

<p><b><u>Subject: Science</u></b>  <b>Evolution</b></p> <ul style="list-style-type: none"> <li>• recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>• recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>• identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul>	<p><b><u>Prior learning:</u></b>  <b>KS1</b></p> <ul style="list-style-type: none"> <li>• identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>• notice that animals, including humans, have offspring which grow into adults</li> </ul> <p>Autumn 1 Science-Rocks</p>	<p><b><u>Next steps learning:</u></b>  <b>KS3</b></p> <ul style="list-style-type: none"> <li>• heredity as the process by which genetic information is transmitted from one generation to the next</li> <li>• a simple model of chromosomes, genes and DNA in heredity, including the part played by Watson, Crick, Wilkins and Franklin in the development of the DNA model</li> <li>• differences between species</li> <li>• the variation between individuals within a species being continuous or discontinuous, to include measurement and graphical representation of variation</li> <li>• the variation between species and between individuals of the same species meaning some organisms compete more successfully, which can drive natural selection</li> <li>• changes in the environment which may leave individuals within a species, and some entire species, less well adapted to compete successfully and reproduce, which in turn may lead to extinction</li> <li>• the importance of maintaining biodiversity and the use of gene banks to preserve hereditary material</li> </ul>
<p><b><u>Small steps:</u></b>          To describe how fossils are formed (and how this happens)          To identify how plants are adapted to their environment (and explain what this is)          To identify how some animals are adapted to their environment (and compare within a habitat)          To understand (and explain) natural selection          To recognise that living things produce offspring (and how they vary)          To recognise how living things have evolved over time (and what evidence there is for this)</p>	<p><b><u>Working scientifically NC objectives (Skills)</u></b>  <b>Year 3/4</b></p> <ul style="list-style-type: none"> <li>• asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>• using straightforward scientific evidence to answer questions or to support their findings.</li> </ul> <p><b>Year 5/6</b></p> <ul style="list-style-type: none"> <li>• identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul>	
<p><b><u>Key vocabulary:</u></b>          Adaptation, environment, evolution, gene, natural selection, inheritance, organism, species, Charles Darwin, fossils, DNA, organism, decompose, offspring, traits, habitat, environment, species</p>	<p><b><u>Reading links:</u></b>          Little people, big dreams-Mary Anning, Charles Darwin</p>	<p><b><u>Cross curricular links:</u></b>          English-Biographies on Charles Darwin/Mary Anning</p>

Rocking and rolling Autumn 2 KS2

<b>End point:</b>	<u>All chn</u> <ul style="list-style-type: none"><li>• Identify inherited traits and adaptive traits.</li><li>• Understand that adaptations are random mutations.</li><li>• Examine fossil evidence supporting the idea of evolution.</li></ul>	<u>Most chn</u> <ul style="list-style-type: none"><li>• Develop an understanding of the development of evolutionary ideas and theories over time.</li><li>• Explain how human evolution has occurred and compare modern humans with those of the same genus and family.</li><li>• Understand that adaptation and evolution is not a uniform process for all living things.</li></ul>	<u>Some chn</u> <ul style="list-style-type: none"><li>• Explain the terms adaptation, evolution and natural selection and use these in context.</li><li>• Describe how living things evolve via the process of natural selection.</li><li>• Investigate the ethical issues of human intervention in the process of evolution by natural selection.</li></ul>
-------------------	---	--	--

<p><b><u>Subject: Geography</u></b>          Earthquakes and volcanoes          describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><b><u>Prior learning:</u></b>  <b><u>KS1</u></b>          use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Rocks in science Term 1</p>	<p><b><u>Next steps learning:</u></b>  <b><u>KS3</u></b>          understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:</p> <ul style="list-style-type: none"> <li>• physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts</li> </ul>
<p><b><u>Small steps (knowledge)</u></b>          To know what an earthquake is (and how they happen)          To know what happens when an earthquake occurs (and understand the effects of seismic waves)          To know what life is like for those living in earthquake prone areas (and how settlements can be protected)          To know what a volcano is (and where they can be found)          To understand what causes a volcanic eruption (and the effects of these)          To know what life is like for those living in volcanic areas (and consider if it is a positive or negative)</p>		<p><b><u>Small steps (skills)</u></b></p> <ol style="list-style-type: none"> <li>1. Use globes to consider earth's structure and location of tectonic plate</li> <li>2. Use world maps to locate earthquake prone areas</li> <li>3. Use world maps to locate earthquake prone areas</li> <li>4. Use world maps to locate ring of fire</li> <li>5. Use world maps to locate volcanoes</li> <li>6. Use world maps to locate volcanic areas</li> </ol>
<p><b><u>Key vocabulary:</u></b>          Earth, structure, core, mantle, inner core, outer core, earthquake, seismic wave, volcano, ring of fire, tectonic plates, effect, impact physical,</p>	<p><b><u>Reading links:</u></b></p>	<p><b><u>Cross curricular links:</u></b>          Science: Rocks</p>

