



TOPIC	SCIENCE	HISTORY	MUSIC.	ICT capabilities	Literacy
<b>All Greek to Me</b> Topic 10 weeks	<b>BIOLOGY</b> B1: Living things can be classified according to observable features B3: Living things exhibit variation and adaptation and these may lead to evolution. B5: The human body has a number of systems, each with its own function	1. he/she can make links between events and changes; giving reasons for them and explaining the result. 2. he/she can identify and describe changes within and between different period in history. 3. he/she can use and understands abstract terms such as empire, civilisation, parliament and peasantry. 4. he/she can place events, people and changes into correct periods of time and the periods of time in chronological order. 5. he/she can create historically valid questions about cause and significance. 6. he/she can suggest reasons for conflicting historical accounts. 7. he/she can analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. 8. he/she can examine artefacts and explain what they show us about that time in history. 9. he/she can discuss the impact of significant historical events, people and places in their own locality making links with changes in national life. 10. he/she can discuss the impact and causes of historical changes in Britain. 11. he/she can examine periods in world history; identifying contrasts with and influences on British society at the time	1. he/she understands when to use varying volumes, pitch and expression in his/her voice to portray an idea or mood. 2. he/she can compose melodic and rhythmic phrases. 3. he/she is starting to interpret musical notation. 4. he/she can reflect on his/her compositions dynamics, tempo & timbre. 7. he/she can sing expressively combining dynamics, tempo and pitch 8. he/she can perform his/her own compositions from memory. 9. he/she can perform his/her own rhythmic and melodic patterns on an instrument 10. he/she can take part of a group in performance. 11. he/she can begin to explore reasons for composers' tempo choices. 12. he/she can pick out details within a piece and recall these details from memory. 13. he/she can compare pieces thinking about texture, structure, timbre and dynamics. 14. he/she can evaluate others work thinking about texture, structure, timbre and dynamics. 15. he/she can find similarities and differences between different historical composers and musicians. 16. he/she can explain how the music of the past reflected the society of the time. 17. he/she can explain how music has changed over time	<b>Searching Digital Research Level 4/5</b> 1. understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration 2. use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content  <b>Using software</b> 3. 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  <ul style="list-style-type: none"> <li>• Simulations and Spreadsheets Level 4/5</li> <li>• Excel Data Handling Level 4/5</li> <li>• Databases - Textease</li> <li>• Text and Multimedia Level 4/5 Powerpoint with Sound</li> </ul>	<b>NON-FICTION</b>  Recount: biography  Non-chronological report  Explanation text  Persuasion: Argument  Discussion
	<b>PHYSICS</b> P3: Light & sound can be reflected & absorbed and enable us to see & hear P4: Electricity can make circuits work and can be controlled to perform useful functions  <b>WORKING SCIENTIFICALLY</b>				
<b>Liverpool</b> Literacy 6 weeks					<b>POETRY</b> Personification Poems  Classic Poetry
<b>Let's Play Topic</b> 10 Weeks					<b>MATHS</b> <i>Possible links not forced</i>

