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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). |
| **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 rhythm  Year 2 – Time to play – Exploring pulse and rhythm patterns | **Music**  Year 3 – Hear it, play it! Exploring rhythmic patterns  Year 4 – Playing with rhythm – Playing with rhythm and structures | **Music**  Year 5 – Rhythm Builders – Exploring rhythmic layers  Year 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 |
|  | **MFL**   * Year 3 and 4- Our School (Year 3) * Year 4 and 5- Holidays and Hobbies(Year 4) * Year 6 – School Life (Year 5) | |