
 <p>WEST KIRBY SCHOOL AND COLLEGE</p>	<h2>Autumn 1</h2> <h3>Happily Ever After</h3>
<p><b>Science</b></p>	<p>To know the difference between living things and things that have never been alive          To identify and name a variety of birds          To know that humans and other animals can produce offspring and that these offspring can grow into adults.</p>
<p><b>Art</b></p>	<p>Explore sculpture with a range of malleable media e.g. clay          Manipulate clay in a variety of ways e.g. rolling, kneading and shaping          Experiment with, construct and join recycled, natural and man-made materials more confidently          Manipulate clay for a variety of purposes e.g. thumb pots and simple coil pots</p>
<p><b>DT</b></p>	<p><b>Design and Make a bag for a fairytale creature</b>          Explore a range of existing products          Identify a purpose for what they intend to design and make          Identify simple design criteria then plan what to do next, using a variety of methods          Observe and take account of properties of materials when deciding how to cut, shape, combine and join them          Identify what they could have done differently or how they could improve their work in the future          Evaluate a range of existing products          Communicate their ideas using a variety of methods e.g. drawing, making mock-ups, ICT          Measure, mark, cut out and shape a range of materials          Use simple finishing techniques          Talk about their ideas, saying what they like and dislike, and evaluate against their design criteria</p>
<p><b>Drama</b></p>	<p><b>Drama Elements and Conventions</b>          Voice          Role play          Hot-seating          Forum Theatre          Audience awareness</p>
<p><b>Music</b></p>	<p>Tempo,          Structure</p>


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	<p>Duration</p> <p>Dynamics</p> <p>Expressive Arts</p> <p>Learn how different art forms communicate and evoke moods, thoughts and ideas</p> <p>Pupils will work on producing sound effects to be performed during the re-telling of different fairy stories</p>
PSHE/SCMC	<p>Learn about bullies and bullying behaviour.</p> <p>Understand that bullying is wrong.</p> <p>Understand the difference between impulsive and considered behaviour.</p> <p>Recognise how their behaviour affects other people.</p> <p>Consider different types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying.</p> <p>Recognise the difference between good and bad choices.</p> <p>Recognise how attitude and behaviour, including bullying, may affect others</p> <p>Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying.</p> <p>Recognise how their behaviour and that of others may influence people both positively and negatively.</p>
Computing	<p>Use programs e.g. Purple Mash 2Publish+, to create a story and use their differing layouts to create a Traditional Tale</p> <p>Give and follow instructions, which include straight and turning commands, one at a time</p> <p>Explore outcomes when instructions are given in sequence.</p>

	<p>Autumn 2</p> <p><b>Dancing Spy</b></p>
History	<p><b>Competency Unit</b></p> <p>Use different sources of information to find out about the past</p> <p>Find out about the lives of significant people and events from the past and present</p> <p>Using episodes from stories about the past, identify the difference between past and present</p> <p>Place events in chronological order</p> <p>Explore places and investigate artefacts</p>

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	<p>Recognise why people did things and why events happened</p> <p>Identify different ways in which the past is represented</p> <p>Place events and objects in chronological order</p> <p>Use a wide vocabulary of everyday historical terms</p> <p>To understand the contribution Josephine Baker made to breaking down racial barriers and promoting positive cross-cultural relationships</p> <ul style="list-style-type: none"> <li>• To understand what makes Josephine Baker an inspirational historical figure</li> <li>• To understand the importance of community, courage, creativity and commitment</li> </ul> <p>This unit encompasses PSHE, drama, English, dance and geography.</p>
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	<h2>Autumn 2</h2> <h3>Zero to Hero</h3>
History	<p>To realise that setbacks do not have to be a barrier to achievement – Michael Jordan</p> <p>To learn that perseverance is vital to achievement – Thomas Edison</p> <p>To understand that circumstances do not have to be a barrier to achievement – Malala Yousafzai</p> <p>To learn to overcome rejection in order to go on to succeed – Walt Disney</p> <p>To understand how showing respect for individuals leads to gaining respect - Mother Teresa</p>
Science	<p>To observe and name a variety of sources of light, including electric lights, flames and the sun</p> <p>To know that re has been used throughout history for heat and light</p> <p>To know about simple circuits involving batteries, wires, bulbs and other components</p> <p>To know how a switch can be used to break a circuit</p>
Art	<p>Painting</p> <p>Explore a variety of tools and techniques including the use of different brush sizes and types</p> <p>Use different brush sizes and type</p>

