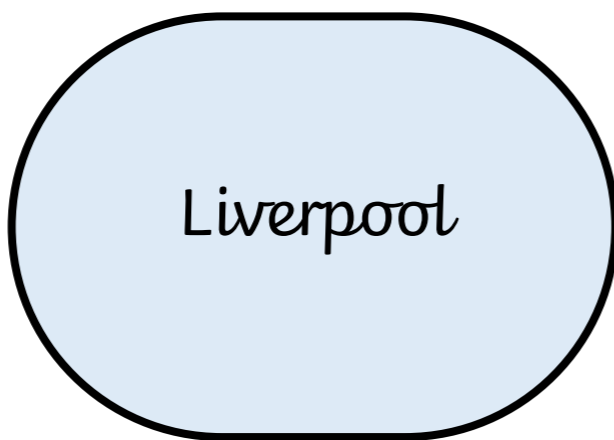


# Cultural Capital Opportunities: Museum and Albert Dock



## 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 control a basketball using both hands and protect the ball under pressure.
- I can pass the ball using good techniques of having a target, receiving the pass, stepping at a chest pass and bounce pass.
- I can use different skills such as varying speeds and direction to get past defenders.
- I can mark a player or an area of the court to limit opportunities for the opposition.
- I can use the correct technique of balance, elbow, eyeline and follow (BEEF) to shoot a basketball.
- I can dribble, pass and shoot the basketball using the correct technique to play a game.

## History

- 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

Liverpool

## 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

## 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)

## 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'.

## 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.
- I can talk and write about fruits and vegetables.

## D.I

- 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

## Geography

- 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.

## Art

- 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

## Computing

- 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

## 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.