



Palace Fields Primary School  
Whole School Curriculum Summer 2018 - 2019

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Theme</b>	What has changed since your grandparents were young?	Why do we love to be beside the seaside?	Why has Greece always been in the news?	Why is Liverpool such a cool place to live?	Why is Brazil in the news again?	I'm a Year 6 pupil, can you get me out of here?
<b>SMSC</b>	Developing pupils' SMSC attributes so they become thoughtful, caring and active citizens - both in school and in the wider society.					
	Spiritual Development Curiosity about yourself	Spiritual Development Sense of self	Spiritual Development Your place in the world	Spiritual Development Will to achieve	Spiritual Development Your place in the world	Spiritual Development Unique Potential
<b>British Values</b>	<u><b>Respect</b></u> <ul style="list-style-type: none"> <li>Show respect to changes and elders</li> </ul> <u><b>Individual liberty</b></u> <ul style="list-style-type: none"> <li>Acknowledging changes for the better.</li> </ul>	<u><b>Individual liberty</b></u> <ul style="list-style-type: none"> <li>Peoples choices of lifestyle, areas they live in.</li> </ul>	<u><b>Democracy</b></u> What part did the Greeks have in creating it? <u><b>Individual Liberty</b></u> Debates	<u><b>Democracy</b></u> <ul style="list-style-type: none"> <li>The construction of the new bridge</li> </ul> <u><b>Individual liberty</b></u> <ul style="list-style-type: none"> <li>Peoples choices of lifestyle, areas they live in.</li> </ul> <u><b>Tolerance of different faiths</b></u> City of culture	<u><b>Democracy</b></u> <ul style="list-style-type: none"> <li>People's rights</li> <li>Hierarchy</li> </ul> <u><b>Individual liberty</b></u> Slavery	<u><b>Democracy</b></u> <ul style="list-style-type: none"> <li>People's rights</li> <li>Hierarchy</li> </ul> <u><b>Tolerance of different faiths</b></u> City of culture
<b>Topic Key Skills</b>	I can use words and phrases like: old, new and long time ago. I can recognise some objects belong to the past. I can ask and answer questions about old and new objects. I can spot old and new things in a picture. I can explain what an object from the past might have been used for. I can explain how I have changed since I was born.	I can find out about the seaside using different sources of evidence and asking relevant questions. I can describe the key features of a place using words like 'beach', 'coast', 'forest', 'hill', 'ocean', 'valley'. I can describe some human features of the seaside. I can explain what facilities a town or village might need I can name the major cities of England, Wales, Scotland and Ireland. I can find where I live on a map of the UK.	I can describe events and periods using the words: ancient and century. I can use a timeline within a specific time in history to set out the order things may have happened. I realise that invaders in the past would have fought fiercely, using hand to hand combat. I can suggest why certain events happened as they did in history. I can use various sources of evidence to answer questions.	I can use correct geographical words to describe a place. I can use some basic OS map symbols. I can use an atlas by using the index to find places. I can use grid references on a map.	I can answer questions by using a map. I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like. I can describe how some places are similar and dissimilar in relation to their human and physical features.	I can confidently explain scales and use maps with a range of scales. I can use OS maps to answer questions. I can describe how some places are similar and others are different in relation to their human features. I can accurately use a 4 figure grid reference. I can recognise key symbols used on ordnance survey maps.

