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|  | Year: | Class Teacher: | 2014 - 2015 |
|  | Autumn | Spring | Summer |
| RE | Loving  Children will be able to make links between their beliefs about love, their behaviour and how it affects others.  Children will be able to compare their own and other people’s ideas about questions of unconditional love. AT2 (ii) L  Children will be able to make links between the story of the prodigal son and the Christian’s belief in God’s forgiveness.  Children will be able to give the reasons for a Christian’s love and care.  Vocation and Commitment  Children will be able to make links to show how feelings and beliefs affect behaviour in relation to commitment.  Children will be able to compare their own and other people’s ideas concerning the questions raised about what it means to be committed and why some people are very committed to service of others and to realise that these questions are often difficult to answer.  Children will be able, using a developing religious vocabulary, to give reasons for the signs and symbols used in the Sacrament of Holy Orders.  Children will be able to give reasons why Christians fulfil their baptismal promises by answering God’s call through their chosen vocation in various ways, including the religious life.  Expectations  Children will be able to make links to show how feelings and beliefs about expectations affect their behaviour and that of others.  Children will be able to compare their own and other peoples’ ideas about questions about expectation that are difficult to answer. | Sources  Children will be able to **compare** their own and other people’s ideas about how books enrich our lives and take us beyond ourselves and realise these questions are difficult to answer.  Children will be able to **make links** between scripture and Christian beliefs.  Children will be able to **give reasons** for when and how Christians use the Bible.  Unity  Children will be able to **make links** to show how feelings and beliefs about what makes and breaks friendship and unity affects their behaviour and that of others.  Children will be able to **compare** their own and other people’s ideas about questions concerning friendship which are difficult to answer.  Children will be able to **make links** between scripture and the Eucharist.  Children will be able to use a **developing religious vocabulary** to give reasons for the action and symbols of the Communion rite.  Children will be able to give **reasons** why Christians gather together in ‘communion’ and receive ‘Holy Communion’.  Giving  Children will be able to **make links** to show how feelings and beliefs about loss and death affect their behaviour and that of others.  Children will be able to **compare** their own and other people’s ideas about questions concerning loss and death which are difficult to answer.  Children will be able to **make links** between Scripture and belief in the Resurrection of Jesus.  Children will be able to use a **developing vocabulary** to give reasons for religious actions and symbols connected with Lent, Holy Week and the Sacred Paschal Triduum. | Witnesses  Children will be able to **make links** to show how feelings and beliefs affect their behaviour and that of others when it comes to making a decision about being a witness.  Children will be able to **compare** their own and other people’s ideas about questions that are difficult to answer about having the courage to witness.  Children will be able to **make links** between Scripture and belief in the power of the Holy Spirit.  Children will be able to give **reasons** for the witness to Jesus Christ by believers.  Healing  Children will be able to **make links** to show how feelings and beliefs about sickness and care affects their behaviour and that of others.  Children will be able to **compare** their own and other people’s ideas about questions concerning serious illness and bereavement which are difficult to answer.  Children will be able to use a developing religious vocabulary to give reasons for the religious actions and symbols used in the Sacrament of the Anointing of the Sick.  Children will be able to give reasons why Christians care for the sick and the needy.  Common Good  Children will be able to **make links** to show how their feelings and beliefs about being treated fairly/ unfairly, justly/unjustly affect their behaviour and that of others.  Children will be able to **compare** their own and other people’s ideas about questions that are difficult to answer regarding injustice and unfairness.  children will be able to **make links** between Micah, Matthew 25, the Beatitudes and beliefs.  Children will be able to **give reasons** for certain actions by believers in working or justice and the common good. |
| English | Mystery and suspense stories  Explanation texts  Formal writing  Poetry  Journalistic writing  GPaS  Spellings  Handwriting  Reading Comprehension | Reading Comprehension  GPaS  Spelling rules  Writing  (SATs preparation) | Play scripts  Persuasive writing  Sci-fi  Poetry  Descriptive writing  Recounts |
| Maths | Place Value – including decimals  Mental and Written addition  Mental and written multiplication  Time  2D and 3D shape  Mental and written Subtraction  Mental and written division  Fractions, percentages, ratio and proportion  Geometry – angles, statistics, pie charts  Length – area, perimeter and mass | Place Value, sequences and co-ordinates  2D shape, coordinates, translation and reflection  Measurement – temperature, mean  Calculating with fractions  Mental and written division  Mental and written multiplication  Mental and written addition and subtraction  Measurement, ratio and proportion  2D and 3D shape  Area, perimeter and volume of shapes  Statistics – line graphs and pie charts | Place value, decimals and fractions  Mental and written calculation  Calculating fractions, ratio and proportion  Co-ordinates, translation and reflection  Algebra and sequences  Measurements - mass, volume, capacity  Fractions  Place value  2D and 3D shapes  Problem solving activities |
| Science | Plants and Living Things  Relate knowledge of plants to studies of evolution and inheritance.  Relate knowledge of plants to studies of all living things.  Describe the life process of reproduction in some plants and animals.  Plan enquiries, including recognising and controlling variables where necessary.  Use test results to make predictions to set up further comparative and fair tests.  Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.  Electrical Circuits  Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.  Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.  Use recognised symbols when representing a simple circuit in a diagrams.  Plan enquiries, including recognising and controlling variables where necessary.  Use test results to make predictions to set up further comparative and fair tests.  Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments. | Sound and Hearing  Find patterns between the pitch of a sound and features of the object that produced it.  Find patterns between the volume of a sound and the strength of the vibrations that produced it.  Recognise that sounds get fainter as the distance from the sound source increases.  Plan enquiries, including recognising and controlling variables where necessary.  Use test results to make predictions to set up further comparative and fair tests.  Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.  Earth and Space  Describe the movement of the Earth relative to the Sun in the solar system.  Describe the movement of the Moon relative to the Earth.  Plan enquiries, including recognising and controlling variables where necessary.  Use test results to make predictions to set up further comparative and fair tests.  Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments. | Investigating Materials  Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets.  Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.  Plan enquiries, including recognising and controlling variables where necessary.  Use test results to make predictions to set up further comparative and fair tests.  Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.  Animals and Humans  Describe the changes as humans develop to old age.  Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.  Describe the life process of reproduction in some plants and animals.  Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.  Plan enquiries, including recognising and controlling variables where necessary.  Use test results to make predictions to set up further comparative and fair tests.  Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments. |
