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| **History*****How have children’s lives changed?***Knowledge: * Investigating the lives of children in history, pupils study leisure activities, health issues, and work from the past, recognising both continuities and changes.
* They explore the working conditions of Tudor and Victorian children in more detail and evaluate the significance of Lord Shaftesbury’s contribution to education and child labour laws.
 | **Science** ***Living things and their habitats – Why do we group animals?*** Knowledge:* Recognise that living things can be grouped in a variety of ways
* Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
* Recognise that environments can change and that this can sometimes pose dangers to living things.

***Animals including Humans – You eat a meal. And then a bit later…you do a poo! What happens in between?*** Knowledge: * Describe the simple functions of the basic parts of the digestive system in humans
* Identify the different types of teeth in humans and their simple functions
* Construct and interpret a variety of food chains, identifying producers, predators and prey.
 | **Geography*****Why are rainforests important to us?***Knowledge: * Understanding where in the world tropic rainforests are, who lives in them, and their characteristics, describing the four layers of tropical rainforests.
* They explore why rainforests are important to us and ways in which they are changing. Giving examples of how humans are having a negative impact on the Amazon and actions that could be taken to help.
* They discover how the local woodland is used and identify changes that could improve the area.
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| **Computing*****Programming- microbit get off my stuff*** * 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
 | **Greta Thunberg****Autumn Curriculum**Greta Thunberg (40) (Little People, BIG DREAMS) : Sanchez Vegara, Maria  Isabel, Weckmann, Anke: Amazon.co.uk: Books | **Religion and Worldviews*****Why do the lives of the Gurus inspire Sikh believers?**** In ‘Sikhi’, spiritual teachers are known as ‘gurus’.
* The first Sikh Guru and founder of Sikhi was Guru Nanak.
* After a three-day disappearance, Guru Nanak returned and began to preach the Sikh faith.
* Sikhs believe there is only one God and that God is everywhere.
* Sikhi was established by ten human Gurus.
* The Guru Granth Sahib is the sacred text of the Sikh religion and is known as the ‘living Guru’.

***How do ancient stories influence modern celebrations?**** The Maccabee family fought for freedom and the Holy Temple.
* Guru Hargobind helped 52 prisoners to escape using his cloak.
* The story of Rama and Sita symbolises goodness over evil.
* The advent wreath candles symbolise peace, joy, the love of God and Jesus as the light of the world.
* The sun was a symbol of creation in ancient civilisations.
* The winter solstice celebrates the shortest day of the year; and the summer solstice marks the longest day.
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| **PSHE****Story Project*****The Grand Hotel of Feelings**** I can tell you a range of feelings words and can explain when I have felt these feelings.
* I can tell you why it is important to listen to our emotions.
* I can describe examples of how people experience more than one feeling at a time
* I can explain how my feelings might change as I grow up.
* I can tell you what I could do if my feelings are too big to handle by myself.

***This Moose Belongs to Me**** I can tell you how friends should treat each other.
* I can politely say ‘no’ when I don’t want to do something.
* I can explain that friendships have ups and downs.
* I can tell you some ways I can repair a damaged friendship.
* I can explain how rules and laws protect me and others.
 | **P.E*****Invasion – Rugby**** Special awareness, ball control, attack and defense, decision making, passing.

***Gymnastics**** Develop flexibility, strength, technique, control and balance
* compare their performances with previous ones and demonstrate improvement to achieve their personal best
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| **Art*****Drawing Achitecture******Artist: LS Lowry*** ***Formal Element: Line, shape, tone, pattern, colour**** Identify and draw the effect of light.
* Explore scale and proportion.
* Create relatively accurate drawings of whole people including proportion and placement.
* Can use a variety of textural materials to create a mood board or boards of things which they find inspiring.
* Can work independently to create a collage composition demonstrating a colour theme.
 | **Design Technology** ***Structures - Pavilions**** Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
* Select from and use a wider range of tools and materials.
* 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*****Mamma Mia**** 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*****Portraits - Describing in French******Clothes - Getting dressed in French**** 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.
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