WKS West Kirby School and College	Autumn 1 **Lightning Speed**
Science	Identify common appliances that run on electricity Know how to construct a simple series electrical circuit and demonstrate this, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Know and identify some common conductors and insulators, and associate metals with being good conductors.
Computing	Understand that the computers in a school are connected together in a network. To understand why computers are networked. To understand the difference between the Internet and the World Wide Web (WWW) To understand that servers on the Internet are located across the planet. To understand how email is sent across the Internet.
Art	Printing Explore pattern and shape. Observe and discuss the processes used to produce a simple print. Print using a variety of materials, objects and techniques including layering. Design and create images and artefacts in response to their personal ideas. Research, create and refine a print using a variety of techniques. Explore resist printing including marbling and silkscreen. Select broadly the kinds of material to print with in order to achieve the desired effect
Music	Tempo Pitch
DT	Generate, develop and explain ideas for products to meet a range of needs. Identify a purpose and establish criteria for a successful product. Evaluate work, adapting and improving where appropriate. Communicate design ideas in different ways e.g. discussion, annotated sketches, cross-sectional

	diagrams and prototypes. Selecting appropriate tools and techniques, name and describe them. Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with some accuracy. Propose practical ways forward, breaking these down into small, manageable steps. Use research to inform their design. Evaluate work, adapting and improving through the views of others to improve their work. Communicate design ideas in different ways e.g. discussion, annotated sketches, cross-sectional diagrams and prototypes. Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Join and combine materials and components accurately in temporary and permanent ways. Measure, mark, cut out and shape a range of materials and assemble, join and combine materials.
PSHE/SCMC	**Relationships/Health and Wellbeing/Living in the Wider World** Show awareness of issues affecting communities and groups. Know how to keep safe and how and where to get help. Recognise and respond to issues of safety relating to themselves and others and how to get help. Use strategies to stay safe when using ICT and the internet. Use ICT safely including using software features and settings. Behave safely and responsibly in different situations. Follow school rules about health and safety. Show awareness of issues affecting communities and groups. Reflect on the impact of people's actions on others. Recognise and respond to issues of safety relating to themselves and others and how to get help. Use ICT safely including keeping electronic data secure. Use ICT safely including using software features and settings. Begin to make responsible choices and consider consequences. Behave safely and responsibly Show awareness of issues affecting communities and groups. Reflect on the impact of people's actions on others.

	Recognise and respond to issues of safety relating to themselves and others and how to get help. Use ICT safely including keeping electronic data secure. Use ICT safely including using software features and settings. Begin to make responsible choices and consider consequences. Behave safely and responsibly.

	Autumn 2 **Lindow Man**
History	**The Story of Prehistoric Man** Develop understanding that the past can be divided into different periods of time Explore the different ways we can find out about the past and how to understand the evidence Identify different ways in which the past is represented. Recognise similarities and differences between people's lives during different periods of time Use dates and vocabulary relating to the passing of time and sequence events. Sequence several events or artefacts Begin to give reasons for and results of the main events and changes. Use sources of information including ICT to find out about events, people and changes Ask and answer a variety of perceptive historical questions Investigate the characteristic features of, and changes within, periods of history that were significant to the locality and the UK Identify the impact of the movement and settlement of people in different periods of British history. Identify how significant events, developments or individuals and groups have influenced their locality, the UK and beyond in the recent and distant past Identify different ways in which the past is represented and interpreted and recognise how history is

	preserved Place events, people and changes into correct periods of time on a timeline. Use dates and vocabulary relating to the passing of time, including AD/BC. Use and evaluate sources of information, recognising that evidence varies in the extent to which it can be trusted Communicate knowledge and understanding in a variety of ways.

	Autumn 2 **Come Fly with Me!**
Science	To recognise that living things can be grouped in a variety of ways To understand and use classification keys to help group, identify and name a variety of living things in their local and wider environment To know that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat To know the different types of teeth in humans and their simple functions To know and describe the simple functions of the basic parts of the digestive system To know how to construct and interpret a variety of food chains, identifying producers, predators and prey To know that humans and some other animals have skeletons and muscles for support, protection and movement.
Computing	Explore alternative approaches to develop and refine work Save and use stored information to follow lines of enquiry Identify how ICT can be used to collect and structure information, including the use of surveys, so that it can be searched and analysed Use key words to search for and select appropriate information from the internet and other digital sources Use a variety of ICT tools to create, refine and present work in a variety of ways Use ICT safely and appreciate the need to keep electronic data secure

	Use features of layout, presentation and organisation in print and on screen Use editing skills for visual effects
History	To learn about the Benin Early Period.
Geography	To know the location of the continent of Africa and identify its largest countries To know about some aspects of African culture.
Art	Research, plan, design and make models. Plan, refine and alter their work as necessary. Work with a degree of independence. Make a simple papier mache object.
Music	Tempo Timbre Dynamics Pitch Texture Duration
PSHE/SMSC	**Health and Wellbeing/Relationships** To Know where different foods come from Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle Begin to make informed lifestyle choices (Healthy Living) Understand why it is important to be part of a community Show awareness of issues affecting communities and groups Recognise the importance of local organisations in providing for the needs of the local community Reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationally Work independently and in groups, taking on different roles and collaborating towards common goals Recognise how new relationships may develop.

