

Subject	Key Learning Autumn 2
RE	<p>Creation/Stewardship (Harvest) All things are connected and we will be held responsible by God for looking after the environment</p> <p>Other world faiths Respect for community values and life of other cultures and other religious communities (Visit to a local Mosque)</p> <p>Old Testament Know that the prophets spoke about the coming of God and spoke out about injustice</p> <p>Advent and Christmas Be aware that our Christmas customs are drawn from different countries and cultures Prepare for Advent and God's coming at Christmas</p>
Science	<p>Light and Astronomy – How Light Travels</p> <ul style="list-style-type: none"> ▪ Recognise that light appears to travel in straight lines. ▪ Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. ▪ Explain that we see things because the light that travels from light sources to our eyes or from light sources to objects and then to our eyes. ▪ Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
Computing	<p>Design, Create and Manage and Manipulate Digital Content Skills</p> <ul style="list-style-type: none"> ▪ Select, use and combine internet services to create digital 'content' (including programs and systems). ▪ Demonstrate awareness of intended audience in work. ▪ Independently select the most appropriate ICT tools for intended purpose and audience. ▪ Routinely evaluate and improve work as part of the design process. ▪ Use a range of digital devices to produce digital 'content'. <p>Sound (specific)</p> <ul style="list-style-type: none"> ▪ Independently select and use a variety of devices to record musical and non-musical sounds. ▪ Independently select, edit, manipulate and combine sound files from a range of sources to create a composition which could be broadcast for a specific purpose and audience, e.g. a soundbyte or podcast. ▪ Upload and download projects to other devices and online space e.g. VLE, blog or website, collaborating and communicating with audiences in locations beyond school. ▪ Create their own sounds and compositions to add to presentations, animations and films. ▪ Use ICT to produce music or sound effects for a specific purpose, considering the impact on the audience, e.g. length, style, genre. <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> ▪ Understand the importance of content and editing to produce digital content for specific audiences. ▪ Understand that many different devices can be used in isolation and

	<p>sometimes together to produce digital 'content'.</p> <ul style="list-style-type: none"> ▪ Understand that you can convert between different formats of files. <p>Sound (specific)</p> <ul style="list-style-type: none"> ▪ Be aware of different sound file formats, e.g., MP3, WAV; save and use appropriately. <p>Know when it is appropriate to use sound/music to communicate with an audience.</p> <p>Online Safety</p> <p>Skills</p> <ul style="list-style-type: none"> ▪ Identify unsuitable posts (e.g. on blogs, a forum...) pertaining to content and conduct. ▪ Identify inappropriate and unacceptable behaviour when analysing resources such as videos, text-based scenarios and electronic communications. ▪ Continue to develop the skills to identify risks involved with contact, content and their own conduct whilst online.
<p>Art</p>	<p>Exploring and Developing Ideas</p> <ul style="list-style-type: none"> ▪ Explore the work of artists, craftspeople and designers from different times and cultures. ▪ Question and make thoughtful observations about starting points and select ideas to use in their work. <p>Greek artefacts Artist: Giacometti's figures</p>
<p>History</p>	<p>Chronology</p> <ul style="list-style-type: none"> ▪ Sequence events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament etc.) ▪ Identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. ▪ In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (primary source, secondary source, reliability ...) ▪ Analyse connections, trends and contrasts over time (<i>e.g. Greek influences and their applications to the lives of people in different periods</i>). <p>Events, People and Changes</p> <ul style="list-style-type: none"> ▪ Gain historical perspective by placing their growing knowledge into different contexts by studying aspects of cultural, economic, military, political religious and social history (<i>e.g. relating to Ancient Greece</i>). ▪ Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; achievements and follies of mankind. ▪ Establish a narrative showing connections and trends within and across periods of study (<i>e.g. by making connections between Ancient Greek developments and other history units they have already studied</i>). ▪ Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes.

<p>PE Dance</p>	<p>Dance</p> <ul style="list-style-type: none"> ▪ The children will learn how to evaluate and recognise their own success and compare their performances with previous ones and demonstrate improvement to achieve their personal best. ▪ In Year Six dance, children think about how to use movement to explore and communicate ideas. In Year Six children focus on popular dance styles of different eras. They explore a range of dances, using step and gesture patterns, body shapes, contact work, and contrasts in dynamic and rhythmic patterning. They learn more about both dance style and music.
<p>PE Football</p>	<p>To revise tactics used in an invasion game To undertake a leadership/officiating role To select and apply tactics in different invasion games To evaluate tactics across invasion games for similarities</p>