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	<p>Experiment with a variety of tools and techniques, including mixing a range of secondary colours, shades and tones</p> <p>Observe the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>
<b>Drama</b>	<p><b>Drama Elements and Conventions</b></p> <p>Audience awareness</p> <p>Character, through use of voice</p> <p>Taking turns to speak</p>
<b>Music</b>	<p>Tempo</p> <p>Duration</p>
<b>DT</b>	<p>Explore the sensory qualities of materials</p> <p>Identify a target group for what they intend to design and make</p> <p>Recognise how structures can be made stronger, stiffer and more stable</p> <p>Generate and talk about their own ideas</p> <p>Follow safe procedures</p> <p>Use tools and materials with help</p> <p>Identify a purpose for what they intend to design and make</p> <p>Identify simple design criteria then plan what to do next, using a variety of methods</p> <p>Observe and take account of properties of materials when deciding how to cut, shape, combine and join them</p> <p>Identify what they could have done differently or how they could improve their work in the future</p> <p>Communicate their ideas using a variety of methods e.g. drawing, making mock-ups, ICT</p> <p>Measure, mark, cut out and shape a range of materials</p> <p>Use simple finishing techniques</p> <p>Talk about their ideas, saying what they like and dislike, and evaluate against their design criteria</p>
<b>PSHE/SMSC</b>	<p>To value their own achievements</p> <p>To learn how to set simple goals and targets for themselves</p> <p>To recognise how they can use their strengths to contribute to different groups</p>
<b>Computing</b>	<p>Explore digital resources by using hyperlinks and simple menus</p> <p>Use the internet and other digital sources to find out about significant issues, events and people and explore real and imaginary locations</p>

	<p>Use technology purposefully to create, capture, organise, store, manipulate, retrieve and present digital content</p> <p>Try alternatives using a range of tools and techniques to alter text, images and sounds</p> <p>Use strategies to stay safe when using ICT and the internet</p> <p>Plan, discuss and review work developed using ICT in order to improve it</p> <p>Use technology safely and respectfully, keeping personal information private</p> <p>Identify when and where to go for help and support when they have concerns about material on the internet</p>
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	<p><b>Spring 1</b></p> <p><b>Never Eat Shredded Wheat</b></p>
<p><b>Geography</b></p>	<p>Explore and discover where different foods come from</p> <p>Recognise and observe main human and physical features</p> <p>Communicate in different ways using simple geographical information and vocabulary</p> <p>Use globes, maps and plans</p> <p>Make simple plans</p> <p>Ask and respond to geographical questions about people, places and environments</p> <p>Recognise, observe, describe and record physical and human features</p> <p>Identify links between their locality and other places in the UK and beyond</p> <p>Locate key features on globes, maps and plans</p> <p>Make simple comparisons between features of different places and say how these features influence life there</p> <p>Use simple compass directions</p> <p>Communicate in different ways using appropriate geographical vocabulary e.g. locational and directional language</p> <p>Use aerial photographs and plan perspectives to identify landmarks and features</p> <p>Make simple maps and plans</p> <p>To know and use simple compass directions (North, South, East and West) and locational language (e.g. near and far) to describe the location of features and routes on a map</p> <p>To name, locate and identify characteristics of the four countries and capital cities of the Kingdom and its surrounding seas</p>

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	<p>To name and locate the world's seven continents and five oceans</p> <p>To know, understand and apply basic geographical vocabulary to refer to key physical features, including valley and coast</p> <p>To know, understand and apply basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm</p> <p>To know how to recognise landmarks and basic physical features from aerial photos and plans</p> <p>To know where in the world some foods come from</p>
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	<p><b>Spring 2</b></p> <p><b>Unity in the Community</b></p>
<p><b>Geography</b></p>	<p>To learn about the geography of the school and the key human and physical features of its grounds and immediately surrounding environment. Use aerial photographs and plan perspectives to recognise landmarks and basic physical features of the local area.</p> <p>To know the key human features of the local area, including appropriate vocabulary such as city, town, village, factory, farm, house, office and shop</p> <p>To know the key physical features of the local area, including appropriate vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation</p> <p>To know how to locate the school on a map</p> <p>To learn about how places have become the way they are and how they are changing</p> <p>To recognise changes in the environment and identify how the environment may be improved and sustained</p> <p>To learn about significant historical events, people and places in the locality</p>
<p><b>Science</b></p>	<p>To know and describe the basic structure of a variety of common -flowering plants</p> <p>To know and describe how seeds and bulbs grow into mature plants</p> <p>To learn that plants need water, light and a suitable temperature to grow and stay healthy</p>


