



Autumn Termly Curriculum Overview

	1/9	7/9	14/9	21/9	28/9	5/10	12/10	19/10	02/11	09/11	16/11	23/11	30/11	07/12	14/12	
Growth Mindset 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 (From SCARF curriculum)	Well being from lockdown		Me and my relationships - I can give several examples of how I can tell a person is feeling worried just by their body language - I can say what I could do if someone was upsetting me or if I was being bullied - I can explain what being 'assertive' means and give a few examples of ways of being assertive						Rights and responsibilities - I can explain how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour. - I can give examples of these decisions and how they might relate to me.							
English	Project		Text: George's Marvellous Medicine Genres: Instructions Writing Objectives: -Plan his/her writing by discussing and recording ideas -Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2) -Draft and write non-narrative material,				Text: George's Marvellous Medicine Genres: Explanation text Writing Objectives: -Draft and write by organising paragraphs around a theme -Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand				Text: Wings Genres: Narrative Writing Objectives: -Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair -Evaluate and edit by proposing changes to grammar and				Text: Tin Forest Genres: Persuasion Writing Objectives: -Plan his/her writing by discussing and recording ideas -Draft and write by organising paragraphs around a theme -Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements	



Autumn Termly Curriculum Overview

		<p>using simple organisational devices -Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials -Understands the grammatical difference between plural and possessive –s -Use apostrophes to mark plural possession e.g. the girl's name, the girls' names -Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's</p> <p>Reading Objectives: -Retrieve and record information from non-fiction over a wide range of subjects -Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes and conventions in a wide range of books -Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>	<p>and learn from its structure, vocabulary and grammar -Use fronted adverbials e.g. Later that day, I heard the bad news. -Use commas after fronted adverbials -Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials</p> <p>Reading Objectives: -Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination -Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes</p>	<p>vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials - Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas -Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose</p> <p>Reading Objectives: -Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her</p>	<p>-Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear -Use paragraphs to organise ideas around a theme -Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair</p> <p>Reading Objectives: -Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these -Participate in clear reasoned</p>
--	--	---	---	---	---



Autumn Termly Curriculum Overview

									understanding and explaining the meaning of words in context -Understand what he/she reads independently by predicting what might happen from details stated and implied	discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say				
Spelling <i>(Following Spelling Shed)</i>	Project	Homophones	Prefix in-	Prefix il- and ir-	Prefix sub-	Prefix inter-	Year 4 words	Suffix -ation	Suffix -ation	Suffix -ly (to adverbs)	Suffix -ly (to adjective ending in l)	Words with 'sh' spelt 'ch'	Year 4 words	Suffix -ion
Maths	Project	Mental Maths Objective: Fractions Main unit Objective: Place Value -Count in multiples of 6, 7, 9, 25 and 1000 - Find 1000 more or less than a given number - Count backwards through zero to include negative numbers - Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) - Order and compare numbers beyond				Mental Maths Objective: Fractions Main unit Objective: Addition/subtraction - Add numbers with up to four digits using the formal method of columnar addition - Estimate and use inverse operations to check answers to a calculation - Subtract numbers with up to four digits using the formal method of columnar			Mental Maths Objective: Place value Main unit Objective: Length and Perimeter	Mental Maths Objective: Place Value Main unit Objective: Multiplication and Division - Recall multiplication and division facts for multiplication tables up to 12 × 12 - Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers	Assessments			



Autumn Termly Curriculum Overview

		<p>1000</p> <ul style="list-style-type: none"> - Identify, represent and estimate numbers using different representations including measures - Round any number to the nearest 10, 100 or 1000 - Solve number and practical problems that involve all of the above and with increasingly large positive numbers - Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value 	<p>subtraction</p> <ul style="list-style-type: none"> - Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why - 	<ul style="list-style-type: none"> - Convert between different units of measure e.g. kilometre to metre; hour to minute - Measure and calculate the perimeter of a rectangular figure (including squares) in centimetres and metres - Find 	<ul style="list-style-type: none"> - Recognise and use factor pairs and commutativity in mental calculations - Multiply two-digit and three-digit numbers by a one-digit number using formal written layout - Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects 	
--	--	--	--	---	---	--



Autumn Termly Curriculum Overview

							the area of rectilinear shapes by counting squares			
Science	<p>Topic: Living things and their habitats</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> -Recognise that living things can be grouped in a variety of ways - Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment - Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things -Construct and interpret a variety of food chains, identifying producers, 						<p>Topic: Animals Including humans</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> -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 			



