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| **History**  ***What can the census tell us about local areas?***   * Identify the type of information the census gives about people. * Use the census to make inferences about people from the past. * Create questions about Victorian working conditions and the thoughts and feelings of a Victorian working child. * Identify and describe the changes between periods of time using the census. * Use other primary and secondary sources to verify the data in a census. * Use a range of sources, including the census, to build an understanding of a period. * Describe the changes in the 1921 census. * Plan a local history enquiry using the census. | **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**  ***What does the population change?***   * Identify the most densely and sparsely populated areas. * Describe the increase in global population over time. * Begin to describe what might influence the environments people live in. * Define birth and death rates, suggesting what may influence them. * Define migration, discussing push and pull factors. * Explain why some people have no choice but to leave their homes. * Describe the causes of climate change, explaining its impact on the global population. * Suggest an action they can take to fight climate change. * Calculate the length of a route to scale. * Follow a selected route on an OS map. * Use a variety of data collection methods, including using a Likert scale. * Collect information from a member of the public. * Create a digital map to plot and compare data collected from two locations. * Suggest an idea to improve the environment. |
| **Computing**  **Programming- Microbit sensors**   * I can decompose a design or code to focus on specific parts * I can critically evaluate my work and suggest improvements * I can identify the need for, and work with, variables * I can use a range of sequence, selection and repetition commands to implement my design | **Ernest Shackleton**  **Autumn Curriculum**  Ernest Shackleton (45) (Little People, BIG DREAMS) : Sanchez Vegara, Maria  Isabel, Holden, Olivia: Amazon.co.uk: Books | | **RE**  How do Sikhs symbolise their commitment?   * Explore values and decide which are important. * How Sikhs demonstrate values through daily religious observance. * Sikh beliefs about symbols of identity. * Sikh teachings and how these influence practice. * Sikh initiation and commitment to service to others. * What we can learn from Sikh faith and action.   Why are rites of passage important?   * Bar and Bat Mitzvah are Jewish coming-of-age ceremonies, which mark the transition to Jewish adulthood. * Sikhs can join the Khalsa to show their commitment to their faith, through the Amrit ceremony. * Some Hindu boys go through the Upanayana ceremony, which marks their transition into adulthood. * Believer’s Baptism and Confirmation ceremonies are a way for people to show their commitment to the Christian faith. |
| **PSHE – Story Project**  **Harry Potter and the Half Blood Prince by JK Rowling**   * I can tell you why consent and permission seeking are important in a relationship. * I can tell you the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking. * I can explain why drugs/ alcohol affect everyone differently. * I can tell you some strategies for resisting peer pressure related to drugs, smoking and alcohol. * I can tell you how I would get help if I was worried about myself or someone else taking drugs, smoking or drinking alcohol.   **The Diary of a Young Girl by Anne Frank**   * I can tell you some strategies to manage difficult situations and how to seek help or advice from others, if needed. * I can tell you about a wide range of family arrangements and how these can benefit people. * I can tell you what a stereotype is, and how stereotypes can be unfair, negative or destructive. * I can tell you some things that make me feel hopeful. * I can tell you the benefits of showing vulnerability. | **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. * Use images taken from the trip to Haworth to stylize paintings of the Yorkshire landscape in the style of   Paul Nash.   * Make felt poppies | **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. * 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**  ***Happy***   * Listen and appraise * Performance | **MFL**  ***French Sport and the Olympics***  ***In My French House***   * 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. |