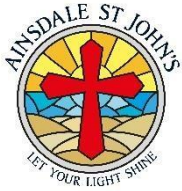


Ainsdale St. John's

Whole School
Curriculum Objectives
Autumn 1 (2024)



Ainsdale St. John's Curriculum Overview

Year: Reception

Term: Autumn 1

Writing

Focus Text 1: The Gingerbread Man by Mara Alperin

Create their own drawings to represent the story and orally retell it
Sometimes give meaning marks as they draw and paint
Ascribe meaning to marks that they see in different places

Focus Text 2: The Three Little Pigs by Mara Alperin

Create their own drawings to represent the story and orally retell it
Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy
Write some or all of their name
Write some letters accurately

Maths

Number:

Match and sort
Compare amounts
Representing 1, 2,3

Measure, Shape and Spatial Awareness:

Compare size, mass & capacity Exploring pattern

RE

I Am Special

We are loved, valued and made by God

Harvest

Saying thank you at Harvest time

Humanities / Understanding the World

All About Me / Traditional Tales

The aims of these units are to:

Explore the natural world
Explore the natural environment
Compare and contrast characters from stories, including figures from the past
Making observations and drawing pictures.

Art & Design

Art: Drawing – Marvellous Marks

Investigate the marks and patterns made by different textures
Explore making marks with felt tips
Explore making marks with chalk
Explore mark making using pencils
Create a simple observational drawing

Music

Exploring Sound

Explore how we can use our voice, bodies and instruments to make sounds and identify sounds in the environment.

Throughout the year children will:

Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Develop storylines in their pretend play.

PE / Physical Development

Introduction to PE

Move safely and sensibly in a space with consideration of others.

Develop moving safely and stopping with control.

Use equipment safely and responsibly.

Use different travelling actions whilst following a path.

Working co-operatively and play as a group.

Follow, copy and lead a partner.

Ball Skills 1

To develop rolling a ball to a target

To develop stopping a rolling ball

To develop accuracy when throwing to a target

To develop bouncing and catching a ball

To develop dribbling a ball with your feet

To develop kicking a ball

Personal, Social and Emotional Development

No Outsiders

To choose what I like – *You Choose*

Self-Regulation

Identify own feelings.

Exploring coping strategies.

Using and defining emotional adjectives

Learning about facial expressions

myHappyMind – Meet Your Brain



Ainsdale St. John's Curriculum Overview

Year: 1

Term: Autumn 1

Reading

Focus Text: The penguin who wanted to find out by Jill Tomlinson

Retell stories and consider their particular characteristics

Discuss word meanings, linking new meanings to those already known
Discuss the significance of the title and events

Make inferences on the basis of what is being said and done

Predict what might happen on the basis of what has been read so far

Participate in discussion about what has been read

Spoken Language

Listen and respond

Ask relevant questions

Build vocabulary

Participate in discussions, presentations, performances, role play, improvisations and debates

Writing

Focus Text: Lost and Found by Oliver Jeffers

Written Outcome: Fiction: adventure story based on the structure of the text

Orally compose a sentence before writing it

Write key words and new vocabulary

Use some simple description to describe a character or setting

Begin to link ideas by subject or pronoun

Combine words to make single clause sentence

Use *and* to join words and clauses

Use capital letters for names of people and places

Use punctuation in some sentences:

Some full stops and capital letters.

Some question marks.

Some exclamation marks

Some accurate use of suffixes (-ed) for past tense endings with no change to the root

Some accurate use of the prefix -un e.g. unhappy

Maths

Number: Place Value (Within 10)

Count to 10, forwards and backwards starting from any number. Using language such as equal, more/greater, less/fewer, most/least

Introduce < > = symbols

Compare and order numbers

Number: Addition and Subtraction

Read, write and understand number statements using +, - and = Part whole model, finding a part (addition and subtraction) Number bonds to 10

Addition adding together and more

Subtraction-taking away. How many left? Crossing out and introducing the subtraction number symbol

Fact families- The 8 facts

Subtraction -counting back

Science

The Body and The Five Senses

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

RE

Harvest: Sukkot

Food we eat comes from all around the world.
Not everyone in the world enjoys a good harvest.
Christian charities that are helping people who live in poor countries.
It is good to say thank you to God for the harvest.
The Jewish festival of harvest is called Sukkot.