	Understand that we need to protect and care for animals
	Work collaboratively towards common goals
	Reach agreements, make decisions and manage discussions to achieve positive results
	Recognise how their behaviour and that of others may influence people both positively and negatively
	Work independently and in groups, taking on different roles and collaborating towards common goals
	Talk, write and explain their views on issues that affect the wider environment.

	Spring 1 **Rocky the Findosaur**
Science	Compare and group together different kinds of rocks. To know and describe in simple terms how fossils are formed. To recognise that living things have changed. To recognise that fossils provide information about living things that inhabited the Earth millions of years ago Know that soils are made from rocks and organic matter. Compare and group materials together, according to whether they are solids, liquids or gases. know and observe how some materials change state when they are heated or cooled. Measure or research the temperature at which this happens in degrees Celsius (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

	Spring 2 **Law and Order**
Computing	To know how to write an algorithm in a flowchart To understand and use repetition within algorithm
Art	**Drawing** How to use explore and use line as a visual element in drawing **Rule of Thirds** The rule of thirds is a simple set of guidelines used for composing artwork. The rule of thirds is helpful for visual artists working in a two-dimensional medium such as photography, drawing or painting. The rule of thirds states that if you divide any image into thirds, vertically and horizontally, then place the key elements of your image either along these lines or at the junctions of them, you'll achieve a more interesting and dynamic arrangement! Artists use the rule of thirds mostly for landscapes, but it also works for any subject matter, including still life, figures and even portraits. Share the examples and draw a thirds grid over them on the whiteboard to show how the principle is used. Pupils are to create their own grid on tracing paper, using the instructions provided, and then draw a scene of their choosing, making use of the grid to help position lines and objects.
Drama	Role play Improvisation Voice **Link to Citizenship** Understand why rules are made.
Music	Duration **Overview of Unit** Introduce note values and use Lego to begin to understand the concept of duration of notes, time and metre in music. Compose rhythmic patterns and perform them. **Link to Citizenship** Understand why rules are made.

PSHE/SMSC	**Citizenship** To understand what makes a good leader, why we need leaders and what different leadership roles exist To learn about how we organise ourselves and make decisions within communities, including the meaning and importance of democracy To identify examples of democracy, both locally and nationally To learn about the importance of rules To recognise issues of justice, rights and responsibilities in their own contexts and the wider world. **PSHE** **Living in the Wider World** Understand why rules are needed in different situations Recognise that rules may need to be changed Recognise the need to take responsibility for actions Identify and understand why laws are made and how they are applied justly Recognise right and wrong, what is fair and unfair and explain why Begin to make responsible choices and consider consequences Behave safely and responsibly in different situations Follow school rules about health and safety and know where to get help

WKS Changing Children's Lives WEST KIRBY SCHOOL AND COLLEGE	# Summer 1 # Out and About
Geography	Ask and respond to questions. Collect and record evidence. Investigate key aspects of human and physical geography. Identify significant places in UK, Europe and the wider world. Identify similarities and differences and understand how they are linked.

	Use geographical vocabulary. Collect and analyse data from fieldwork. Use atlases, globes and maps. Use ICT to help geographical investigations.

	Summer 2 **Picture This**
Science	To recognise that living things can be grouped in a variety of ways To understand and use classification keys to help group, identify and name a variety of living things in their local and wider environment To know that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat To know the different types of teeth in humans and their simple functions. To know and describe the simple functions of the basic parts of the digestive system. To know how to construct and interpret a variety of food chains, identifying producers, predators and prey. To know that humans and some other animals have skeletons and muscles for support, protection and movement.
Geography	To know the location of the continent of Africa and identify its largest countries. To learn about the Benin Early Period. To know about some aspects of African culture.
Art	Match the correct tool to the material. Through observation, talk about their own and others' work, understanding that it has been sculpted, modelled or constructed. Show an understanding of shape, space and form. Plan, design, make and adapt models using a variety of materials.

	Talk about their work, understanding that it has been sculpted, modelled or constructed.
	Design and create images and artefacts for clearly defined purpose.
Music	Tempo
	Dynamics
	Pitch
	Texture
	Timbre
	Duration
PSHE/SMSC	**Health and Wellbeing**
	Ask the pupils what they think are the benefits of a healthy diet?
	Know about and understand the function of different food groups for a balanced diet
	Explore the relationship and balance between physical activity and nutrition in achieving a physically
	and mentally healthy lifestyle.
	Begin to make informed lifestyle choice.