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	<p>To name and identify a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>E. To know how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>
Art	<p><b>Explore ideas</b></p> <p><b>3D-Form</b></p> <p>Experiment with, construct and join recycled, natural and man-made materials more confidently</p> <p>Observe and comment on differences in their own and others' work</p> <p>Observe the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>
PSHE/SMSC	<p>Understand our role in the class community</p> <p>How to contribute to the life of the classroom</p> <p>Listen to and show consideration for other people's views</p> <p>Listen to, reflect on and respect other people's views and feelings</p> <p>Work independently and in groups, taking on different roles and collaborating towards common goals</p> <p>Recognise the difference between good and bad choices</p> <p>Consider ways of looking after the school or community and how to care for the local environment</p> <p>Identify the importance of rules and be able to say why rules applying to them are necessary</p> <p>Express views and take part in decision-making activities to improve their immediate environment or community</p>
Dance	<p>Movement vocabulary</p> <p>Dynamics</p> <p>Structure</p>
Music	<p>Dynamics</p> <p>Texture</p> <p>Structure</p>
Computing	<p>Use the 'repeat' (loop) and 'when' (conditional statement) command within a series of instructions</p> <p>Plan a short 'story' for a sprite and write the commands for this</p> <p>Edit / refine a sequence of commands</p> <p>Recognise and understand that algorithms are implemented as programs on digital devices, executing</p>

	by following precise and unambiguous instructions
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 <p>WEST KIRBY SCHOOL AND COLLEGE</p>	<h2>Summer 1</h2> <h3>The Visionary</h3>
<h2>History</h2>	<p>“The Visionary” is a competency-based thematic unit with a history focus, telling the inspirational story of Ada Lovelace. She is famous for her inventions and developments in the field of technology and became known as the first computer programmer.</p> <p>Pupils will learn, through her life story, all about her achievements and ongoing legacy.</p> <ul style="list-style-type: none"> <li>• To know and be able to retell the life story of Ada Lovelace</li> <li>• To know what the main achievements of Ada Lovelace were</li> </ul> <p>Ada Lovelace showed courage by continuing her work in a male-dominated industry.          Ada Lovelace was committed to further the development of computer technology.          Ada Lovelace’s creativity was apparent from an early age with her own ‘flying machine’ invention.          Ada Lovelace helped to advance the computer science community with her new and imaginative concepts.</p> <p><b>Skills development</b></p> <p>Use different sources of information to find out about the past          Find out about the lives of significant people and events from the past and present          Using episodes from stories about the past, identify the difference between past and present          Place events in chronological order</p>



 <p>WEST KIRBY SCHOOL AND COLLEGE</p>	<h2>Summer 2</h2> <h3>Going Wild!</h3>
<b>Science</b>	<p>To understand the difference between things that are living and things that have never been alive</p> <p>To know that animals, as well as humans, have o-spring, which grow into adults</p> <p>To learn about the basic needs of animals, as well as humans, for survival (which are water, food and air)</p> <p>To identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals</p> <p>To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>To identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>To know that some animals are endangered, the reasons why and what is being done to preserve these species</p>
<b>Art</b>	<p><b>Printing</b></p> <p>How to use relief printing to make a repeating pattern</p>
<b>Dance</b>	<p>Movement vocabulary</p> <p>Dynamics</p> <p>Structure</p>
<b>Drama</b>	<p><b>Drama Elements and Conventions</b></p> <p>Mime</p> <p>Role play</p> <p>Thought tracking</p>
<b>Music</b>	<p>Tempo</p> <p>Duration</p>
<b>PSHE/SMSC</b>	<p>Learn the names for different parts of the body</p> <p>Recognise similarities and differences based on gender</p> <p>Reflect on the similarities and differences between people</p> <p>Recognise and respect similarities and differences between people</p>
<b>Computing</b>	<p>Explore digital resources by using hyperlinks and simple menus</p> <p>Collect, sort, record and represent information to inform investigations and designs</p>

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	<p>Draw conclusions from data collected</p> <p>Use technology purposefully to create, capture, organise, store, manipulate, retrieve and present digital content</p> <p>Combine written text with graphics, tables, sound and images and present work appropriately</p> <p>Use strategies to stay safe when using ICT and the internet</p> <p>Plan, discuss and review work developed using ICT in order to improve it</p> <p>Use technology safely and respectfully, keeping personal information private</p> <p>Identify when and where to go for help and support when they have concerns about material on the internet</p>
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