God and Creation: Who made the World?

God created the world.
Creation stories are at the beginning of the Old Testament.

Computing

Computing Systems and Networks: Technology Around Us

Recognise common uses of information technology beyond school.
Use technology purposefully to create, organise, store, manipulate, and retrieve digital content.

Humanities

Geography: Our Local Area, Ainsdale

Observe the geography of our school and its grounds.
Create a simple map of Ainsdale using fieldwork skills.
Identify basic human and physical features of Ainsdale.
Use an aerial photograph of Ainsdale to create a simple map and key.
Describe landmarks in Ainsdale using simple compass directions (N,S,E,W) and left/ right.

Art & Design

Art: Drawing – Make Your Mark

To know how to create different types of lines
To explore line and mark making to draw water
To draw with different media
To apply features of abstract art
To develop an understanding of mark making
To apply an understanding of drawing materials and mark making to draw from observation

Music

Pulse & Rhythm (All About Me)

Use voice and hands to make music
Clap and play in time to the music
Play simple rhythms on an instrument
Listen to and repeat short rhythmic patterns
Understand the difference between pulse and rhythm

PE

Ball Skills

Develop dribbling a ball with your hands
Explore accuracy when rolling a ball
Explore throwing with accuracy towards a target
Explore catching with two hands
Explore dribbling a ball with your feet
Explore tracking a ball that is coming towards me

Yoga

- To explore yoga and mindfulness.
- To be able to copy and remember poses.
- To develop flexibility when holding poses.
- To develop balance whilst holding poses.
- To create yoga poses using a hoop.
- To create a yoga flow with a partner

PSHCE

No Outsiders

I like the way I am - Elmer

Family & Relationships

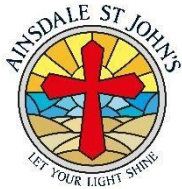
What is a family?

What are friendships?

Friendship problems

Healthy friendships

myHappymind – Meet Your Brain



Ainsdale St. John's Curriculum Overview

Year: 2

Term: Autumn 1

Reading

Focus Text: Troll by Julia Donaldson

Make inferences on the basis of what is being said and done.

Discuss the sequence of events in books and how items of information are related.

Predict what might happen on the basis of what has been read so far.

Discuss and clarify the meaning of words, linking new meanings to known vocabulary.

Writing

Focus Text: Troll Swap by Leigh Hodgkinson

Written Outcome: Fiction – Story with focus on characters

Plan or say out loud what is going to be written about

Use punctuation correctly – full stops, capital letters

Use expanded noun phrases to describe and specify

Use subordination (because) and coordination (and)

Use phrases from story language

Create and describe characters

Create and describe settings

Use past tense consistently and correctly

Write in 3rd person

Sequence of events with beginning, middle and end

Maths

Number: Place Value

Numbers to 20

Count objects to 100 by making 10s

Recognise tens and ones, use a place value chart and partition numbers to 100

Write numbers to 100 in words and in expanded form

10s on the number line to 100

10s and 1s on the number line to 100

Estimate numbers on a number line

Compare objects and numbers

Order objects and numbers

Count in 2s, 5s and 10s and 3s

Number: Addition and Subtraction

Bonds to 10

Fact families – addition and subtraction bonds within 20

Related facts

Bonds to 100 (tens)

Add and subtract 1s

Add by making 10

Add three 1-digit numbers

Add to the next 10

Add across a 10

Subtract across a 10

Subtract from a 10

Subtract a 1-digit number from a 2-digit number

10 more, 10 less

Add and subtract 10s
Add two 2-digit numbers

Science

Living Things and their Habitats

Explore and compare the differences between things that are living, dead, and things that have never been alive

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

Identify and name a variety of plants and animals in their habitats, including micro-habitats

Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

RE

The Bible: Why is it such a special book?

About the stories found in the Bible.

Why the Bible is so important to Christians.

Qumran scrolls and Mary Jones.

Name the holy books from other faiths

Describe the similarities and differences between the Bible and other holy books.

