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