Rocking and rolling Autumn 2 KS2

<b>End point:</b>	<u>All chn</u> <ul style="list-style-type: none"><li>• name the layers that make up the Earth;</li><li>• name the key parts of a volcano;</li><li>• show where most volcanoes are found;</li><li>• explain how to keep safe during an earthquake;</li></ul>	<u>Most chn</u> <ul style="list-style-type: none"><li>• describe the properties of the Earth's layers;</li><li>• explain how a volcano is formed;</li><li>• describe what happens when a volcano erupts;</li><li>• describe some risks and benefits of living near a volcano;</li><li>• explain why earthquakes occur;</li></ul>	<u>Some chn</u> <ul style="list-style-type: none"><li>• compare the structure of the Earth to a common object;</li><li>• categorise volcanoes as extinct, dormant or active;</li><li>• explain the impact of volcanoes on people and the environment;</li><li>• compare the strength of earthquakes;</li></ul>
-------------------	---	--	--

<p><b><u>Subject: D&amp;T</u></b>  <b>Moving monsters</b>  <b>Design</b></p> <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <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>Evaluate</b></p> <ul style="list-style-type: none"> <li>• investigate and analyse a range of existing products</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>• understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> </ul>	<p><b><u>Prior learning:</u></b>  <b>KS1</b>  <b>Design</b></p> <ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>• explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products</li> </ul> <p>Autumn 1 D&amp;T on marble runs (strong, stable, free standing structures)</p>	<p><b><u>Next steps learning:</u></b>  <b>KS3</b>  <b>Design</b></p> <ul style="list-style-type: none"> <li>• use research and exploration, such as the study of different cultures, to identify and understand user needs</li> <li>• identify and solve their own design problems and understand how to reformulate problems given to them</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• test, evaluate and refine their ideas and products against a specification, considering the views of intended users and other interested groups</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>• understand how more advanced mechanical systems used in their products enable changes in movement and force</li> </ul>
<p><b><u>Small steps (knowledge):</u></b></p> <ol style="list-style-type: none"> <li>1. To investigate objects that use air to work</li> <li>2. To investigate techniques for making simple pneumatic systems</li> <li>3. To gather ideas for creating moving monsters</li> <li>4. To design a monster including a moving pneumatic system</li> <li>5. To be able to make a monster using pneumatics</li> <li>6. To evaluate a finished product</li> </ol>	<p><b><u>Small steps (skills):</u></b></p> <ol style="list-style-type: none"> <li>1. To use research to discover use of pneumatics in products</li> <li>2. To investigate and analyse a range of existing products</li> <li>3. To generate ideas</li> <li>4. To create design criteria</li> <li>5. To make using range of tools and equipment</li> <li>6. To evaluate against design criteria</li> </ol>	
<p><b><u>Key vocabulary:</u></b>  Pneumatic, monster, moving, equipment, tools, accuracy, force</p>	<p><b><u>Reading links:</u></b></p>	<p><b><u>Cross curricular links:</u></b>  <b>Maths: Measures</b>  <b>Science: Forces</b></p>

Rocking and rolling Autumn 2 KS2

<b>End point:</b>	<u>All chn</u> <ul style="list-style-type: none"><li>• Explore pneumatic objects and movements</li><li>• Select tools and equipment carefully</li><li>• Design and build a moving monster</li><li>• Improve their work</li></ul>	<u>Most chn</u> <ul style="list-style-type: none"><li>• Apply understanding of pneumatics to build</li><li>• Use a wider range of tools and equipment to perform practical tasks accurately</li><li>• Use appropriate joining techniques</li><li>• Design and build a moving monster that incorporates pneumatics</li><li>• Consider the aesthetics when designing moving monster</li><li>• Consider the views of others to improve their work</li></ul>	<u>Some chn</u> <ul style="list-style-type: none"><li>• Cut materials with accuracy and precision and refine the finish with appropriate tools such as a craft knife.</li><li>• Pay close attention to aesthetics when creating joins.</li><li>• Demonstrate a clear ability to be creative and imaginative with their ideas when designing and building a moving monster</li><li>• Improve their work to ensure it has a high-quality finish.</li></ul>
-------------------	--	--	--

