



Autumn Termly Curriculum Overview

	Week 1 7.9	Week 2 14.9	Week 3 21.9	Week 4 28.9	Week 5 5.10	Week 6 12.10	Week 7 19.10	Week 8 2.11	Week 9 9.11	Week 10 16.11	Week 11 23.12	Week 12 30.11	Week 13 7.12	Week 14 14.12		
Growth Mindset / St Marys learner focus	Always ready to learn (SML)	I want to get better and learn for me. Growth Mindset			I can take control of my own destiny. Growth Mindset			There is no such thing as can't at St. Mary's. I just can't do it yet. Growth Mindset			Enthusiastic, willing to take part and speak up (SML)		A Risk taker - always confident to have a go (SML)			
Value	Respect -Respect for self, others, world, Manners, Reverence, unity				Thankfulness -Creation, Awe and wonder, Humility			Self esteem -Special, belonging, peace/ hope Creativity. Individual liberty					Christmas			
PSHE	<p style="text-align: center;">Me and My Relationships</p> <p>I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me. I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can also tell you about some classroom rules we have made together. I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend. Most of the time I can express my feelings in a safe, controlled way.</p>							<p style="text-align: center;">Rights and Responsibilities:</p> <p>I can give examples of things that help me to be settled and calm in the classroom. I can give examples of when I've used some of these ideas to help me when I am not settled.</p>								
English	Text: The Runaway Chapati Genres: Repetitive Narrative Writing Objectives: To be able to use capital letters and full stops to show where sentences start and end and sometimes use question marks To be able to tell if a sentence is a question, command, exclamation or a statement. To be able to plan my writing by writing down my ideas or talking about them. Reading Objectives: To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent To be able to enjoy reading by recognising repeated			Text: The Runaway Chapati Genres: Persuasive (Missing Poster) Writing Objectives: To be able to use description in my writing. To be able to write for different purposes, using ideas and language from things I have read. Reading Objectives: To read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes. I can explain the meaning of words that I know and I can ask about the meaning of new words. I can link the meaning of new words to those I already know			Text: The Last Wolf Genre: Narrative – A twist on a traditional tale Writing objectives: To be able to spell some words which have been shortened. To be able to use apostrophes. I can use them to show where letters are missing and to show possession e.g. the girl's hat. To be able to use the correct tense in my writing. To be able to plan my		Text: The Last Wolf – Mini Driver Genre: Explanation (Why animals are becoming endangered) Writing Objectives: To be able to write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional). To be able to use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to		Text: Traction Man – Mini Driver Genre: Narrative - Action Writing Objectives: To be able to use the correct verb form to indicate actions in progress in the present time or in the in past e.g. she is drumming, he was shouting. To be able to use question marks and exclamation marks appropriately.		Text: Traction Man – Mini Driver Genre: Persuasive (advert/letter) Writing Objectives: To be able to read my work aloud with confidence using the tone of my voice to make the meaning clear.		Text: The Grinch – Dr Seuss Genre: Poetry Writing Objectives: To be able to write poetry. Reading Objectives: To be able to enjoy and understand books by listening and talking about and expressing my views on poems, stories and non-fiction texts that I	



Autumn Termly Curriculum Overview

<p>themes and ideas in stories and poems.</p> <p>To be able to say what might happen next in a story based on what has happened so far.</p> <p>To be able to ask and answer questions about the books or stories I am reading and make links.</p>													<p>writing by writing down ideas and/or key words and new vocabulary.</p> <p>Reading objectives: To recognise alternative sounds for graphemes.</p> <p>To be able to explain the meaning of words that I know and I can ask about the meaning of new words. I can link the meaning of new words to those I already know.</p> <p>To be able to discuss favourite words and phrases.</p>													<p>join clauses.</p> <p>Reading Objectives: To be able to read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>To be able to read words of two or more syllables that contain sounds I have been taught.</p> <p>To be able to take part in a group talk about what we have listened to. I take turns and listen to what others have to say.</p>													<p>To be able to use commas when I am writing a list.</p> <p>Reading Objectives: To be able to re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.</p> <p>To be able to read words containing common suffixes.</p>													<p>To be able to use description in my writing.</p> <p>Reading Objectives: To be able to enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others.</p> <p>To be able to enjoy reading and discussing the order of events in books and how items of information are related.</p>													<p>can't read myself.</p> <p>To be able to enjoy reading poems and know some off by heart. I can say what I like and don't like about a poem. I can change my voice when reading a poem to make it clearer.</p>																																																																																																																				
Spelling													To use Phase 5 GPCs in polysyllabic words. (TT: To spell by													To use Phase 5 GPCs to spell homophones. (TT: To spell by learning new													To use Phase 5 GPCs to spell homophones. (TT: To spell													To use Phase 5 GPCs in polysyllabic words.													TT: To spell by distinguishing between homophones and													'igh' sound spelt 'i' in common exception words.													(TT: To spell many common exception words.)													TT: To spell by distinguishing between homophones and													To use Phase 5 GPCs in polysyllabic words.													To use 'j' sound spelt as 'ge' and 'dge' at the end													To use 's' sound spelt 'c' before 'e', 'i' and 'y'.													To use 'n' sound spelt 'kn' and 'gn' at the beginning of words.													TT: To write from memory simple sentences dictated by the teacher.												