Computing

Computer Systems and Networks – IT Around Us

Recognise the uses and features of information technology

Identify the uses of information technology in the school identity

information technology beyond school

Explain how information technology helps us

Explain how to use information technology safely

Recognise that choices are made when using information technology

Humanities

Our Local Area: Southport

Observe the geography of Southport

Create a simple map of Southport using fieldwork skills

Identify, describe and compare human and physical features of Southport

Use an aerial photograph of Southport to create a simple map and key, labelling human and physical features on the map

Describe the location of landmarks in Southport using simple compass directions (N,S,E,W) and left/right

Map a route from A to B in Southport (from an aerial view) and describe using locational language

Art & Design

DT: Mechanisms – Making A Moving Monster

Identify the correct terms for levers, linkages and pivots

Analyse popular toys with the correct terminology

Create functional linkages that produce the desired input and output motions

Design monsters suitable for children, which satisfy most of the design criteria

Evaluate their two designs against the design criteria, using this information and the feedback of their peers to choose their best design

Select and assemble materials to create their planned monster features

Assemble the monster to their linkages without affecting their functionality

Music

West African Call & Response Song (Animals)

Create short sequences of sound

Copy a short rhythm

Learn a traditional song from Ghana

Create rhythms based on call and response

Add dynamics (volume) to a structure of rhythms.

PE

Forest School

Through cross-curricular teaching and learning opportunities:

Build self-esteem, self-belief and nurture creativity

Develop collaboration and friendships with peers

Promote caring and sharing of each other and their environment, respect for themselves, their peers and their resources

Develop and support numeracy and scientific skills with real hands-on experiences

Develop the connection between theory and "the real world"

Promote independence and independent thinking which develop skills and independence in a widening range of environments

Enhance fine and gross motor skills, encouraging movement and negotiating of uneven grounds

Supports the children who may lack confidence and allows them to shine in this natural environment

Sending and Receiving

To roll a ball towards a target.

To track and receive a rolling ball.

To send and receive a ball with your feet.

To develop catching skills.

To develop throwing and catching skills.

To send and receive a ball using a racket.

PSHCE

No Outsiders

To welcome different people – Can I Join Your Club?

Family & Relationships

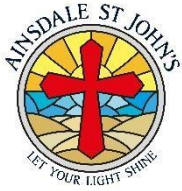
Families are all different

Unhappy friendships

Introduction to manners and courtesy

Change and loss

myHappyMind – Meet Your Brain



Ainsdale St. John's Curriculum Overview

Year: 3

Term: Autumn 1

Reading

Focus Text: Reading: The Sea Book by Charlotte Milner

- Identify main ideas drawn from more than one paragraph and summarise
- Identify how language, structure and presentation contribute to meaning
- Identify themes and conventions in a wide range of books
- Identify how language, structure and presentation contribute to meaning

Writing

Focus Text: Seal Surfer, Michael Foreman

Written Outcome: Recount – Letter in role

- Group related ideas into paragraphs
- Build a varied and rich vocabulary
- Use prepositions to express time, place and cause
- Introduce inverted commas to punctuate direct speech
- Write in the first person
- Use apostrophe in contractions
- Provide detail through use of prepositions to express time, place and cause
- Use a variety of sentence forms including statements and questions
- Write in consistent past and present tense including progressive forms
- Use some future tense verbs
- Use layout and structure of a letter
- Ensure chronological order to explain sequence of events

Maths

Number: Place value

- Identify, represent and estimate numbers using different representations.
- Find 10 or 100 more or less than a given number.
- Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).
- Compare and order numbers up to 1000.
- Read and write numbers up to 1000 in numerals and in words.
- Solve number problems and practical problems involving these ideas.
- Count from 0 in multiples of 4, 8, 50 and 100.

Number: Addition and subtraction

- Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens, a three-digit number and hundreds.
- Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
- Estimate the answer to a calculation and use inverse operations to check answers.
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Science

Animals including Humans (Nutrition)

- Identify that animals, including humans, need the right types and amount of nutrition,
- Understand that they cannot make their own food; they get nutrition from what they eat

Forces (Surfaces)

Compare how things move on different surfaces

RE

Called by God. What is it like to follow God?

Tell the stories of (Moses, Abraham, Jonah...) being called by God.