<p><b><u>Subject: Computing</u></b>  <b>Teach computing unit: Desktop publishing Y3</b></p> <ul style="list-style-type: none"> <li>• select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>	<p><b><u>Prior learning:</u></b>  <b><u>KS1</u></b></p> <ul style="list-style-type: none"> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• recognise common uses of information technology beyond school</li> </ul>	<p><b><u>Next steps learning:</u></b>  <b><u>KS3</u></b></p> <ul style="list-style-type: none"> <li>• understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits</li> <li>• undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users</li> </ul>
<p><b><u>Small steps:</u></b></p> <ol style="list-style-type: none"> <li>1. To recognise how text and images convey information</li> <li>2. To recognise that text and layout can be edited</li> <li>3. To choose appropriate page settings</li> <li>4. To add content to a desktop publishing publication</li> <li>5. To consider how different layouts can suit different purposes</li> <li>6. To consider the benefits of desktop publishing</li> </ol>		
<p><b><u>Key vocabulary:</u></b>  Text, images, advantages, disadvantages, communicate, font, font style, template, landscape, portrait, orientation, placeholder, layout, content, desktop publishing, copy, paste, layout, purpose, benefits</p>	<p><b><u>Reading links:</u></b></p>	<p><b><u>Cross curricular links:</u></b>  PSHE: Online safety  English: editing/improving/publishing a text</p>

Rocking and rolling Autumn 2 KS2

<b>End point:</b>	<u>All chn</u> <ul style="list-style-type: none"><li>• can explain the difference between text and images</li><li>• can change font style, size, and colours for a given purpose</li><li>• can explain what 'page orientation' means</li><li>• can choose the best locations for content</li><li>• can identify different layouts</li><li>• can identify the uses of desktop publishing in the real world</li></ul>	<u>Most chn</u> <ul style="list-style-type: none"><li>• can recognise that text and images can communicate messages clearly</li><li>• can edit text</li><li>• can recognise placeholders and say why they are important</li><li>• can paste text and images to create a magazine cover</li><li>• can match a layout to a purpose</li><li>• can say why desktop publishing might be helpful</li></ul>	<u>Some chn</u> <ul style="list-style-type: none"><li>• can identify the advantages and disadvantages of using text and images</li><li>• can explain text can be changed to communicate more clearly</li><li>• can create a template for a particular purpose</li><li>• can make changes to content after its added</li><li>• can choose a suitable layout for a given purpose</li><li>• can compare work made on desktop publishing to work created by hand</li></ul>
-------------------	---	--	--

<p><b><u>Subject: French</u></b></p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• read carefully and show understanding of words, phrases and simple writing; appreciate stories, songs, poems and rhymes in the language</li> <li>• develop accurate pronunciation and intonation so that others understand when are reading aloud or using familiar words and phrases</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• understand basic grammar of feminine and masculine noun</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> </ul>	<p><b><u>Prior learning:</u></b> Previous French learnt in class</p>	<p><b><u>Next steps learning:</u></b> <b>KS3</b></p> <ul style="list-style-type: none"> <li>• initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address</li> <li>• speak coherently and confidently, with increasingly accurate pronunciation and intonation</li> </ul>
<p><b><u>Small steps (knowledge):</u></b></p> <ol style="list-style-type: none"> <li>1. To listen and respond to instructions</li> <li>2. To respond to vocabulary and show my understanding</li> <li>3. To understand and respond to action words</li> <li>4. To copy pronunciation of words accurately</li> <li>5. To ask and answer questions</li> <li>6. To have a simple conversation</li> </ol>		<p><b><u>Small steps (skills):</u></b></p> <ol style="list-style-type: none"> <li>1. To listen attentively</li> <li>2. To show understanding by joining in and responding</li> <li>3. To respond appropriately</li> <li>4. To use accurate pronunciation</li> <li>5. Ask and answer questions</li> <li>6. To engage in conversation</li> </ol>
<p><b><u>Key vocabulary:</u></b> See separate vocabulary list</p>	<p><b><u>Reading links:</u></b></p>	<p><b><u>Cross curricular links:</u></b> PSHE: R30-34 Respecting self and others; L6-10 Communities British values: Mutual respect, tolerance of those with different beliefs and faiths</p>