Autumn Termly Curriculum Overview

	segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others.)	ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.)	by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.)	(TT: To spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others.)	near-homophones.	(TT: To spell many common exception words.)		near-homophones.	(TT: To spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others.)	of words and sometimes as 'g' elsewhere in a word before 'e', 'l' and 'y'. (TT: To apply spelling rules and guidance, as listed in (English Appendix 1)	(TT: To apply spelling rules and guidance, as listed in (English Appendix 1)	
Maths	<p>Mental Maths Objective: Number bonds to 5, 10 and 20.</p> <p>Main unit Objective: Number – Place Value Read and write numbers to at least 100 in numerals and in words. Recognise the place value of each digit in a two digit number (tens, ones) Identify, represent and estimate numbers using different representations including the number line. Compare and order numbers from 0 up to 100; use <, > and = signs. Use place value and number facts to solve problems. Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.</p>			<p>Mental Maths Objective: Place value</p> <p>Main unit Objective: Number – Addition and Subtraction (Number bonds) Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers. Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p>				<p>Mental Maths Objective: Addition and subtraction</p> <p>Main unit Objective: Measurement- money Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of</p>		<p>Mental Maths Objective: Adding amounts of money</p> <p>Main unit Objective: Number – Multiplication and division Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign. Solve problems involving</p>		<p>Mental Maths - Multiplication and division</p> <p>Recap other units if time.</p>



Autumn Termly Curriculum Overview

			<p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.</p> <p>Speak about how he/she has found out about the past.</p> <p>Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods.</p>	<p>out about the past and identify different ways in which it is represented.</p> <p>Record what he/she has learned by drawing and writing.</p>								
DT							<p>Shoe box rooms for houses – ch in groups and create a timeline of houses.</p> <p>Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate</p>					



Autumn Termly Curriculum Overview

								<p>information and communication technology.</p> <p>Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable.</p>				
Art						<p>Artist: Monet Art unit: Learning: Try out different activities and make sensible choices about what to do next. Techniques: Experiment with tones using pencils, chalk or charcoal Focus: Graphite tones (light to dark)</p>					<p>Artist: Monet Art unit: Learning: Try out different activities and make sensible choices about what to do next. Give reasons for his/her preferences when looking at art/craft or design work. Techniques: He/she is able to make textured collages from a variety of media and by</p>	



Autumn Termly Curriculum Overview

	<p>begin to be aware of similarities in religions.</p> <p>Begin to suggest meanings for some religious actions and symbols and describe how religious belief is expressed in different ways.</p>			<p>To know where we can find this prayer.</p>		<p>different religions pray in different ways.</p>	<p>Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary.</p> <p>Describe and respond sensitively to his/her own and others' experiences and feelings, including characters in stories with religious meaning.</p>			<p>out what type of stories are found in The Bible.</p>	<p>stories of Jesus' birth, to listen and retell the Christmas story</p>	<p>to be able to explain how certain clues show Christians that Jesus was a special baby.</p>	
PE	<p>Indoor P.E: Skill: To be able to develop balance, agility and co-ordination Sport: Gymnastics Outdoor P.E: Skill: To be able to master basic movements including running, jumping, throwing and catching</p>						<p>Indoor P.E: Skill: To be able to perform dances using simple movement patterns Sport: Morris Dancing Outdoor P.E: Skill: To be able to participate in team games, developing simple tactics</p>						



Autumn Termly Curriculum Overview

	Sports: Netball/Basketball							for attacking and defending. Sports: Football/TAG Rugby						
<i>MFL</i>														
<i>Events / Visitors</i>									5/11 – Outdoor Classroom Day	13/11 – Children in Need				