

## History

### ***How has the perception of Sir Titus Salt changed?***

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

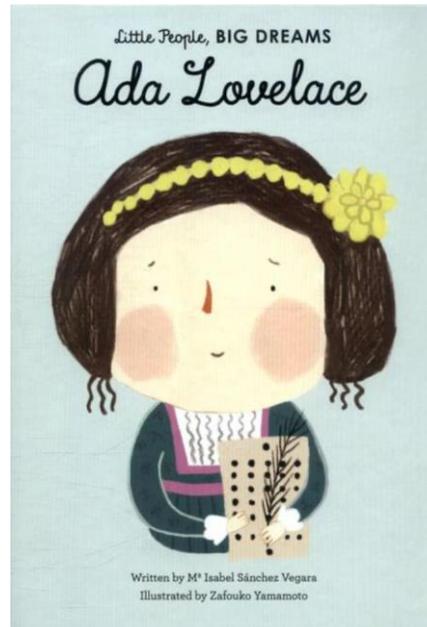
### *Programming- quizzes in scratch*

- 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 *The Rise and Fall of Bradford*



## R.E

*Why do people have to stand up for what they believe in?*

Christianity, Islam, Sikhism



**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 and self worth, What is mental health?, Physical health and signs of illness

**P.E**

***Invasion - Tag Rugby***

- 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.
- 2. Combine and perform gymnastic actions, shapes and balances more fluently and effectively.

<p><b><u>Art</u></b></p> <p><i>Drawing</i> <i>Painting</i> <i>Printmaking</i> <b>Artist: David Hockney</b> <b>Formal element: Line, shape, texture</b></p> <ul style="list-style-type: none"> <li>● Make our own printing block using lino, ink it up using a roller and make a print.</li> <li>● Understand that prints come out in reverse.</li> <li>● Explore David Hockney's connections to Bradford and associated artworks.</li> </ul>	<p><b><u>Design Technology</u></b></p> <p><b><i>Food and nutrition - What could be healthier?</i></b></p> <ul style="list-style-type: none"> <li>● Understand and apply the principles of a healthy and varied diet</li> <li>● Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>● Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	<p><b><u>Music</u></b></p> <p><b><i>Living on a Prayer</i></b></p> <ul style="list-style-type: none"> <li>● Listen and appraise</li> <li>● Performance</li> </ul>	<p><b><u>MFL French</u></b></p> <p><b><i>Greetings</i></b></p> <p><b><i>Colour, size and shape</i></b></p> <ul style="list-style-type: none"> <li>● Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>● Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>● Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>● Present ideas and information orally to a range of audiences.</li> <li>● Write phrases from memory, and adapt these to create new sentences to express ideas clearly.</li> <li>● Use familiar vocabulary in phrases and simple writing.</li> <li>● Describe people, places and things and actions orally and in writing.</li> </ul>
--	--	---	--