## Rocking and rolling Autumn 2 KS2

<b>End point:</b>	<u>All chn</u> give and respond to simple classroom instructions appropriately; name parts of the body from a song; identify colours; name items of clothing;	<u>Most chn</u> ask and answer questions using the topic vocabulary; read and write simple words; say that un/une relate to masculine & feminine nouns;	<u>Some chn</u> use a dictionary to develop topic vocabulary further.
-------------------	---	--	--

<p><b><u>Subject: Music</u></b>          Kapow unit-Compositions for festival of colour</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music</li> </ul>	<p><b><u>Prior learning:</u></b>  <b><u>KS1</u></b></p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>	<p><b><u>Next steps learning:</u></b>  <b><u>KS3</u></b></p> <ul style="list-style-type: none"> <li>• play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</li> <li>• improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</li> <li>• listen with increasing discrimination to a wide range of music from great composers and musicians</li> <li>• develop a deepening understanding of the music that they perform and to which they listen, and its history</li> </ul>
<p><b><u>Small steps (knowledge):</u></b>          To understand that music can be represented with colours          To represent a piece of music as a graphic score          To create a vocal composition based on a picture          To create a piece of music inspired by a single colour          To work as a group to perform a piece of music</p>		
<p><b><u>Key vocabulary:</u></b>          Synaesthesia, Holi, vocal composition, dynamics, graphic score, performance, graphic score</p>	<p><b><u>Reading links:</u></b></p>	<p><b><u>Cross curricular links:</u></b>          RE: Festivals and celebrations          PSHE: R30-34 Respecting self and others; L6-10 Communities          British values: Mutual respect, tolerance of those with different beliefs and faiths</p>

Rocking and rolling Autumn 2 KS2

<p><b>End point:</b></p>	<p><u>All chn</u></p> <ul style="list-style-type: none"><li>• suggest a colour to match the music.</li><li>• create a graphic score and describe how this matches the general structure of the music.</li><li>• create a vocal composition in response to a picture and justify their choices using musical terms.</li><li>• create a vocal composition in response to a colour and record in written form.</li><li>• work as a group to perform a piece of music.</li></ul>	<p><u>Most chn</u></p> <ul style="list-style-type: none"><li>• Suggest a colour to match a piece of music.</li><li>• Create a graphic score and describe how this matches the general structure of a piece of music.</li><li>• Create a vocal composition in response to a picture and justify their choices using musical terms.</li><li>• Create a vocal composition in response to a colour.</li><li>• Record their compositions in written form.</li><li>• Work as a group to perform a piece of music.</li></ul>	<p><u>Some chn</u></p> <ul style="list-style-type: none"><li>• use musical terminology to justify their colour choices, referring to the interrelated dimensions of music.</li><li>• create a detailed graphic score showing several musical features, and justify their colour choices using musical terminology.</li><li>• create a vocal composition that clearly shows all the detail of a picture, and to justify their choices using musical terms.</li><li>• create a soundtrack inspired by another piece of music and record in written form.</li><li>• take a lead role in a group to perform a piece of music.</li></ul>
--------------------------	--	---	---

Rocking and rolling Autumn 2 KS2

<p><b><u>Subject: PSHE</u></b>  <b>Safety first</b>  H11, 14, 35, 37, 38, 39, 40, 41, 43, 44, 46, 47, 48, 49, 50  R9, 18, 24, 28, 29</p>	<p><b><u>Prior learning:</u></b>  <b><u>KS1</u></b>  H28, 29, 30, 31, 32, 33, 34, 35, 36, 37  R15, 19, 20</p>	<p><b><u>Next steps learning:</u></b>  <b><u>KS3</u></b>  H23, 24 25, 26, 27, 28, 29, 30, 31, 32, 33</p>
<p><b><u>Small steps (knowledge):</u></b>  To know how to stay safe in different outdoor environments  To know how to stay safe in my local environment  To know how to act responsibly in a school-based emergency  To know how act responsibly in a medical responsibility  To know how to act and help in an emergency  To recognise he hazards at home  To know how to stay safe around medicines and substances</p>		
<p><b><u>Key vocabulary:</u></b>  Safe, hazard, risk, danger, environment, responsibility, independence, harm, action, emergency, accident, injury, sensible, first aid, emergency services, decision, choice, help, injury, medicines, pills, tablets, liquids, chemicals, sharp, hot, poisonous, trip, fall, choke, burn, rules, hurt, protect, trusted adult</p>	<p><b><u>Reading links:</u></b></p>	<p><b><u>Cross curricular links:</u></b>  Science: Animals including humans-recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function  British values: Rule of law</p>

