition. Perform the skills at greater speed and to develop control. Combine skills. Identify the most important needed for the games. Learn that when one team has the ball they are attacking, and when the opposition has the ball they are defending. Recognise why the game breaks down, or why a team fails to score. understand,	<u>Gym</u> Perform combinations of actions and agilities that show clear differences between levels, speeds and directions. Perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension. Repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body shape and changes in direction. Adapt sequences to include a partner or a small group.	<u>Dance</u> <u>Dances from other cultures</u> Use the Haka as a starting point. Create own beat using instruments and chant which they can create their own dance for. Perform with clear starting and finishing positions. Convey the mood and feeling of the dance. Be sensitive to the musical accompaniment and to keep in time with it when performing.	<u>Dodgeball</u> Introduce the rules of dodge ball through small sided short games. Teach the technique of the basic throws within the game. Improve the dodging skills and movement of all players. Introduce team attacks and the technique for throwing. Improve team attacks and work on catching. Co-ordinate a tournament.	<u>Cricket</u> Use different ways of bowling. Bowl underarm accurately. Vary how they bowl. Bat effectively, using different types of shot. Field with increased accuracy. Throw overarm with accuracy and for a good distance.	<u>Athletics</u> Develop the consistency of actions in a number of events. Increase the number of techniques used. Choose appropriate techniques for specific events. Understand the basic principles of warming up. Evaluate own and others’ work and suggest ways to improve performance.
			<u>Swimming</u> Learn to use a range of strokes effectively; front crawl, backstroke and breaststroke. Perform safe self-rescue in different water-based			

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