| **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 |
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| **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. |