Identify Christian beliefs illustrated in the stories.

People today who have been called by God and responded.

What I think prophets today would speak out for and against.

Computing

Computing Systems and Networks – Connecting Computers

Recognise how digital devices can change the way we work

Explain how a computer network can be used to share information

Explore how digital devices can be connected

Recognise the physical components of a network

Humanities

Geography: Our City, Liverpool

Observe the geography of Liverpool

Use an aerial photograph of Liverpool to create a simple map and key, using selected simple OS symbols

Explore features of Southport on an OS to 2 figure grid refs

Explore features of Liverpool on an OS to 2 figure grid refs

Compare the human and physical features of Southport and Liverpool, using aerial photographs and fieldwork

Describe the location of landmarks in Liverpool, using 4 compass directions

Art & Design

Art: Drawing – Growing Artists

To recognize how artists use shape in drawing

To understand how to create tone in drawing by shading

To understand how texture can be created and used to make art

To apply observational drawing skills to create detailed studies

To explore composition and scale to create abstract drawings

Music

Ballads

Sing a ballad and explain what it is

Perform a ballad with an understanding of style

Understand that ballads tell a story

Write lyrics for a ballad

Take part in a group performance

PE

Dance

Discuss and understand what a stimulus is

Explore given stimulus and how we can use it as a class to choreograph

Work as a group to create short choreography

Perform your choreography

Discuss strengths and weaknesses to the choreography

Understand why precision is important in dance and how we look for it

Explore what makes a confident performance

Fundamentals

Develop balancing and understand the importance of this skill.

Understand how to change speed and be able to demonstrate good technique when running at different speeds.

Demonstrate a change of speed and direction to outwit others.

Develop technique and control when jumping, hopping and landing.

Develop skipping in a rope.

Apply fundamental skills to a variety of challenges.

PSHCE

No Outsiders

To understand what discrimination means – This is Our House

Family and Relationships

Healthy families

Friendship conflicts

Friendship conflicts v. bullying

Learning who to trust

myHappyMind – Meet Your Brain

Spanish

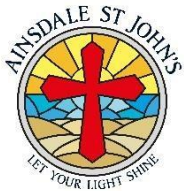
I'm Learning Spanish

Find Spain on a map of the world if I am shown Europe first.

Repeat all my personal details in Spanish, and ask for the same information back, with the help of an adult or the PowerPoint used in class.

Remember some numbers from 1-10 clearly in Spanish without any help and can attempt to spell some of these correctly.

Say some of the ten colours in Spanish without any help and can attempt to spell some of these correctly.



Ainsdale St. John's Curriculum Overview

Year: 4

Term: Autumn 1

Reading

Focus Text: A World Full of Animal Stories: 50 Folk Tales and Legends by Angela McAllister

Predict what might happen from details stated and implied.

Clarify vocabulary - Explore the meaning of words in context.

Retrieve, record and present information.

Retrieve and record information from non-fiction.

Use dictionaries to check the meaning of words that they have read.

Ask questions to improve understanding.

Identify main ideas drawn from more than one paragraph and summarise.

Draw inferences (inferring characters' feelings, thoughts and motives from their actions) and justify with evidence.

Identify themes and conventions in a wide range of books.

Identify how language, structure and presentation contribute to meaning.

Discuss words and phrases that capture the reader's interest and imagination.

Writing

Focus Text: Gorilla by Anthony Browne

Written Outcome: Fiction – Fantasy Story

Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases

Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

Use fronted adverbials.

Organise paragraphs around a theme (Use paragraphs to organise and sequence more extended narrative structures)

Use commas after fronted adverbials.

