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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. |
| **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. |
| **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 |
| **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. |