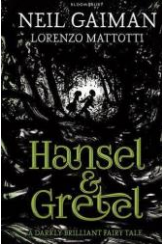
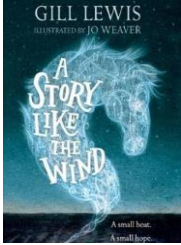


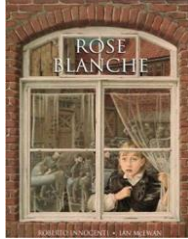
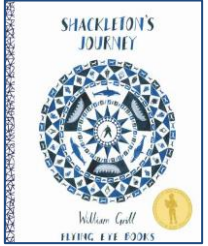


SUBJECT	Autumn		Spring		Summer	
English Text	Hansel & Gretel by Neil Gaiman 	Story Like the Wind by Gill Lewis 	The Ways of the Wolf by Jonathan Woodward 	The Origin of Species by Sabina Radeva 	Rose Blanche by Christophe Gallaz 	Shackleton's Journey by William Grill 
Writing Outcomes	Dual Narrative Persuasive Letter	Flashback Narrative Newspaper Report	First Person Narrative Diary Entry	Discovery Narrative Explanation	Diary Entry Bravery Speech Award	Endurance Narrative Magazine Article
Maths	Calculating using structures  Multiples of 1000  Number up to 10,000,000	Number up to 10,000,000  Draw, compose and decompose shapes.  Multiplication and Division	Multiplication and Division	Fractions and percentages	Statistics  SATs  Ratio and Proportion	Solving problems with two unknowns  Mean (averages)
Science	Animals including humans Children develop learning from year 4 to learn about the circulatory system and how exercise, healthy	Electricity Children develop learning from year 4 to learn about electricity in more depth. They will develop understanding of circuits and their components; how	Light Children develop learning from year 3 to learn about more detailed components of light. They will explore how light travels; how shadows	Evolution and Inheritance Children develop learning from year 3 on rocks and begin to understand how and why animals (including themselves) have	Living Things and their Habitats Children develop learning from year 4 of animal classification and begin to use and understand the universal Linnaean	Revision of gaps in knowledge/Working Scientifically Children revisit previous topics to consolidate learning and enquire further if it has not been able to do

	lifestyle and drugs have an impact on the body.	professionals would use universal symbols to communicate these circuits; and how circuits can be manipulated.	are formed and enquire about size; the effect of light being split (Refraction).	changed over the duration of millions of years.	system. They will devise their own classification systems to understand its importance.	so during the allocated time in the year.
<b>History</b>	<b>Changes in social history after 1066</b> How has Liverpool been shaped by the Slave Trade?				<b>World War II</b> What were the causes and consequences of World War II?	
<b>Geography</b>	<b>Trade links (energy, food, minerals, water)</b>		<b>Distribution of National Resources</b> <b>Arctic and Antarctic circles (biomes: aquatic)</b>			
<b>Art</b>	<b>Drawing Skills</b> <b>Observational sketches of the heart, including details of tone &amp; muscle. Pencil sketches &amp; sketches with oil pastels. Final piece will build up towards their own interpretation of the heart linking with identity in summer.</b>  <b>Key artist: Leonardo di Vinci</b> <b>Romero Britto</b>  <b>CC - Science and PSHE</b>		<b>Painting</b> <b>Mix colours, experiment with texture. Use other techniques such as tearing and collage.</b>  <b>Key author/illustrator: Smriti Prasad-Halls &amp; Jonathan Woodward</b> <b>English text – The Ways Of the Wolf</b>  <b>CC – English</b>	<b>Textiles</b> <b>Carbon printing Architect focus study building in Liverpool (religious/landmarks)</b>  <b>Key architects: Frederick Gibberd, Giles Gilbert Scott</b>	<b>Portraits</b> <b>Identify Mixed Media</b>  <b>Key artists: Njideka Akunyili Crosby, Mike Barrett.</b> <b>Optional artists: Yinka Shonibare, Thandiwe Muriu</b>	
<b>DT</b>	<b>Electrical Systems</b> <b>Completing a circuit.</b> <b>Making a steady hand game.</b>		<b>Structures</b> <b>Construction.</b> <b>Making a playground. Specific design criteria.</b>		<b>Cooking and nutrition</b> <b>From farm to fork.</b> <b>Making a three-course meal.</b> <b>Come dine with me.</b>	

<b>Computing</b>	<b>Developing Typing Skills</b> <b>Digital Footprints and Social Media Risks</b>		<b>Programming in Apple Swift</b> <b>Programming in SpriteBox</b>		<b>Further digital creativity in Procreate</b> <b>Designing and creating movie trailers</b> <b>Programming BBC Micro:Bits</b>	
<b>PSHE</b>	<b>Being Me in My World</b>	<b>Celebrating Difference</b>	<b>Dreams &amp; Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
<b>PE / Skills Sessions</b>	<b>Cricket</b>	<b>Dance - Bollywood</b>	<b>Gymnastics</b>	<b>OAA</b>	<b>Athletics</b>	
<b>RE</b>	<b>U2.3 What do religions say to us when life gets hard? Christians, Hindus and nonreligious (e.g. Humanists)</b>		<b>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and nonreligious (e.g. Humanists)</b>		<b>U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? Christians, Hindus and/or Muslims</b>	
<b>Music</b>	<b>Music and Technology</b> Compare live music with digital technology	<b>Developing Ensemble Skills</b> Perform together following a leader using dynamics, expression and notation	<b>Grime</b> Continue to develop music technology	<b>Happy</b> Develop an understanding of Pop music	<b>Improvising with Confidence</b> Improvise using phrases.	<b>Music in Me</b> Explore how music can help you to express your identity.
<b>French</b>	<b>My Imaginary Friend</b> Consolidating previous learning – body parts, colours, physical appearance <b>Grammar</b> Constructing sentences – written and spoken – in the 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> person		<b>Animals of the World</b> Exploring non-fiction texts and poetry about animals <b>Grammar</b> Recognising how adjective+noun phrases are influenced by gender		<b>Let's tell a story</b> Reading familiar and unfamiliar vocabulary in longer sentences - traditional tales. <b>Grammar</b> Becoming familiar with how tense changes the spelling of verbs	