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| **Let’s Celebrate – Autumn Term 2 2024** |
| **KS1** | **Lower KS2** | **Upper KS2** |
| **History*** Events beyond living memory (The Gunpowder Plot, Queen’s coronation/jubilee etc…)
 | **Science*** Understand that light is needed to see things
* Understand that light is reflected from surfaces
* Know the dangers of sunlight
* Investigate shadows
* How sounds are made/vibrations
* Pitch, volume, distance of travel

Opportunities for working scientifically: -Investigate shadows, looking for patterns in what happens when the light source moves or the distance between the light source and the object changes.- Find patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses-Make earmuffs from a variety of different materials to investigate which provides the best insulation against sound-Make and play their own instruments by using what they have found out about pitch and volume. | **Science*** Learn that light travels in straight lines
* Understand how we see things
* Understand how shadows are created

Opportunities for working scientifically:- Deciding where to place rear-view mirrors on cars- Designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. - Investigating the relationship between light sources, objects and shadows by using shadow puppets. - They could extend their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur).\*In each of these examples it’s important that the children make predictions and analyse what they find out. |
| **RE*** Christian and Hindu festivals
* Explore questions about belonging, meaning and truth.
* Explain the meaning behind different beliefs and practices.
* How and why is celebrating and remembering important in religion and worship?
* Express my own ideas in response using words, music art or poetry.
 | **RE*** Special celebrations and special occasions, focusing on beliefs, symbols and actions
* What, when and how do Buddhists celebrate?
* How does this compare to Christian celebrations?
* Why are some occasions sacred to believers?
 | **RE*** What is worth celebrating?
* What and how do Muslims celebrate?
* Understanding the challenge of commitment to a community or belief (Ramadan).
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| **Art*** Using clay to create sculptures
 | **Art*** Art from other cultures
 | **Art**Art from different cultures (Textiles) |
| **MUSIC**Year 1 – Move to the Beat – Exploring pulse and rhythmYear 2 – Time to play – Exploring pulse and rhythm patterns | **Music**Year 3 – Hear it, play it! Exploring rhythmic patternsYear 4 – Playing with rhythm – Playing with rhythm and structures | **Music**Year 5 – Rhythm Builders – Exploring rhythmic layersYear 6 - We’ve got rhythm – rhythmic devices and structure |
| **PE**Gymnastics | **PE**Dance (Celebrations – Primrose Education) | **PE**Dance(Celebrations - Primrose Education) |
| **Computing*** Y1 – Unit 2 DB Primary
* Y2 – Unit 7 DB Primary
 | **Computing*** Y3 – Unit 14 DB Primary
* Y4 – Unit 20 DB Primary
 | **Computing*** Y5 – Unit 26 DB Primary
* Y6 – Unit 32 DB Primary
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|  | **MFL*** Year 3 and 4- Our School (Year 3)
* Year 4 and 5- Holidays and Hobbies(Year 4)
* Year 6 – School Life (Year 5)
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