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| **History**  ***What were the consequences of the industrial Revolution in 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- What is the circle of life?***  Knowledge:   * Describe the sexual reproduction of plants * Describe the asexual reproduction of plants * Explain the difference between asexual and sexual reproduction in plants * Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird * Describe the life process of reproduction in some plants and animals   ***Animals Including Humans - What is the circle of life?***  Knowledge:   * Describe the changes of humans from birth to death * Name and order the different stages of human life e.g. foetus, baby, child, adolescent, adult, old age * Describe how a baby changes physically as it grows and what it is able to do * Describe the changes as humans develop to old age | | **Geography**  ***How do settlements in the UK vary?***  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; look at the wool trade and how trade has changed. * 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- quizzes in scratch***   * 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   ***E-safety***   * Understand the terms plagiarism and copyright and be aware of the implications of copying and sharing content without permission. | **Ada Lovelace**  **Autumn Curriculum**  **Image** | | **R.E**  ***Why do people have to stand up for what they believe in?***   * To explore why people from the same religion may disagree. * To consider the thoughts, feelings, experiences, beliefs and values of others. * To make links and comparisons between world views about belonging, meaning, purpose and truth. * To express ideas about fairness, honesty, love, forgiveness, truth and peace. |
| **PSHE**  ***Living in the Wider World:***   * Internet and screen time, Age restrictions, Careers and stereotypes, Fake news, Fireworks and bonfires   ***Health and Wellbeing:***   * Understanding emotions, Feelings, emotions and vocabulary , self-esteem, what is mental health?, Physical health and FGM introduction | **P.E**  ***Invasion - Football***   * Special awareness, ball control, attack and defence, decision making.   ***Gymnastics***   * Shapes, movement, balance, flexibility, body tension, sequences, rolls. * Link skills to make actions and sequences of movement. * Combine and perform gymnastic actions, shapes and balances more fluently and effectively. |
| **Art**  ***David Hockney***  ***Drawing, Painting & Printmaking***  ***Formal element: Line, shape, texture***   * Make our own printing block using lino, ink it up using a roller and make a print. * Understand that prints come out in reverse. * Explore David Hockney’s connections to Bradford and associated artworks. | **Design Technology**  ***Food and nutrition - What could be healthier?***   * Understand and apply the principles of a healthy and varied diet * Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques * Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | **Music**  ***Living on a Prayer***   * Listen and appraise * Performance   ***Ukelele*** | **MFL**  ***French Monster Pets***  ***Shopping in France***   * Listen attentively to spoken language and show understanding by joining in and responding. * Explore the patterns and sounds of language through sound and meaning of words. * Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. |