Use inverted commas for direct speech

Use small details to describe characters Use small details for time, place and mood

Use 1st or 3rd person consistently

Use tenses appropriately

Sequence stories in different stages: introduction, build up, climax, resolution

Maths

Number: Place Value

Represent and partition numbers to 1000

Number line to 1000

Thousands

Represent and partition numbers to 10,000

Find 1, 10, 100, 1000 more or less

Use a number line to 10,000

Compare and order numbers to 10,000

Roman Numerals

Round numbers to the nearest 10, 100 and 1000

Number: Addition and Subtraction

Add and subtract 1s, 10s, 100s and 1000s

Add up to two 4-digit numbers – no exchange
Add up to two 4-digit numbers – one exchange
Add up to two 4-digit numbers – more than one exchange
Subtract two 4-digit numbers – no exchange
Subtract two 4-digit numbers – one exchange
Subtract two 4-digit numbers – more than one exchange
Estimate answers and check strategies

Science

Animals including humans

Describe the simple functions of the basic parts of the digestive system in humans
Identify the different types of teeth in humans and their simple functions
Construct and interpret a variety of food chains, identifying producers, predators and prey

RE

God, David and the Psalms

Understand that David is a key figure in God's plan for his people.
Understand that some Christians have had to endure great struggles and persevere in difficult circumstances to keep faith in God and follow his way.
Retell stories about David. recognise their own values and the values of others.
Connect Christian values and beliefs to events and teaching in the Bible.
Ask important and relevant questions.
Show that they understand how the imagery of the Psalms reveals Christian beliefs about the nature of God.

Computing

Computing Systems and Networks – The Internet

Describe how networks physically connect to other networks.
Recognise how networked devices make up the internet.
Outline how websites can be shared via the World Wide Web.
Describe how content can be added and accessed on the World Wide Web.
Recognise how the content of the WWW is created by people.
Evaluate the consequences of unreliable content.

Humanities

Geography: Comparison of Liverpool and Chester

Observe the Geography of Chester.
Use an aerial photograph of Chester to create a map and key, using selected OS symbols.
Explore features of Liverpool on an OS to 4 figure grid refs (ref to 4 grid compass points).
Explore features of Chester on an OS to 4 figure grid refs.
Compare the human and physical features of Liverpool and Chester using aerial photographs.
Measure straight line distances using an appropriate scale.

Art & Design

Art: Drawing – Power Prints

To draw using tone to create a 3D effect
To explore proportion and tone when drawing
To plan a composition for a mixed-media drawing
To use shading techniques to create pattern and contrast
To work collaboratively to develop drawings into prints

Music

Body & Tuned Percussion: Rainforests

Identify structure and texture in music

Use body percussion
Create musical rhythms using body percussion
Create simple tunes
Build and improve a composition

PE

Dance

Explore the idea of partner work through dance
Explore the shapes and sequences we can use through partner work
Discuss a stimulus and how we can explore through dance
Explore movement, levels, dynamics and spacing through the given stimulus
Explore the chosen dance style of line dancing
Work in groups to choreograph own line dance
Create and identify improvisation in music
Perform your choreography with feedback from others and yourself

Swimming

Develop an understanding of buoyancy and balance in the water.
Develop independent movement and submersion.
Develop gliding and crawl legs.
Develop gliding and crawl legs.
Develop front crawl breathing.
Develop gliding and backstroke.
Develop rotation, sculling and treading water.

PSHCE

No Outsiders

To help someone accept difference – Along Came a Different

Family & Relationships

Respect and manners
Healthy friendship
Bullying
Stereotypes: Disability

myHappyMind – Meet Your Brain

Spanish

Me Presento - Presenting Myself

Count to 31

Ask somebody how they are feeling, their age, name and where they live in Spanish
Say how we are feeling, how old we are, what our name is and where we live in Spanish
Apply rules of adjectival agreement when saying our nationality in Spanish



Ainsdale St. John's Curriculum Overview

Year: 5

Term: Autumn 1

Reading

Focus Text: Good Night Stories for Rebel Girls by Eleni Favilli

Predict what might happen from details stated and implied

Explore the meaning of words in context

Retrieve, record and present information

Summarise the main ideas from more than one paragraph

Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence

Identify and discuss themes and conventions

Distinguish between fact and opinion

Identify how language, structure and presentation contribute to meaning

Evaluate authors' language choice, including figurative language

Make comparisons within and across books

Writing

Focus Text: Queen of the Falls by Chris Van Allsburg

Written Outcome: To write a series of diaries about significant events in Annie Edson Taylor's life

Identify the audience for and purpose of writing

Organise paragraphs around a theme with a focus on more complex narrative structures Use commas after fronted adverbials

