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| **History**  ***Would you prefer to have lived in the Stone Age, Bronze age or Iron age?***   * Understand that prehistory was a long time ago. * Accurately place AD and BC on a timeline. * Identify conclusions that are certainties and possibilities based on archaeological evidence. * Explain the limitations of archaeological evidence. * Use artefacts to make deductions about the Amesbury Archer’s life. * Identify gaps in their knowledge of the Bronze Age. * Explain how bronze was better than stone and how it transformed farming. * Explain how trade increased during the Iron Age and why coins were needed. * Identify changes and continuities between the Neolithic and Iron Age periods. * Explain which period they would prefer to have lived in, providing evidence for their choice. | **Science**  ***Animals including Humans – Why do humans move differently to animals?***   * Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat * Identify that humans and some other animals have skeletons and muscles for support, protection and movement.   ***Forces and magnets – How do magnets help us?***   * Compare how things move on different surfaces * Notice that some forces need contact between two objects, but magnetic forces can act at a distance * Observe how magnets attract or repel each other and attract some materials and not others * Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials * Describe magnets as having two poles * Predict whether two magnets will attract or repel each other, depending on which poles are facing. | | **Geography**  ***Why do people live near volcanoes?***   * Name all four layers of the Earth in the correct order, stating one fact about each layer. * Explain one or more ways a mountain can be formed. * Give a correct example of a mountain range and its continent. * Describe a tectonic plate and know that mountains occur along plate boundaries. * Correctly label the features of shield and composite volcanoes and explain how they form. * Name three ways in which volcanoes can be classified. * Describe how volcanoes form at tectonic plate boundaries. * Explain a mix of negative and positive consequences of living near a volcano. * State whether they would or would not want to live near a volcano. * State that an earthquake is caused when two plate boundaries move and shake the ground. * Explain that earthquakes happen along plate boundaries. * List some negative effects that an earthquake can have on a community. * Observe, digitally record and map different rocks using a symbol on a map. * Identify rock types and their origins based on collected data |
| **Computing**  ***Programming- animations 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 | **Zaha Hadid**  **Autumn Curriculum**  Zaha Hadid (31): Little People, Big Dreams : Sanchez Vegara, Maria Isabel,  Amar, Asun: Amazon.co.uk: Books | | **R.E**  ***How do Jews use stories to remember God’s covenant?***   * What it is like to be Jewish and Jewish beliefs about God? * Abraham is the founding father of the Jewish people. * God made special promises to His people. * Moses is a key leader in the Jewish tradition. * The Torah is the Jewish sacred text. * Jewish people celebrate the festival of Pesach and the weekly Shabbat , illustrating how Jewish people try to live.   ***Why do people follow inspirational leaders?***   * Pupils will learn about the concept of leadership. It will be an introduction to Jesus, The Prophet Muhammad and Moses as important leaders for Christians, Muslims and Jews. Pupils will develop an awareness of the key figures in the Abrahamic religions and their teachings. They will learn about the characteristics of specific leaders and why they are inspirational. Pupils will also have the opportunity to study a modern-day leader, analysing the impact they have had on society. |
| **PSHE**  **Story Project**  ***On a magical do nothing day***   * I can explain what nature is and I can tell you how nature benefits my mental wellbeing. * I can give examples of the rights of living things and I can explain why it is important to respect the rights of all living things. * I can tell you how I can keep safe when I am outside. * I can explain the importance of having a balance between online games and other hobbies * I can tell you some strategies I have for managing disappointment.   ***No money day.***   * I can tell you some of the ways people pay for things and some of the decisions people have to make about spending. * I can tell you how money can affect people’s emotions. * I can tell you some of the reasons people save or spend money. * I can tell you what ‘borrowed’ means and why people might borrow money. * I can tell you how to keep money and possessions safe.   ***PolEd***  Understanding the law | **P.E**  ***Invasion Sport – Football***   * Special awareness, ball control, attack and defense, decision making, passing, dribbling, rules of the game   ***Gymnastics***   * develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] |
| **Art**  ***Drawing***  ***Painting***  ***Collage***  ***Artist: JMW Turner***  ***Formal Element: colour, tone***   * Show the potential of various pencils - using different grades of pencil for different tasks * Closely observe when drawing * Draw both positive and negative shapes | **Design Technology**  ***Mechanical systems - Pneumatic toys***   * Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities | **Music**  ***Let Your Spirit Fly***   * Listen and appraise * Performance   ***Ukulele***   * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | **MFL**  ***French greetings with puppets***   * Look carefully at the speaker and respond confidently with the appropriate gesture and phrase. * Begin to recognise how some sounds (‘on’, ‘ou’, ‘et’ and ‘oi’) are represented in written form. * Link actions or pictures to the new language, both in spoken and written form. * Imitate the pronunciation of sounds. * Take turns to speak and use appropriate intonation.   ***French adjectives of colours, size and shape***   * Listen carefully to build correct sequences of three to four blocks. * Show understanding by correctly identifying a described shape, drawing it in the air or pointing on the board. * Recognise cognates. * Use please and thank you. * Listen carefully to instructions. * Describe some of the shapes in their work using language of colour, size or shape. * Listen and then select the correct decoration according to its colour. |