Science	What do aliens think of life on planet Earth?	Which materials should the three little pigs have to build their house?	How can we grow our own salad?	How can you be the next master chef?	How did that blossom become an apple?	How can Usain Bolt move so quickly?	What happens to the food we eat?	Why the sound that One Direction makes is enjoyed by so many?	Do all animals and plants start life as an egg?	Will we ever send another human to the moon?	Could you be the next Nintendo apprentice?	Have you always looked like this?
Science Key Skills	<p>I can distinguish between an object and the material it is made from.</p> <p>I can explain the materials that an object is made from.</p> <p>I can name wood, plastic, glass, metal, water and rock.</p> <p>I can describe the properties of everyday materials.</p> <p>I can group objects based on the materials they are made from.</p>	<p>I can distinguish between an object and the material it is made from.</p> <p>I can explain the materials that an object is made from.</p> <p>I can name wood, plastic, glass, metal, water and rock.</p> <p>I can describe the properties of everyday materials.</p> <p>I can group objects based on the materials they are made from.</p>	<p>I can describe how seeds and bulbs grow into plants.</p> <p>I can describe what plants need in order to grow and stay healthy (water, light and suitable temperature).</p>	<p>I can describe how seeds and bulbs grow into plants.</p> <p>I can describe what plants need in order to grow and stay healthy (water, light and suitable temperature).</p>	<p>I can identify and describe the function of different parts of the plant (root, stems, leaves and flowers).</p> <p>I can identify what a plant needs for life and growth.</p> <p>I can describe the way in which water, nutrients and oxygen are transported within plants.</p> <p>I can explain how the needs and functions of plant parts vary from plant to plant e.g insect and wind pollinated plants.</p> <p>I can investigate the way water is transported within plants.</p>	<p>I can explain the importance of a nutritious balanced diet</p> <p>I can describe how nutrients, water and oxygen are transported within animals and humans.</p> <p>I can describe and explain the skeletal system of a human.</p> <p>I can describe and explain the muscular system of a human.</p>	<p>I can identify and name the parts of the human digestive system.</p> <p>I can describe the functions of the organs in the digestive system.</p> <p>I can identify and describe the different types of teeth in humans.</p> <p>I can construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>I can identify how sounds are made.</p> <p>I can explain how sound travels from a source to our ears.</p> <p>I can explore the correlation between pitch and the object producing a sound.</p> <p>I can explore the correlation between the volume of a sound and the strength of the vibrations that produced it.</p> <p>I can describe what happens to a sound as it travels away from its source.</p>	<p>I can describe the life cycle of different things.</p> <p>I can describe the differences between different lifecycles.</p> <p>I can describe the process in reproduction in plants and animals.</p> <p>I can create a timeline that indicate stages of growth in humans.</p>	<p>I can describe and explain the movement of Earth and other planets, relative to the sun.</p> <p>I can describe and explain the movement of the moon relative to the Earth.</p> <p>I can explain and demonstrate how night and day are created.</p> <p>I can describe the sun. Earth and Moon (using the term spherical).</p>	<p>I can identify and name the basic parts of a simple electric series circuit? (cells, wires, bulbs, switches, buzzers).</p> <p>I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers, the on/off position of switches.</p> <p>I can use recognised symbols when representing a simple circuit in a diagram.</p>	<p>I can give reasons for why living things produce offspring of the same kind.</p> <p>I can give reasons for why offspring are not identical with each other or with their parents.</p> <p>I can explain the process of evolution and describe the evidence for this.</p> <p>I can begin to appreciate that variation in offspring over time can make animals more or less able to survive in particular environments.</p> <p>I can talk about the life of Charles Darwin.</p>

Trips	Musuem		Llandudno		Liverpool World Musuem		City tour		One day Creative (Carnival workshop)		London	
Key Texts	Did I Ever Tell You About When Your Grandparents Were Young?		The Lighthouse Keeper's Lunch Winnie At The Seaside Billy's Bucket Tiddler Seahorse		Men and Gods Ancient Greece		The Flower The Tin Forest The Lost Thing Tuesday		Running Wild The Great Kapok Tree Monkey Puzzle If I ran the rainforest Where the forest meets the sea		London Eye Mystery The Boy, the Bear, the Bard and the Baron	
D & T	What else could the three little pigs have made their house with? (Materials)		What makes a fairground ride appealing?		How did the Greeks 'coil' to make their clay pots?		Will our 'bag for life' last that long? (textiles)		How handy are our gloves? - Textile (Carnival outfit/ headdress)		How does the London Eye turn round?	
D & T Key Skills	I can use my own ideas to make something. I can describe how something works. I can explain to someone else how I want to make my product. I can choose appropriate resources and tools. I can make a simple plan before making.		I can think of ideas and plan what to do next. I can choose the best tools and materials and give reasons why these are the best. I can incorporate some kind of movement into my model. I can join material in different ways. I can use joining, folding or rolling to make my model stronger.		I can put together a step-by-step plan which shows the order and also what equipment and tools they need. I can use equipment and tools accurately. I can explain what I changed which made their design even better. I can select the most appropriate materials. I can use a range of techniques to shape and mould. I can use finishing techniques.		I can use ideas from other people when I am designing. I can produce a plan and explain it. I can evaluate and suggest improvements for my design. I can evaluate products for both their purpose and appearance. I can explain how I have improved my original design. I can measure accurately. I can use a range of tools and equipment competently.		I can come up with a range of ideas after collecting information from different sources. I can produce a detailed step-by-step plan. I can explain how a product will appeal to a specific audience. I can evaluate the appearance.		I can use a range of information to inform my design. I can use tools and materials precisely. I can use different kinds of circuits in my products. I can test and evaluate my final product. I can explain what would improve my product.	
R:E	Is Shabbat important to Jewish children?	Are Rosh Hashanah and Yom Kippur important to Jewish children?	How special is the relationship that Jews have with God?	What is the best way for a Jew to show commitment to God?	How can Brahman be everywhere and in everything?	Do Sikhs think it is important to share?	What is the best way for a Jew to show commitment to God?	Do people need to go to church to show they are Christians?	What is the best way for a Sikh to show commitment to God?	What is the best way for a Christian to show commitment to God?	Does belief in Akhirah (life after death) help Muslims lead good lives?	
Art	David Hockney		Van Gogh		Ancient Greek Art		Andy Warhol		Henri Rousseau		Banksy	