Use commas to clarify meaning or avoid ambiguity in writing

Engage reader through use of description, feelings and opinions

Use adverbs and fronted adverbials (with doubt in my mind, anxiously, afterwards)

Use rhetorical questions to engage reader

Use consistent 1st person

Write in consistent tense including progressive and perfect forms

Include the 5Ws - who, what, where, when, why and how

Maths

Number: Place Value

Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit

count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000

Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero

Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100,000 Solve number problems and practical problems that involve all of the above

Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Number: Addition and Subtraction

Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)

Add and subtract numbers mentally with increasingly large numbers

Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy

Solve addition and subtraction multi-step problems in contexts, deciding which

operations and methods to use and why.

Science

Living Things and their Habitats

Explain the function of the parts of a flower

Identify the features of plants pollinated by insects or the wind

Describe the differences between mammals

Describe the stages of the life cycles of mammals, birds, insects and amphibians

Identify similarities and differences between the life cycles of different plants and animals

RE

How and why do Christians read the Bible?

The Bible is the inspired word of God.

There are many translations of the Bible

The Bible guides Christians and effects their daily lives

Learn about holy books from other faiths and their impact

Make links between Bible passages and Christian values, attitudes and beliefs

Use religious language to ask relevant questions

Talk about the work and perseverance of Bible translators

Describe what inspires and influences them

Computing

Computing systems and networks: sharing information

Explain that computers can be connected together to form systems

Recognise the role of computer systems in our lives

Recognise how information is transferred over the internet

Explain how sharing information online lets people in different places work together

Contribute to a shared project online

Evaluate different ways of working together online

Humanities

Geography: Map work, London

Locate London, Chester, Liverpool and Southport on an OS map

Use a key to describe all features on an Ordnance Survey map

Begin to use eight compass points to describe routes on a map of the UK

Use four and six-figure grid references to locate places on a map

Plan a journey in the UK using the eight compass points and four or six-figure grid references

Describe how land use in London has changed over time

Art & Design

Art: Sculpture & 3D – Mega Materials

To develop ideas for 3D work through drawing and visualization in 2D

To use more complex techniques to shape materials

To explore how shapes can be formed and joined in wire

To consider the effect of how sculpture is displayed

To choose and join a variety of materials to make sculpture

Music

Composition Notation: Ancient Egypt

Sing with accuracy, fluency, control, and expression

Explore and use different forms of notation

Understand note length

Read simple pitch notation

Use hieroglyphs and stave notation to write a piece of music

PENetball

- To explore different passes and apply them to different situations.
- To develop movement skills to lose a defender in different situations.
- To communicate with my team, move into space and take the ball towards goal.
- To defend an opponent and know when to try and intercept.
- To develop the shooting action under pressure.
- To use and apply skills, principles and tactics to a game situation.

Outdoor Adventurous Activities

- To develop communication and negotiation skills.
- To develop strong communication and negotiation skills to solve challenges.
- To develop planning and problem solving skills.
- To share ideas and work as a team to solve problems.
- To develop navigation skills and map reading.
- To create and follow a key and route on a map.

PSHCENo Outsiders

- To consider consequences – Kenny Lives with Erica and Martina

Family & Relationships

Friendship skills

Marriage

Respecting myself

Family life

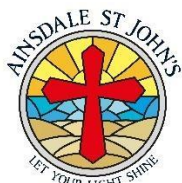
myHappymind – Meet Your Brain

SpanishWhat is the date?

Recall from memory the seven days of the week, the twelve months of the year and numbers 1-31 in Spanish.

Ask and answer what the date is in Spanish.

Ask and answer the question 'when is your birthday?' in Spanish.



