
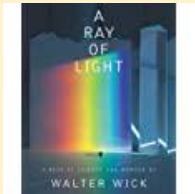

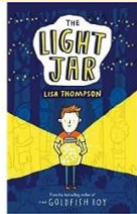
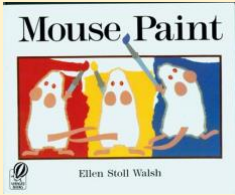
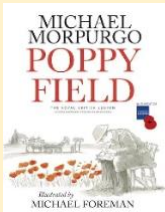

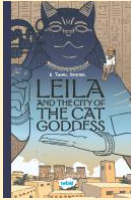
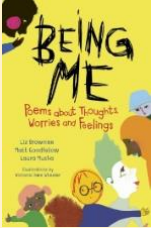
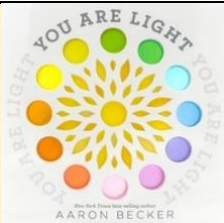
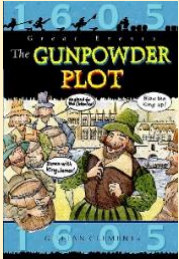


<p>Autumn Term 2022</p> <p>Spectrums</p> 	As active learners	<p>Aspects of the National Curriculum we will cover</p> <p>In what way does this link to previous learning?</p>	<p>Questions we may ask or answer</p> <p>What is this to do with me?</p>	<p>Books we may share together</p> <p>High quality text can only enrich our learning.</p>	Outdoor and extended learning opportunities
	As scientists, we will discover...	<p>EYFS- Seasons. Light and dark.</p> <p>KS1- Seasonal changes and materials related to light.</p> <p>KS2 -Light and shadows. The eye.</p>	<p>What causes the seasons to change?</p> <p>Do we need light to see?</p> <p>What happens when we close our eyes?</p>		NASA and the amazing discoveries from the James Webb telescope.
	<p>In RSHE, we will support each other to understand...</p> 	<p>EYFS- Naming feelings</p> <p>KS1- Unsafe feelings and body awareness</p> <p>KS2 -Safe and unsafe feelings. Recognising early warning signs. Links to our Christian core values and vision.</p>	<p>In what ways can my behaviour impact others?</p> <p>Why do we have different feelings, what purpose do they serve?</p> <p>What feelings warn me of danger? When should I ask for help? Who should I ask for help?</p>		Design and make sundials
	As historians, we will explore...	<p>EYFS- Remembrance Day. Guy Fawkes.</p> <p>KS1- Remembrance Day. The Gunpowder Plot. Exploring artefacts linked to light.</p> <p>KS2 - Ancient Egypt (Ra, shadow clocks, mirrors that lit up the pyramids)</p>	<p>How can we keep the memory of those who have sacrificed their lives alive?</p> <p>Why did the Gunpowder Plot fail?</p> <p>In what ways has light been used by communities to support survival and community living?</p>		Shadow puppetry in an outdoor theatre

	As geographers , we will observe...	<p>EYFS- Seasons and weather, at home and elsewhere.</p> <p>KS1- Seasons and climates around the world.</p> <p>KS2 - Migration (social, economic and environmental well being)</p>	<p>Do all countries have four seasons?</p> <p>How does migration impact people and communities?</p> <p>What would the world be like without seasons?</p> <p>Why is our climate changing? Is it a problem?</p>		History day - whole school
	As artists and designers, we will reimagine...	<p>The colour wheel</p> <p>Shades, hues, patterns and contrasts</p> <p>Shadow puppets</p>	<p>How many colours are there? How are shadows formed? Are shadows ever useful? Which artists play with patterns and colour? Which patterns do you find visually pleasing?</p>		Natural world photography - maybe a competition for the whole school community
	As theologians , we will discuss...	<p>EYFS- what light symbolises in different celebrations</p> <p>KS1-Why Christmas matters to Christians. What it means to be part of a global Christian community.</p> <p>KS2 - Creation or Science? (complimentary or conflicting)</p> <p>Is Jesus the Messiah?</p>	<p>How important is light as a symbol in different religions?</p> <p>What is the true meaning of Christmas?</p> <p>Where in the world do people practise Christianity?</p> <p>What do I need to learn to be able to form my own views on the Creation?</p>	 	Meet an optician and learn about their work
	As computer scientists we will learn...	<p>EYFS- What is technology?</p> <p>KS1- Taking photographs for a purpose</p>	<p>How has technology changed our world?</p> <p>Why take a photograph?</p>		Make a kaleidoscope



		KS2 - Editing photographs	In what ways can a photograph be digitally edited?	 	<p>We will commit to learning about key events and people that have shaped the world. We will commit to meaningful representation through our choice of people and events that we study. We want our curriculum to be inclusive and respect the importance of diversity and equity.</p>
	As musicians, we will create...	<p>EYFS- Enjoying making and listening to music together</p> <p>KS1- Years 1 and 2 - Introducing beat, adding rhythm and thinking about pitch.</p> <p>KS1 - Years 2 and 3 - Exploring simple patterns. A focus on dynamics and tempo.</p> <p>KS2 - Years 4 and 5 Interesting time signatures. Combining elements to make music.</p> <p>KS2 - Years 5/6- getting started with music technology. Emotions through different musical styles.</p>	<p>What is the impact on the listener and musician when the tempo changes?</p> <p>In what ways can music effect our emotions?</p> <p>Are there patterns in music that you particularly enjoy?</p> <p>What inspires musicians to choose differing dynamics?</p> 