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| **History**  ***Who were the Bronte family?***  ***What impact did railways have on Haworth?***   * A local history study over time tracing how several aspects of national history are reflected in the locality. | **Science**  ***Living things and their habitats – How and why do we classify animals?***   * Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals * Give reasons for classifying plants and animals based on specific characteristics   ***Animals including Humans – How can I ensure my heart lasts a lifetime?***   * Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood * Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function * Describe the ways in which nutrients and water are transported within animals, including humans | | **Geography**  ***Why do people climb Ben Nevis?***   * 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 |
| **Computing**  **Programming- Microbit sensors**   * I can decompose a design or code to focus on specific parts * I can critically evaluate my work and suggest improvements * I can identify the need for, and work with, variables * I can use a range of sequence, selection and repetition commands to implement my design | **Ernest Shackleton**  **Autumn Curriculum**  Ernest Shackleton (45) (Little People, BIG DREAMS) : Sanchez Vegara, Maria  Isabel, Holden, Olivia: Amazon.co.uk: Books | | **R.E**  ***Why does religion look different around the world?***  Judaism, Islam, Christianity |
| **PSHE**  ***Health and Wellbeing***   * Understand how to maintain a healthy lifestyle. Including a balanced diet, water intake and sleep.   ***Relationships Education***   * Positive relationships, Disagreeing respectfully, family and commitment, online gaming safety. | **P.E**  ***Invasion game – Rugby***   * Use running, throwing and catching in isolation and in combination * invade the opponent's territory or zone to score goals or points; protect your own territory to prevent the opposition from scoring goals or points. * Play competitive games, modified where appropriate   ***Gymnastics***   * Develop flexibility, strength, technique, control and balance * compare their performances with previous ones and demonstrate improvement to achieve their personal best |
| **Art**  ***Drawing***  ***Painting***  ***Textiles***  ***Artist: Paul Nash***  ***Formal Element: Texture, colour, tone***   * Observe the Landscape - Use contemporary WW1 era photos to make observational drawings of the wartime landscape. * Use images taken from the trip to Haworth to stylize paintings of the Yorkshire landscape in the style of   Paul Nash.   * Make felt poppies | **Design Technology**  ***Structures – Playground Structures***   * Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. * Select from and use a wider range of tools and equipment to perform practical tasks accurately. * 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**  ***Happy***   * Listen and appraise * Performance | **MFL**  ***French Sport and the Olympics***  ***In My French House***   * 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. |