Ainsdale St. John's Curriculum Overview

Year: 6

Term: Autumn 1

Reading

Focus Text: When We Were Warriors by Emma Carroll

Make sensible predictions based on events, photographs and descriptions

Define technical vocabulary (WWII)

Draw inferences (inferring characters' feelings, thoughts and motives from their actions) Justify opinions drawn with evidence from the text

Make comparisons within and across books

Evaluate an authors' language choice, including figurative language

Summarise key parts of the text

Writing

Focus text: Star of Fear, Star of Hope by Jo Hoestlandt

Written outcome: To write a story with a flashback from another character's point of view

Use small details for characters to amuse, entertain or create drama

Engage the reader through selecting effective grammar and vocabulary

Manipulate tense and verb forms

Manipulate structure using a flashback

Use paragraphs to vary pace and emphasis

Use expanded noun phrases to convey complicated information concisely

Use passive verbs

Link ideas across paragraphs using a wider range of cohesive devices

Integrate dialogue to convey character and advance the action

Maths

Place Value

Recap year 5 objectives by reviewing numbers to one million

Read and write numbers to ten million

Reasoning and problem solving with powers of ten

Explore number line to 10,000,000

Compare and order any integers

Round any integer

Negative numbers and temperature

Addition, Subtraction, Multiplication and Division

Add and subtract integers

Common factors and common multiples

Rules of divisibility, primes to 100, square and cube numbers

Multiply up to a 4-digit number by a 2-d

Solve problems with multiplication, short division and division using factors

Introduction to long division:

Long division with remainders

Solve problems with division/solve multi-step problems

Order of operations and mental calculations and estimation

Science

Animals (including humans)

Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood

Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
Describe the ways in which nutrients and water are transported within animals, including humans

RE

Life as a Journey

Understand that some people undertake a pilgrimage as part of living out their faith.
Recognise the life journey of people in the Bible effects the behaviour, beliefs and life choices of Christians today.
Discuss how being a Christian and following Jesus' teaching has an impact on a person's life.
Recognise similarities and differences between pilgrimages made by Christians and people of other faiths.
Describe the impact that following the teaching of Jesus has on people's lives.
Discuss the features of living life as a Christian.

Computing

Communication and Collaboration

Explain the importance of internet addresses
Recognise how data is transferred across the internet
Explain how sharing information online can help people to work together
Evaluate different ways of working together online
Recognise how we communicate using technology
Evaluate different methods of online communication

Humanities

Geography: Europe (Germany)

Label a map of Europe
Observe and compare the aerial views of France and Germany to the UK, using atlases and virtual OS maps
Compare the physical and human features of the UK to France and Germany (later, in History, link to how this impacted on WW2 events)
Use eight compass points to describe routes from UK to France and Germany on an OS map
Use six figure grid references to describe routes in selected places Europe
Compare how land use has changed over time in the UK

Art & Design

Art: Drawing – Make My Voice Heard

To explore expressive drawing techniques
To consider how symbolism in art can convey meaning
To apply understanding of the drawing technique chiaroscuro
To evaluate the context, intention and value of street art.
To apply an understanding of impact and effect to create a powerful image.

Music

Baroque

Understand the importance of Monteverdi in the history of opera
Read and play a canon from staff notation
Demonstrate an understanding of Baroque music features when composing
Combine knowledge of staff notation and aural awareness to play fugue
Apply their understanding of fugue structure when performing with others

PE

Forest School

Through cross-curricular teaching and learning opportunities:

Build self-esteem, self-belief and nurture creativity

Develop collaboration and friendships with peers

Promote caring and sharing of each other and their environment, respect for themselves, their peers and their resources

Develop and support numeracy and scientific skills with real hands-on experiences

Develop the connection between theory and "the real world"

Promote independence and independent thinking which develop skills and independence in a widening range of environments

Enhance fine and gross motor skills, encouraging movement and negotiating of uneven grounds

Supports the children who may lack confidence and allows them to shine in this natural environment

Basketball

To dribble with control under pressure.

To move into and create space to support a teammate.

To choose when to pass and when to dribble.

To use the appropriate defensive technique for the situation.

To develop shooting technique and make decisions about when to pass, dribble or shoot.

To apply principles, rules and tactics to a tournament.

PSHCE

No Outsiders

To consider responses to immigration – King of the Sky

Family & Relationships

Respect

Respectful relationships

Challenging stereotypes

Resolving conflict

myHappyMind – Meet Your Brain

Spanish

Habitats

Explain in Spanish the key elements animals and plants need to survive in their habitat

Give examples in Spanish of the most common habitats for plants and animals and name an example of these habitats

Explain in Spanish which animals live in these different habitats

Give examples in Spanish of which plants live in these different habitats