Rocking and rolling Autumn 2 KS2

<b>End point:</b>	<u>All chn</u> <ul style="list-style-type: none"><li>• know when to seek help in risky or dangerous situations</li><li>• identify and discuss some school rules for staying safe and healthy</li><li>• recall the number to dial in an emergency</li><li>• list some of the hazards they might find at home;</li><li>• understand some substances at home can be dangerous</li><li>• list some of the dangers we face when we are around roads, railways or water</li><li>• know the key points of the firework code.</li></ul>	<u>Most chn</u> <ul style="list-style-type: none"><li>• assess a situation for the level of risk;</li><li>• identify people who can help us in an emergency;</li><li>• understand the importance of taking action to reduce the risk of harm;</li><li>• explain how we know which substances around the home contain chemicals ;</li><li>• identify safety precautions that can be taken when using roads, railways or water.</li></ul>	<u>Some chn</u> <ul style="list-style-type: none"><li>• appreciate that their own decisions and behaviour can impact on their safety and the safety of others;</li><li>• discuss a range of emergencies and the different responses that would be most appropriate;</li><li>• understand some basic first aid;</li><li>• identify points of action to take responsibility for my own safety at home;</li><li>• advise others on how to stay safe around roads, water and railways.</li></ul>
-------------------	---	---	--

<p><b><u>Subject: RE</u></b>  <b>What do our celebrations show about what we think is important in life? (Festivals)</b>  <i>LKS2: recognise and describe symbols and rituals, compare different beliefs and teachings</i>  <i>Ask questions about religion and belief</i>  <i>UKS2: describe similarities and differences of belief and practise, raise questions about beliefs and values</i></p>	<p><b><u>Prior learning:</u></b>  <b>KS1</b>  <i>Why do people celebrate special occasions?</i>  <i>Religions share some things in common, ask appropriate questions</i></p>	<p><b><u>Next steps learning:</u></b>  <b>KS3</b>  <i>Use appropriate language to explain religions, beliefs and practices</i></p>
<p><b><u>Small steps (knowledge):</u></b>  <i>What things do we celebrate? Why/how do we do this?</i>  <i>What religious festivals do we celebrate? Who do we do this with?</i>  <i>What are some festivals o other religions? How do they express their beliefs?</i>  <i>What are the similarities and differences between religious festivals? And secular celebrations?</i>  <i>What value do festival have on individuals and communities?</i></p>		
<p><b><u>Key vocabulary:</u></b>  <i>Festival, celebration, value, community, individual, secular, religious, non-religious, importance, similar, different</i></p>	<p><b><u>Reading links:</u></b></p>	<p><b><u>Cross curricular links:</u></b>  <i>PSHE: R30-34 Respecting self and others;</i>  <i>L6-10 Communities</i>  <i>British values: Mutual respect, tolerance of those with different beliefs and faiths</i></p>

Rocking and rolling Autumn 2 KS2

<b>End point:</b>	<u>All chn</u> Recognise some celebrations Know some Christian festivals Name some other religious festivals Recognise some similarities and differences between festivals Consider importance of festivals	<u>Most chn</u> Know secular and Christian festivals Name and recognise which religion festivals are from Analyse similarities and differences between secular and religious festivals Consider importance of festivals to individuals and communities	<u>Some chn</u> Explain how and why people celebrate Compare religious festivals between each other and with secular celebrations Explain importance and value of festivals to individual and communities
-------------------	--	--	--

<p><b><u>Subject: PE</u></b>  <b>Netball</b></p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<p><b><u>Prior learning:</u></b>  <b>KS1</b></p> <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> </ul>	<p><b><u>Next steps learning:</u></b>  <b>KS3</b></p> <ul style="list-style-type: none"> <li>• use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</li> <li>• analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> <li>• take part in competitive sports and activities outside school through community links or sports clubs</li> </ul>
<p><b><u>Small steps:</u></b></p> <p>To refine catching and throwing          To use different passes          To know how to pivot          To understand the footwork rule          To know how to outwit a defender          To know how to one-to-on mark          To apply attacking and defending          To recognise positions in high five netball          To apply rules to a high five netball tournament</p>		
<p><b><u>Key vocabulary:</u></b>          Invasion, pass, receive, rules, possession, attack, defence, throw, catch, move, dodge, intercept, control, accuracy, communicate, space, tactic, team, mark, pivot</p>	<p><b><u>Reading links:</u></b></p>	<p><b><u>Cross curricular links:</u></b>          Science/PSHE-keeping healthy, effects of exercise on body</p>