| **History*****What was life like in Bradford circa 100 years ago?******How did the industrial revolution change Bradford?***Knowledge: * A local history study over time tracing how several aspects of national history are reflected in the locality.
 | **Science** ***Living things and their habitats – Why do we group animals?*** Knowledge:* Recognise that living things can be grouped in a variety of ways
* Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
* Recognise that environments can change and that this can sometimes pose dangers to living things.

***Animals including Humans – You eat a meal. And then a bit later…you do a poo! What happens in between?*** Knowledge: * Describe the simple functions of the basic parts of the digestive system in humans
* Identify the different types of teeth in humans and their simple functions
* Construct and interpret a variety of food chains, identifying producers, predators and prey.
 | **Geography** ***How has the Mersey River changed?*** Knowledge: * Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
* Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
* Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
 |
| --- | --- | --- |
| **Computing*****Programming- microbit get off my stuff*** * design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
* use sequence, selection, and repetition in programs; work with variables and various forms of input and output
* use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
 | **Greta Thunberg****Autumn Curriculum**Greta Thunberg (40) (Little People, BIG DREAMS) : Sanchez Vegara, Maria  Isabel, Weckmann, Anke: Amazon.co.uk: Books | **Religion and Worldviews*****Are all religions equal?***Baha’i, Sikhism, Hinduism  |
| **PSHE*****Living in the wider world*** * Value for money, Responsible spending, Keeping track of money, What is advertising?

***Health and Wellbeing*** * Allergies, Germs and illness, Vaccinations, Medicines, Habits
 | **P.E*****Invasion – Rugby**** Special awareness, ball control, attack and defense, decision making, passing.

***Gymnastics**** Develop flexibility, strength, technique, control and balance
* compare their performances with previous ones and demonstrate improvement to achieve their personal best
 |
| **Art*****Drawing Achitecture******Artist: LS Lowry*** ***Formal Element: Line, shape, tone, pattern, colour**** Identify and draw the effect of light.
* Explore scale and proportion.
* Create relatively accurate drawings of whole people including proportion and placement.
* Can use a variety of textural materials to create a mood board or boards of things which they find inspiring.
* Can work independently to create a collage composition demonstrating a colour theme.
 | **Design Technology** ***Structures - Pavilions**** Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
* Select from and use a wider range of tools and materials.
* Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
* Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
 | **Music*****Mamma Mia**** Listen and appraise
* Performance

***Ukelele*** | **MFL French*****Portraits - Describing in French******Clothes - Getting dressed in French**** Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
* Speak in sentences, using familiar vocabulary, phrases and basic language structures.
* Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
* Present ideas and information orally to a range of audiences.
* Write phrases from memory, and adapt these to create new sentences to express ideas clearly.
* Use familiar vocabulary in phrases and simple writing.
* Describe people, places and things and actions orally and in writing.
 |