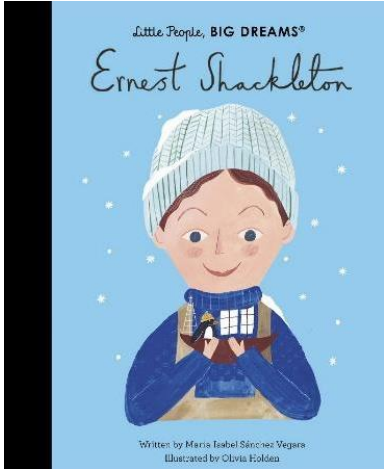| History	Science	Geography
History *Who were the Bronte family?* *What impact did railways have on Haworth?* ● A local history study over time tracing how several aspects of national history are reflected in the locality.	**Science** *Living things and their habitats – How and why do we classify animals?* ● 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 *Webpage Design* ● Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals,	**Ernest Shackleton** **Autumn Curriculum** *Beyond Bradford*	**R.E** *Why does religion look different around the world?* Judaism, Islam, Christianity

including collecting, analysing, evaluating and presenting data and information

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.

Little People, BIG DREAMS®

Ernest Shackleton

Written by Maria Isabel Sánchez Vegara
Illustrated by Olivia Holden

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.

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.

Music
Happy

- Listen and appraise

- Performance

MFL
Greetings

Colour, size and shape

- 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

● Use images taken from the trip to Haworth to stylize paintings of the Yorkshire landscape in the style of Paul Nash. ● Make felt poppies	● 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.		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.