

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	<u>All Living Things</u> Learn about bacteria. Learn about how our understanding of disease has changed. Explore the importance of protists. Learn about yeast and viruses. Classify invertebrates based upon their characteristics.	<u>Evolution and Inheritance</u> Review ideas about fossil formation and adaptation to habitats. Show respect for the ideas of others. Ask relevant questions. Use secondary sources to find out about the life and work of palaeontologists Mary Anning and Mary Leaky. Understand that fossils are found in rock that has been there for millions of years. Learn about early ideas on the formation of living things.	<u>Light</u> Identify that light travels in a straight line. know light travels from a light source. Understand how the eye detects light. Know that mirrors change the direction of light Know that Newton worked on ideas other than forces. Know that the size of the shadow depends on several factors.	<u>Electricity</u> Light a bulb in an electrical circuit. Name the parts of a circuit. Build a simple circuit that makes a bulb light or a buzzer sound. Know that the number of bulbs and batteries in a circuit will affect how bright the bulbs are. Know how the position of a switch or switches will make a circuit change how it works. Understand how lights in different rooms can be on and off at different times.	<u>Digestion</u> Appreciate and be able to explain why we need food. Review understanding of digestion. Recognise the importance of a healthy diet. Explain why exercise is important for our health. Be aware of the benefits of healthy routines in their daily lives and common risks which they should avoid.	<u>Evolution and Inheritance 2</u> Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution Recognise that living things have changed over time.
Computers	<u>Young Authors</u> Discuss understand and the use of illustration in children's books. Research illustrators and try and reproduce own versions. Generate mind maps detailing ideas. Plan stories and produce a storyboard to refer back to. Complete a storyboard. Use the Book Creator app. Add audio and publish books.	<u>Stocks and Shares</u> Develop an understanding of how stocks are bought and sold. Interpret data, Children Research prices. Decide where to invest money. Create a presentation explaining reasons for investment. Deliver pitches to the class. Evaluate the performance of investments.	<u>Appy Times Pt1</u> Understand that coding is the use of programming languages to make games, programs and computers things. Know that there are many different types of possibilities. Explore different coding apps and websites Sample and complete JavaScript challenges. Write and adapt programs using Python.	<u>Appy Times Pt 2</u> Learn the fundamentals of visual coding and problem solving. Create own Flappy game. Create a game guided by an online tutorial using Touch Develop. Use Xcode to make a simple game. Create a simple app for Android.	<u>Building Battle Bots</u> Discuss design brief start generating ideas. Present initial ideas based on internet research Take a considered approach to developing an idea. Create and Explain Everything video Produce a technical drawing. Build and test simple bot in Algodoo. Finish and test bot showcase and present results.	<u>The Ministry of Crazy Coding</u> Develop an understanding of how humans program computers. Understand the reasoning behind coding rules. Complete sections 1-19 of Python basic course document. Execute common commands; Type code, Debug code , Run program

