| **History**  ***Were the Vikings raiders, traders or something else?***  Knowledge:   * Extending their understanding of different societies, children learn about the Vikings and the struggle for Britain. * They develop their chronological understanding and explore new types of sources, including oral histories, to learn about the Vikings and the impact they had on local British communities. * Using historical enquiry techniques, pupils investigate whether the Vikings were raiders, traders or settlers. | **Science**  ***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     ***Space– Will I ever live on another planet?***    Knowledge:   * Explain the shape and relative sizes of the Earth, Sun and Moon * Explain why our shadows change and why we have day and night * Explain about the Earth’s orbit around the Sun * To describe the Moon’s phases and orbit of the Earth * Describe the Solar System and man’s journey into space * Name the 8 planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto reclassified as a ‘dwarf planet in 2006) * To describe the moon as a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones) * Describe the movement of the Earth, and other planets, relative to the Sun in the solar system * Describe the movement of the Moon relative to the Earth * Describe the Sun, Earth and Moon as approximately spherical bodies * Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky * Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object . | | **Geography**  ***Who Lives in Antarctica?***  Knowledge:   * Describe what lines of latitude and longitude are, giving an example. * Understand that the Northern and Southern Hemispheres experience seasons at different times. * Define what climate zones are. * Understand Antarctica has a polar climate made up of ice sheets, snow and mountains. * Describe Antarctica’s location in the far south of the globe. * State that tourism and research are the two main reasons people visit Antarctica. * Describe equipment researchers might use and clothes they wear. * List some of the research carried out in Antarctica. * State the outcome of Shackleton’s expedition. * Successfully plot four-figure grid references at the point where the vertical and horizontal line meet. * Describe a similarity and difference between life in the UK and life in Antarctica. * Confidently use the zoom function on a digital map. * Begin to recall the eight points of a compass, following at least four of them. * Recognise and describe features on their school grounds from an aerial map. * Draw a map of the route they take on an expedition. * State one thing that went well on the expedition and one aspect that did not go as hoped. |
| --- | --- | --- | --- |
| **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**  **Image** | | **R.E**  ***How do Buddhists live a meaningful life?***  Knowledge:   * Define and describe happiness and contentment. * Define and describe different types of suffering and explore how suffering might be overcome. * Identify Siddhartha Gautama and explain why and how he searched for the answer to suffering. * Summarise the story of Prince Siddhartha and explain its importance to Buddhists. * Relate the Four Noble Truths to your own life. * Explain guidelines for living that help to overcome suffering and respond to the Buddhist Precepts as a means of living a good life.   ***How and why are Jewish festivals celebrated today?***  Knowledge:   * Rosh Hashanah is a celebration of the start of the Jewish New Year and is a time to reflect. * Yom Kippur is known as the ‘Day of Atonement’ and is a time to ask God’s forgiveness for any sins. * Sukkot commemorates God’s protection during the period after the Exodus. * Shavuot commemorates the revelation of the Torah. * Purim commemorates the time when Jewish people were saved from death and the bravery of Esther. |
| **PSHE -Story Project**   * I can tell you how I am part of a ‘whole world’ community and how this can impact my wellbeing. * I can tell you some ways I help to protect my world. * I can tell you what makes a good team. * I can show you some skills that might be helpful to a future career, such as team work, enterprise or negotiation. * I can tell you what self-esteem means and some things that boost my self-esteem. | **P.E**  ***Invasion - Football***   * 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. * Combine and perform gymnastic actions, shapes and balances more fluently and effectively. |
| **Art**  ***Drawing, Painting & Printmaking***  ***Artist: David Hockney***  ***Formal element: Line, shape, texture***   * Make our own printing block using lino, ink it up using a roller and make a print. * Understand that prints come out in reverse. * Explore David Hockney’s connections to Bradford and associated artworks. | **Design Technology**  ***Food and nutrition - What could be healthier?***   * Understand and apply the principles of a healthy and varied diet * Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques * Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | **Music**  ***Living on a Prayer***   * Listen and appraise * Performance | **MFL French**  ***French Monster Pets***  ***Shopping in France***   * Listen attentively to spoken language and show understanding by joining in and responding. * Explore the patterns and sounds of language through sound and meaning of words. * Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. |