Art Skills	I can print with sponges, vegetables and fruit. I can print onto paper and textiles. I can design my own printing block. I can create repeating patterns. I can weave with fabric and thread.		I can create moods in my paintings. I can mix and match colours I can make tints by adding white. I can make tones by adding black. I can create and use different materials on my collage, explaining why I have chosen them.		I can begin to sculpt clay and other mouldable materials. I can use specific clay techniques to create a pot.		I can show reflections in my art. I can experiment with the styles used by other artists. I can print onto different material using different colours. I can integrate my digital images into my art. I can show facial expressions and body language in sketches and painting.		I can use shading to create mood and feelings. I can express emotion in my art. I can research the work of an artist and use their work to replicate a style.		I can explain why they have combined different tools to create their drawings. I can use a wide range of techniques in my work. I can say what my work is influenced by. I can compare my methods in my sketch book to others and keep notes in my sketch book.	
P.E	Dance	Dance	Swimming	Premier Sports	Premier Sports	Premier Sports	Premier Sports	Premier Sports	Premier Sports	Premier Sports	Premier Sports	Swimming
Computing	Animate with shapes	Drawing maths	Heads up	Maths madness	Keyboard adventures	T - Shirt Designer	X - factor	Minecraft challenges	Wizard School	Grammar Games	Maths: Solve IT Club	Quiz Show Host
Music	Infant music festival	Me and the World - Let's Make Music!	Infant music festival	The Seaside	Musical Tales	Out of Africa	Scaling the Heights!	In my Liverpool home	Latino Carnival (Brazil)		G.R.O.T.S	'So Long, Farewell.....'
MfL												
PHCSE	<b>Good to be me:</b> Healthy bodies, healthy minds (BV: tolerance)	<b>Changes:</b> Ready, steady, go! (BV: respect and tolerance)	<b>Good to be me:</b> Healthy bodies, healthy minds (BV: tolerance)	<b>Changes:</b> Ready, steady, go! (BV: respect and tolerance)	<b>Good to be me:</b> Healthy bodies, healthy minds (BV: tolerance)	<b>Changes:</b> Ready, steady, go! (BV: respect and tolerance)	<b>Good to be me:</b> Healthy bodies, healthy minds (BV: tolerance)	<b>Changes:</b> Ready, steady, go! (BV: respect and tolerance)	<b>Good to be me:</b> Healthy bodies, healthy minds (BV: tolerance)	<b>Changes:</b> Ready, steady, go! (BV: respect and tolerance)	<b>Good to be me:</b> Healthy bodies, healthy minds (BV: tolerance)	<b>Changes:</b> Ready, steady, go! (BV: respect and tolerance)
Homework Quest	Make a toy from when your grandparents were younger		Create a presentation on what makes a seaside special		Prepare a special Greek celebratory event		Create a documentary about Liverpool		Plan a Brazil Day		Plan a trip to a European destination including cost and time	

