

Happy, Healthy Me/ PSHE

- Reflect on and celebrate achievements, identify strengths and areas for improvement, set high aspirations and goals
- Recognise when I need help and begin to develop the skills to ask for help
- Know that it is my decision to share or withhold personal information online and that I can choose to accept or deny requests for images of myself online
- Be responsible for my own body and I decide what I want and don't want to happen
- Understand that my moods can change as I grow due to puberty
- Be responsible for my own actions and the way I treat others
- Accept myself for who and what I am
- Explain how I am feeling even if I have mixed feelings.
- Understand that sometimes the feeling part of my brain takes over and I might make mistakes.
- Recognise when I am feeling worried.
- Know how to do something about my worry.

Computing

- Use formulae within a spreadsheet to convert measurements of length and distance.
- Use the count tool to answer hypotheses about common letters in use.
- Use a spreadsheet to model a real-life problem.
- Use formulae to calculate area and perimeter of shapes.
- Create formulae that use text variables.
- Use a spreadsheet to help plan a school cake sale.

By the end of this topic, we will be able to...
(End Points)

Super St Helens!



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.

R.E.

- **Know and understand:** How memories are kept alive – **Explore**
The Eucharist keeps the memory of Jesus' sacrifice alive and present in a special way – **Reveal**
Acquire the skills of assimilation, celebration and application of the above – **Respond**
- **Know and understand:**
Giving or refusing to give; appreciating the cost of giving – **Explore**
Lent, a time of giving in preparation for the celebration of the sacrifice of Jesus – **Reveal**
Acquire the skills of assimilation, celebration and application of the above – **Respond**

Design Technology

- Highlight the design features of their product that will appeal to the intended user
- Give a detailed explanation as to how their product works
- Carry out research using surveys and interviews
- Begin to develop their own design brief/criteria
- Make small scale models of final design – suggests adaptations
- Apply knowledge gained from Science and Maths to their design work
- Understand that materials have both functional properties and aesthetic qualities
- Understand that materials can be combined/mixed to create new characteristics
- Understand how mechanical systems such as cams and pulleys cause movement
- Select tools and equipment appropriate to task and explain choices
- Identify hazards and suggest how to minimise them
- Begin to produce appropriate lists of tools, equipment and materials needed
- Create outlines of steps to take when making their model
- Begin to demonstrate resourcefulness when tackling practical problems
- Show attention to detail when finishing a product – incorporate a range of finishing techniques
- Use a wide range of materials and components when designing and making
- Accurately measure, mark out, cut and shape materials
- Evaluate their product against their original design specifications

Literacy

- Explore characters and their motivations
- Write a formal letter in the role of a character
- Understand and write a soliloquy
- Use impersonal language
- Summarise longer passages
- Understand and write discursive texts/ balanced arguments
- Proof-read and edit a piece of writing
- Peer assessment

- Turn adjectives into verbs
- Understand the difference between adjectives and adverbs
- Use correct pronouns
- Add missing verbs
- Use modifiers and modal verbs