

PSHE

Changes

- To recognise that my behaviour changes as I grow up
- To understand that the way I treat people might change as I develop
- To have a secure understanding about puberty and what happens physically during this time to both girls and boys
- To have sensitivity to the fact that I am changing physically and emotionally and I can also recognise these changes in others around me
- To show an understanding of what menstruation is
- To understand the difference between male and female anatomy
- To be aware that my mood can change during puberty and I can exhibit mood swings
- To understand how it might feel when a change takes me away from familiar people and places.
- To know that it is natural to be wary of change and I can tell you why.
- To know that all feelings, including uncomfortable ones have a purpose and give me information.
- To understand why I behave the way I do sometimes when I feel uncomfortable.
- Understanding how to deal with loss by accepting that my feelings are natural and that it is ok to feel that way.

Music

Creating musical instruments using materials

End Points

Computing

- 3D Modelling-** To be introduced to 2Design and Make, and to the skills of computer aided design.
- To explore the effect of moving points when designing.
- To understand designing for a purpose.
- To understand printing and making.

Glass



History

- Local History**
- To understand how St Helens has changed over time e.g. buildings, industry, economy and socially.
- To find opportunities to research the past in the local area.
- To understand who the Victorian Glassworkers were, and how glass-making is a key part of St Helens' history.
- To empathise with people from the past in the local area.
- To look at primary and secondary sources of information and ask searching historical questions.

Design Technology/ Art

- Soup Making**

- To understand that food is either grown, reared or caught, and that we import many of our foods from all over the world.
- To understand how to adapt a basic recipe to make it as healthy as possible.
- To understand food hygiene and health & safety.
- To discuss and evaluate a product

Literacy

- Unpick the features of recounts and chronological reports.
- Write in the past tense in order to portray events.
- Use complex vocabulary and cohesive devices to make writing sound formal and flow.
- Identify and use facts and opinions.
- Use a variety of conjunctions and connectives to add interest to writing and avoid repetition
- Identify and unpick features of a formal letter.
- Write for a specific audience
- Edit and redraft writing
- Peer assess writing.

Science

- Properties and changes of Materials.**

- To plan scientific experiments and answer questions, measure readings, record data, present findings and draw conclusions: making predictions for further, repeat testing.

Stand-Alone Topics

RE

Stewardship:

To know and understand:

- Caring for the earth – **Explore**
- The Church is called to stewardship of Creation – **Reveal**
- Acquire the skills of assimilation, celebration and application of the above – **Respond**

Computing

Game Creator:

To set the scene. To create the game environment. To create the game quest. To finish and share the game. To evaluate their and peers' games.

P.E.

Rounders: To play rounders competitively, and apply basic principles suitable for attacking and defending where necessary

To use running, throwing and catching in isolation and in combination.

To develop technique, strength, control and balance

French