<p>History</p>	<p><u>World War 1- a study over time</u></p> <p>Know some of the reasons and causes of the outbreak of the first world war. Know who Lord Kitchener was and about the roles he played during the great war. Understand and explain why Liverpool played an important part in world war 1. Understand what it was like to be a soldier in French and Belgium trenches during WW1. Use historical evidence to help re-enact the Christmas truce. Know who Jack Cornwell was and why he received the Victoria Cross. Know what the Victoria Cross is and some of the reasons why people are awarded it. Find out about the Battle of the Somme and explain why this was such a big part of WW1. Know why and when WW1 ended.</p>		<p><u>British history beyond 1066- developments in industry</u></p> <p>Use chronology to place the Victorian period in relation to other periods of British history on a timeline. Infer information from a portrait Investigate the differences in buildings between Victorian times and now. Draw comparisons and note down any similarities and differences between Liverpool today and Victorian Liverpool. Find out what the Industrial Revolution was and how it affected Britain. Understand that ways of life differed greatly across Victorian society. Understand that the work of individuals can change aspects of society. Find out about important figures in Victorian times. Present their findings in different ways. Find out about important inventions of the Victorian era. Find out which countries were part of the British Empire in the Victorian era and to be able to locate them on a world map.</p>		<p><u>Medicine</u></p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods. Explain how theories about disease have spread over time. Identify and describe examples of old medical equipment. Describe some of the ways in which medical equipment has changed since Anglo-Saxon times. Explain the medical advances behind the development of specific pieces of medical equipment. Understand the impact of the Great Plague and explain why it spread so quickly. Note connections, contrasts and trends over time.</p>	
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<p>Geography</p>		<p><u>Brazil (South America)</u> Locate the world's countries, using maps to focus on South America, concentrating on key physical & human characteristics & major cities. Use maps, atlases & globes. Identify position and significance of Equator, Tropics of Cancer & Capricorn. Describe & understand key aspects of biomes & vegetation belts. Gain an understanding of the types of home in the locality Introduce the children to going to school in a different locality and to compare it with their own experience at home. Gain an understanding of how people buy and sell goods Carry out a small scale investigation into the types of work the people do and how this relates to land use.</p>		<p><u>What a State! California (North America)</u> Locate North America on a world map. Name the countries in North America, their capital cities, major rivers and mountain ranges. Locate the states of the USA and find their capitals. Know and locate on a map the capital city of California, other man-made features. Locate physical features of California on a map. Understand the climate, climatic zones and the biomes of California. Understand the importance of agriculture to the economy. Know what tornadoes are, where they are likely to form and the impact they have on people's lives.</p>		<p><u>Our Challenging World</u> Know about drought around the world and water shortages in the UK. Know the conditions necessary to cause bushfires and wildfires and understand the impact they have on people and wildlife Describe and understand key aspects of physical geography (flooding). Know what hurricanes are, how they form, where they are mainly located and the impact on people's lives. Know the states in the USA which form the Tornado Alley and locate them on a map.</p>
<p>RE</p>	<p><u>Christian Faith in Action</u> Show an awareness of how Christian faith can affect people's lives and work and the lives of others. Understand and recite the Lord's Prayer. To know about Martin Luther King and how he put his faith into action.</p>	<p><u>Promises (The Magi)</u> Identify a range of promises people make to each other and the significance of these. Know what a covenant is. Use referencing skills to locate promises in bible. To locate and say whether the prophecies came true in the Christmas story. To know who the Magi were and locate references to them in the bible.</p>	<p><u>Judaism</u> Recall some key events in the life of Moses. Know the key facts about Passover. Begin to understand the symbolism of Jewish artefacts.</p>	<p><u>Easter in Art</u> Know the major events of the Easter story. Put the events of the Easter story in order. Represent the thoughts, emotions and mood of the events through drama Show evidence of the appreciation of artist's work and what has been achieved by the mood it initiates</p>	<p><u>Forgiveness</u> Explain the meanings of repentance, confession, revenge and reconciliation Know what Jesus said and taught about these terms Quote the section of the Lord's prayer which talks about forgiveness. Understand how forgiveness and belief in God can help Christians in their daily lives.</p>	<p><u>Festivals and Celebrations</u> Name some of the major festivals in the Anglican Church year. Name some of the Saints and say why they are special and remembered by Christians.</p>

<p>Music</p>	<p><u>Hey Mr Miller</u> Sing a syncopated melody in tune. Compose a syncopated melody. Perform in a group.</p> <p><u>Oleo</u> Sing a call and response song. Compose a call and response song. Create an expressive performance using percussion instruments.</p> <p>Glen Miller</p>	<p><u>Touch the sky</u> Sing accurately in two parts Explore ascending and descending phrases. Compose a short piece using the pentatonic scale. Sing in a rock style.</p> <p><u>I wish it could be Christmas</u> Identify and play chords in the key of G major. Compose a seasonal song with accompaniment.</p> <p>Jackson 5</p>	<p><u>Dona Nobis Pacem</u> Sing a melody accurately in a legato style. Keep a steady pulse in ¾ metre. Compose and perform a simple piece on untuned percussion.</p> <p><u>Wonder</u> Sing from memory with attention to dynamics. Compose and perform a rhythmic backing using technology. Compose a short song based on a pentatonic scale.</p> <p>Evelyn Glennie</p>	<p><u>Aint gonna let nobody</u> Sing in three parts. Maintain a part in a chordal accompaniment. Create a rhythmic backing using voices, apps or untuned percussion.</p> <p><u>Anderson's Coast</u> Sing a two part song from memory. Recognise features of a folk song. Play a chorus by ear on pitched instruments.</p> <p>Benjamin Britten</p>	<p><u>We go together</u> Sing from memory. Create a rhythmic piece using word rhythms. Compose a short song about friendships.</p> <p><u>We are all your children</u> Sing a melody with attention to phrasing. Create a rhythmic piece using drums or drum technology. Improvise a melody.</p> <p>Tchaikovsky</p>	<p><u>Shaybuya</u> Sing a song in two parts. Play a sequence of major and minor chords. Compose words for a song using major and minor keys.</p> <p><u>We are the Champions</u> Chant a rhyme using different dynamics. Perform using rhythms from a chant. Compose a short melodic fragment.</p>
<p>Art</p>	<p><u>William Morris</u> Learn about the life and works of William Morris and place him in the Victorian Period Explore art from the Victorian Era. Design a wallpaper piece based on the designs of William Morris. Select and record visual and other information in a sketchbook and use this to help them develop their ideas.</p>				<p><u>Kandinsky</u> Use line, tone and shade to represent remembered style of Kandinsky. Select and use materials to achieve a specific outcome. Explore how stimuli can be used as a starting point with focus on shape/texture. Re-create images in 2D and 3D Use modelling and sculpting techniques.</p>	<p><u>Pop Art</u> Use materials to produce lines. Use appropriate media and techniques for a specific outcome. Take inspiration from artists work. Use techniques colours and effects to represent something observed. Make pattern for specific purpose. Use knowledge of artist, work to design a specific project.</p>