Autumn Termly Curriculum Overview

	predators and prey												
Computing Topic	Project	Topic - Twinkl- Word Processing Objectives: -With support select and use a variety of software on a range of digital devices - Select, use and combine a variety of software, systems and content that accomplish given goals					Topic - Purple Mash- Coding Objectives: - With support select, use and combine a variety of software on a range of digital devices to accomplish given goals - Decompose programs into smaller parts - Use logical reasoning to detect and correct errors in algorithms and programs					Christmas	
Geography		Locational Knowledge Objectives: -Recognise the different shapes of continents -Demonstrate knowledge of features about places around him/her and beyond the UK -Identify where countries are within Europe; including Russia -Recognise that people have differing quality of life living in different locations and environments -Know about the wider context of places - region, country -Understand why there are similarities and differences between places											



Autumn Termly Curriculum Overview

		Locational Knowledge											
History						<p>Who are the most powerful leaders in history? Which leader would you respect the most?</p> <p>Objectives:</p> <ul style="list-style-type: none"> -Use dates to order and place events on a timeline -Use historic terms related to the period of study -Understand how our knowledge of the past is constructed from a range of sources and that they contradict, use and evaluate a variety of resources and compare sources of information. -Address and sometimes devise historically valid questions, constructing informed responses using relevant historical information -Use evidence to support arguments -Describe a study of an aspect or theme in British history that 							



Autumn Termly Curriculum Overview

						extends his/her chronological knowledge beyond 1066 -Describe changes in Britain from the Stone Age to the Iron Age, the Roman Empire, Britain's settlement by Anglo-Saxons and Scots								
RE	Project	Topic: How did it all begin? Learning Objectives: <ul style="list-style-type: none"> - that many people believe God can be discovered through the awe and beauty of nature. - some religions teach that the world was created by God - Christians believe that humanity is created by God to look after the world - that Christians, Jews and Muslims have similar beliefs about creation - that other religions and cultures also have stories about creation which teach stewardship of the natural world - that people who are not religious believe the world came into existence through natural processes and science offers the best way to understand these 					Topic: How do people express their beliefs through the arts? Learning Objectives: <ul style="list-style-type: none"> - the 'Arts' can be used to express beliefs, deep feelings and emotions. - different religions and people with non-religious beliefs express themselves through the arts in different ways - some ideas and beliefs are easier to express through the arts - art forms used by people to express ideas and beliefs include music, art, poetry, dance and drama - symbols are used to convey deep meanings without words 					Topic: How can artists help us understand Christmas? Learning Objectives: <ul style="list-style-type: none"> - why artists, throughout history and around the world, have attempted to depict events surrounding the birth of Jesus 		
DT		TBC due to Covid Restrictions								TBC due to Covid Restrictions				



Autumn Termly Curriculum Overview

Art	Project	<p>Art unit:</p> <ul style="list-style-type: none"> -Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques -Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork -Use taught technical skills to adapt and improve his/her work - Articulate how he/she might improve their work using technical terms and reasons as a matter of routine - Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied <p>Artist: Hokusai</p>	<p>Art unit:</p> <ul style="list-style-type: none"> -Use a variety of techniques e.g. marbling, silkscreen and cold water paste -Print on fabrics using tie-dyes or batik -Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied <p>Artist: Kurume Kasuri (Japanese Shibori)</p>	
Music	Project	<p>Unit: Stop! Style: Rap</p> <ul style="list-style-type: none"> - Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators. - Confidently recognise a range of musical instruments and the different sounds they make. - Sing as part of an ensemble with confidence and precision. - Use musical language to appraise a piece or style of music 	<p>Unit: Glockenspiel Stage 2</p> <ul style="list-style-type: none"> - Play and perform in solo or ensemble contexts with increasing confidence - Listen to and recall sounds with increasing aural memory - Confidently recognise a range of musical instruments and the different sounds they make 	
PE	Class games	<p>Outdoor PE: Circuits</p> <p>Skill:</p> <ul style="list-style-type: none"> - Skip forwards in a fluid motion - Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance <p>Explain the benefits to the body of regular exercise</p> <p>Outdoor PE: Hockey</p>	<p>Outdoor PE: Athletics</p> <p>Skill:</p> <ul style="list-style-type: none"> -To be able to develop strength, technique and control - Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance <p>Outdoor PE: Football/Tag Rugby</p> <p>Skills:</p>	



Autumn Termly Curriculum Overview

		Skills: -To be able to apply basic principles suitable for attacking and defending -To be able to play competitive games -To be able to develop technique, control and balance					-To be able to play competitive games -To be able to use throwing, jumping, catching and running in combination. - Kick a ball accurately - Pass a ball from chest height to a partner - Apply skills and tactics in combination with a partner or as part of a group / team						
MFL	<i>Project</i>	Spanish (Following Language Angels Scheme)					Spanish (Following Language Angels Scheme)						
<i>Trips/ Visitors</i>							5/11 – Outdoor Classroom Day	13/11 – Children in Need					