

Cultural Capital Opportunities: Museum and Albert Dock

Writing

Can I write a diary entry?
Can I write a biography?

Maths

Negative numbers through zero including in the context of temperature
Roman Numerals
Multiplication (by 1 and 2 digit numbers)
Division (by 1 and 2 digit numbers)

P.E.

I can hold the rugby ball correctly when moving and changing direction.
I can use speed and agility to create space.
I can close down space for the attacking team.
I can implement attacking and defensive strategies in match situations.
I can identify how a team can find space to increase the effectiveness of their attacking play.
I can select and apply appropriate passing skills whilst moving and in a game situation.
I can move into space after passing a ball, to create space to receive another pass.
I can identify how to make it more difficult for an attacking team by limiting space available.

History

Liverpool

I can independently construct and add to an ongoing timeline.
I can use evidence and show understanding that there may be bias and different viewpoints.
I can understand the complexities of people's lives, the diversities of societies and relationships between different groups.
I can compare Britain at a given time with what was occurring elsewhere in the world at the same time.
I can demonstrate a chronologically secure knowledge of British, local and world history.
I can use and understand key vocabulary linked to the slave trade.

Topic Driver: Liverpool

Key Question

Why is the history of Liverpool as a city so important?

Opportunities to apply British Values

Understanding the role Liverpool played in history and slavery – Museum visits

Art

Topic 2 – Digital Media – Romuald Hazoume

I can edit and manipulate photographs to communicate mood
I can explore sculpting virtually
I can generate ideas from stimuli (significant historical/contemporary creative practitioners' work/other), using sketch books to support work
I can consider creative practitioners' reasons for working
I can consider similarities/difference between the kinds of work creative practitioners' create
I can describe how I might develop my work further
I can consider how a piece of artwork has been created

Liverpool

Music

I can improvise over a groove, responding to the beat and creating a satisfying melodic shape
I can experiment with using a wider range of dynamics (fortissimo, pianissimo, mezzo forte, mezzo piano)
I can explore improvisation within a major scale (up to five notes including Eb and Bb) (WD)
I can copy back simple rhythmic patterns using minims, crotchets, quavers, semiquavers and their rests
I can copy back simple melodic patterns (up to seven notes)
I can find and demonstrate the steady beat
I can identify the musical style of a song or piece of music
I can identify instruments by ear and through a range of media
I can discuss the structure of the music (verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form)
I can recall by ear memorable phrases heard in the music
I can know and understand what a musical introduction is and its purpose
I can identify major and minor tonality (WD)

D.T

Topic 2 – Structures - Bridges

I can make a range of different shaped beam bridges
I can use triangles to create truss bridges
I can build a wooden bridge structure
I can measure and mark wood accurately
I can use the correct techniques to saw safely
I can identify where a structure needs reinforcement

Reading

I can understand what I am reading by asking questions about increasingly difficult texts.
I can understand what is being read from increasingly difficult texts by predicting what might happen from the details given
I can compare and discuss events by drawing from characters, feelings, thoughts and actions and justifying with evidence
I can understand discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
I can tell the difference between fact and opinion

PSHE

I can understand that cultural differences sometimes cause conflict and I know what racism is.
I can understand how rumour-spreading and name-calling can be bullying behaviours whilst explaining the difference between direct and indirect types of bullying.
I can compare my life with people in the developing world and understand a different culture from my own.
I can understand that belonging to an online community (including gaming) can have positive and negative consequences and that I have rights and responsibilities.
I can recognise when I am spending too much time using devices and can explain how to stay safe when using technology to communicate.
I can understand that pressure comes in different forms, what those different forms are and that there are strategies that I can adopt to resist pressure.
I can understand what consent and bodily autonomy means whilst discussing and reflecting on different scenarios in which it is right to say 'no'.

RE

Understand the meaning of covenant.
Know about the covenant God made with Abraham.
Understand that God guides and challenges His people.
Know that God made a covenant with Moses and the Israelites.
Know that God sends prophets to remind His People of His Covenant.
Know that God makes a New Covenant with us.

Computing

Topic 2 – Computer Systems & Networks

I can describe the input and output of a search engine
I can demonstrate that different search terms produce different results
I can evaluate the results of search terms

Spanish

I can ask for a ticket.
I can give some simple directions around town.
I can say and write a simple description of the city.
I can buy an item and ask for the price.
I can describe a festive jumper.
I can recall fruits and vegetables.

Geography

Liverpool

I can list some of the main cities of the UK.
I can identify some counties of the UK on a map.
I can compare Liverpool to Bebington whilst understanding the difference between a village, town and city.
I can describe and understand how key aspects of physical and human geography influenced the location and growth of Liverpool.
I can study how land use, economic activity, trade links and the distribution of resources influenced the growth of Liverpool.
I can transfer the names of some of the cities of the UK on a blank map from an atlas.
I can conduct a fieldwork activity on a walk of Liverpool.
I can use and interpret a range of sources of geographical information, including maps, diagrams, aerial photographs and Geographical Information Systems (GIS).
I can use a compass to observe and record human/physical features in all 8 compass directions and produce a sketch map of the area.
I can use an Ordnance Survey map to locate features.

Science

I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
I can know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
I can use test results to make predictions to set up further comparative and fair tests
I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations