


<p><b><u>History</u></b>  <i>What was life like in Clayton circa 100 years ago?</i></p> <p><i>How did Bradford change because of the Wool Industry?</i></p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>• A local history study over time tracing how several aspects of national history are reflected in the locality.</li> </ul>	<p><b><u>Science</u></b>  <i>Animals including Humans – Why do humans move differently to animals?</i></p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>• Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul> <p><i>Forces and magnets – How do magnets help us?</i></p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Compare how things move on different surfaces</li> <li>• Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>• Observe how magnets attract or repel each other and attract some materials and not others</li> <li>• Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>• Describe magnets as having two poles</li> <li>• Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	<p><b><u>Geography</u></b>  <i>How can we make our area more environmentally friendly?</i></p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>• Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>
<p><b><u>Computing</u></b>  <i>Programming- animations in scratch</i></p> <ul style="list-style-type: none"> <li>• design, write and debug programs that accomplish specific goals, including controlling or simulating</li> </ul>	<p><b>Zaha Hadid</b></p> <p><b>Autumn Curriculum</b></p>	<p><b><u>R.E</u></b>  <i>What makes us human?</i></p> <ul style="list-style-type: none"> <li>• Hinduism, Christianity, Buddhism, Humanist</li> </ul>

<p>physical systems; solve problems by decomposing them into smaller parts</p> <ul style="list-style-type: none"> <li>• use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>	<h2>On Our Doorstep</h2> 		
<p><b>PSHE</b> <b>Physical health and Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• Health choices and habits; what affects feelings; expressing feelings</li> </ul> <p><b>Keeping safe</b></p> <ul style="list-style-type: none"> <li>• Risks and hazards; safety in the local environment and unfamiliar places</li> </ul>			<p><b>P.E</b> <b>Invasion Sport – Football</b></p> <ul style="list-style-type: none"> <li>• Special awareness, ball control, attack and defense, decision making, passing, dribbling, rules of the game</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> </ul>
<p><b>Art</b> <b>Drawing</b> <b>Painting</b> <b>Collage</b> <b>Artist: JMW Turner</b> <b>Formal Element: colour, tone</b></p> <ul style="list-style-type: none"> <li>• Show the potential of various pencils - using different grades of pencil for different tasks</li> <li>• Closely observe when drawing</li> <li>• Draw both positive and negative shapes</li> </ul>	<p><b>Design Technology</b> <b>Mechanical systems - Pneumatic toys</b></p> <ul style="list-style-type: none"> <li>• Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul>	<p><b>Music</b> <b>Let Your Spirit Fly</b></p> <ul style="list-style-type: none"> <li>• Listen and appraise</li> <li>• Performance</li> </ul> <p><b>Samba</b> (agogo bells, ganzas shakers, surdos and tamborims)</p>	<p><b>MFL</b> <b>Greetings, Colour, size and shape</b></p> <ul style="list-style-type: none"> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> </ul>

			<ul style="list-style-type: none"><li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li><li>• Present ideas and information orally to a range of audiences.</li><li>• Write phrases from memory, and adapt these to create new sentences to express ideas clearly.</li><li>• Use familiar vocabulary in phrases and simple writing.</li><li>• Describe people, places and things and actions orally and in writing.</li></ul>
--	--	--	--