D/T		<p><u>Slippers</u></p> <p>Research and develop design criteria to inform the design of functional and appealing products that are fit for purpose. Investigate and analyse an existing product. Use equipment correctly and choose from a range of stitches to be able to join and complete their product. Evaluate ideas and products against own design criteria and consider the views of others to improve work. Generate, develop and model ideas through discussion and annotated sketches. Select from and use a range of materials and textiles according to their functional and aesthetic qualities.</p>	<p><u>Shelters</u></p> <p>Seek information from a wide range of sources on different shelters and know how they support things. Know how join and combine materials and components accurately in temporary and permanent ways. Explore, develop and communicate aspects of shelter design proposals by modelling ideas in a variety of ways. Cut and join with accuracy to ensure a good-quality finish to the product. Test the shelter and make adjustments where necessary.</p>			
Foreign language-French	<p><u>Actions</u></p> <p>Recognise and use from memory, third person singular verbs, including some irregular verbs, to describe someone's actions.</p>	<p><u>In France</u></p> <p>Follow and understand the main points and some of the detail from the recipe. Prepare and present a short presentation. Ask questions unprompted in the second person singular using the correct intonation.</p>	<p><u>Family</u></p> <p>Talk and write about what they have done using the perfect past tense. Understand the difference between the two different second person subject pronouns — “<i>tu</i>” and “<i>vous</i>” — and use them.</p>	<p><u>A weekend with friends</u></p> <p>Develop and present a simple role-play, adapting some of the Question and Answer screen sentences as appropriate. Take part in a continuous conversation involving longer sentences and opinions.</p>	<p><u>The future</u></p> <p>Form comparative sentences using the model sentences from the Question and Answer screens as prompts. Write and perform a role-play, incorporating basic future tense sentences.</p>	<p><u>Jobs</u></p> <p>Recall, say and write most of the unit's job titles with their correct articles. Identify the future tense. Write a short, descriptive passage from memory, using some irregular verbs in the third person,</p>
PE	<p><u>Football</u></p> <p>Choose, combine and perform skills more fluently and effectively in invasion games. Understand, choose and apply a range of tactics and strategies for defence and attack.</p>	<p><u>Dance</u></p> <p>Explore, improvise and combine movement ideas fluently and effectively. Create and structure motifs, phrases, sections and whole dances. Use basic compositional principles when creating</p>	<p><u>Gymnastics</u></p> <p>Combine and perform gymnastic actions, shapes and balances more fluently and effectively across the activity areas. Develop own gymnastic sequences by understanding, choosing</p>	<p><u>Fitness</u></p> <p>Record scores for the various tests as a baseline for fitness. Perform a series of exercises properly to improve their fitness and have fun.</p>	<p><u>Athletics</u></p> <p>Demonstrate quick reactions and rapid acceleration. Pass a relay baton at speed using a push pass. Sustain running at a consistent pace.</p>	<p><u>Tennis</u></p> <p>Develop the range and consistency of skills, especially in specific net games. Use and adapt rules, strategies and tactics, using knowledge of basic principles of attack and</p>

	<p>use these tactics and strategies more consistently in similar games. Understand why exercise is good for fitness, health and wellbeing. Develop ability to evaluate own and others' work and suggest ways to improve it</p> <p style="text-align: center;"><u>Swimming</u></p> <p>Learn to use a range of strokes effectively; front crawl, backstroke and breaststroke. Perform safe self-rescue in different water-based situations.</p>	<p>dances to understand why dance is good for fitness, health and well being Prepare effectively for dancing. Understand how a dance is formed and performed. Evaluate, refine and develop their own and others' work.</p>	<p>and applying a range of compositional principles. Understand why warming up and cooling down are important. Carry out warm ups safely and effectively to evaluate own and others' work. Suggest ways of making improvements.</p>		<p>Improve running techniques. Perform dynamic combination jump sequences with control.</p>	<p>defence. Know why warming up and cooling down are important Evaluate performances. Explain what needs improving in own and others' work, and suggest possible improvements</p>
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