| History | Ancient Egyptians  Understand that no single source of evidence gives the full answer to questions about the past.  Refine lines of enquiry as appropriate.  Describe the social, ethnic, cultural or religious diversity of past society.  Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.  Use dates and terms accurately in describing events.  Use appropriate historical vocabulary to communicate. | Tudors  Refine lines of enquiry as appropriate.  Describe the social, ethnic, cultural or religious diversity of past society.  Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.  Use dates and terms accurately in describing events.  Use appropriate historical vocabulary to communicate. | Local History – Hillsborough  Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.  Refine lines of enquiry as appropriate.  Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.  Use dates and terms accurately in describing events. |
| Geography | Local area and the Wider World  Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.  Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London’s Tube map).  Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. | Rio Da Jeneiro  Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).  Describe how locations around the world are changing and explain some of the reasons for change.  **Physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. | Local Area Study – Merseyside  **Human geography**, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.  Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). |
| Art & Design | Drawing  Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).  Use a choice of techniques to depict movement, perspective, shadows and reflection.  Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).  Use lines to represent movement. | Sculpture  Show life-like qualities and real-life  proportions or, if more abstract, provoke different interpretations.  Use tools to carve and add shapes, texture and pattern.  Combine visual and tactile qualities.  Use frameworks (such as wire or moulds) to provide stability and form. | Collage  Mix textures (rough and smooth, plain and patterned).  Combine visual and tactile qualities.  Use ceramic mosaic materials and techniques. |
| Design & Technology | Masks  Cut materials with precision and refine the finish with appropriate tools.  How an understanding of the qualities of materials.  Choose appropriate tools to cut and shape . | Mouse Trap Marble Games  Develop a range of practical skills to create products.  Write code to control and monitor models or products. | Pizza  Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.  Demonstrate a range of baking and cooking techniques.  Create and refine recipes, including ingredients, methods, cooking times and temperatures. |
| Computing | Graphics  Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.  Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.  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. | Apps – coding and decoding  Write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.  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. | Data – stocks and shares  Use technology safely, respectfully and responsibly; recognize acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact.  Understand how to use excel.  Young Authors  Use search technologies effectively.  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.  Use technology safely, respectfully and responsibly; recognize acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact. |
| Music | Lyrics and Melody using Digital Technology  Use digital technologies to compose, edit and refine pieces of music.  Thoughtfully select elements for a piece in order to gain a defined effect.  Use drones and melodic ostinati (based on the pentatonic scale).  Convey the relationship between the lyrics and the melody. | Transcribing Compositions  Understand the purpose of the treble and bass clefs and use them in transcribing compositions.  Understand and use the # (sharp) and ♭ (flat) symbols.  Use and understand simple time signatures.  Describe how lyrics often reflect the cultural context of music and have social meaning.  Choose from a wide range of musical vocabulary to accurately describe and appraise music including:pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context. | Singing and the use of Melody  Sing a harmony part confidently and accurately.  Sustain a drone or a melodic ostinato to accompany singing.  Perform with controlled breathing (voice) and skillful playing (instrument). |
| PE | Gymnastics  Include in a sequence set pieces, choosing the most appropriate linking elements.  Vary speed, direction, level and body rotation during floor performances.  Practise and refine the gymnastic techniques used in performances (listed above).  Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).  Use equipment to vault and to swing (remaining upright).  Games (netball, tag rugby)  Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).  Field, defend and attack tactically by anticipating the direction of play.  Dance  Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.  Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands). | Gymnastics  Include in a sequence set pieces, choosing the most appropriate linking elements.  Practise and refine the gymnastic techniques used in performances (listed above).  Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).  Use equipment to vault and to swing (remaining upright).  Games (badminton)  Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).  Field, defend and attack tactically by anticipating the direction of play.  Dance  Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.  Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).  Outdoor Education  Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.  Remain positive even in the most challenging circumstances, rallying others if need be.  Use a range of devices in order to orientate themselves.  Quickly assess changing conditions and adapt plans to ensure safety comes first. | Athletics  Choose the best place for running over a variety of distances.  Compete with others and keep track of personal best performances, setting targets for improvement.  Games (rounders, cricket)  Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).  Field, defend and attack tactically by anticipating the direction of play. |
| Languages | Sport and Hobbies  **Speaking**  Vary language and produce extended responses.  **Reading**  Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.  **Writing**  Refer to recent experiences or future plans, as well as to everyday activities. | Description and Going Out  **Speaking**  Refer to recent experiences or future plans, everyday activities and interests.  **Reading**  Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.  **Writing**  Include imaginative and adventurous word choices. | My Future  **Speaking**  Give a short prepared talk that includes opinions.  Be understood with little or no difficulty.  **Reading**  Show confidence in reading aloud, and in using reference materials.  **Writing**  Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).  Use dictionaries or glossaries to check words. |