



Autumn Termly Curriculum Overview

	Week 1 31.08	Week 2 07.09	Week 3 14.09	Week 4 21.09	Week 5 28.09	Week 6 05.10	Week 7 12.10	Week 8 19.10	HALF TERM	Week 9 02.11.2 0	Week 10 09.11.2 0	Week 11 16.11.2 0	Week 12 23.11.2 0	Week 13 30.11.2 0	Week 14 07.12.2 0	Week 15 14.12.2 0
Growth Mindset	SML: Always ready to learn		Growth Mindset: 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			SML: Enthusiastic, willing to take part and speak up		SML: A Risk taker - always confident to have a go				
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	SCARF: Me and My Relationships															
	<ul style="list-style-type: none"> I can give a range of examples of our emotional needs and explain why they are important. I can explain why these qualities are important. I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills. 															
	SCARF: Rights and Responsibilities															
	<ul style="list-style-type: none"> I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me. I can give a few different examples of things that I am responsible for to keep myself healthy. I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give examples of some of the things they have to allocate money for. 															
English					Text: The Day the Crayons Quit			Text: Oliver Twist			Text: Oliver Twist		Text: Polar Express			Christ mas Poetry
					Genres: Persuasion-Letter			Genres: Fiction – Setting Description			Genres: Non- fiction – Balanced arguments		Genres: Narrative			
					Writing Objectives:			Writing Objectives:			Writing Objectives:		Writing Objectives:			
					<ul style="list-style-type: none"> Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own. Draft and write by using devices to build 			<ul style="list-style-type: none"> To describe settings, characters and atmosphere To evaluate and edit by 			<ul style="list-style-type: none"> Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own. Draft and write by linking ideas across paragraphs 		<ul style="list-style-type: none"> Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own. To draft and write by selecting appropriate grammar and 			



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		<p>cohesion within and across sentences and paragraphs</p> <ul style="list-style-type: none"> • Draft and write by using further organisational and presentational devices to structure text and to guide the reader. <p>Reading Objectives:</p> <ul style="list-style-type: none"> • Retrieve, record and present information from non-fiction • To ask reasoned questions to improve understanding of the text. • To understand what he/she reads by discussing his/her understanding and exploring the meaning of words in context. • Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. <p>Grammar Objectives:</p> <ul style="list-style-type: none"> • Indicate degrees of possibility using adverbs e.g. perhaps, 	<p>assessing the effectiveness of my writing</p> <ul style="list-style-type: none"> • Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed. <p>Reading Objectives:</p> <ul style="list-style-type: none"> • To perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. • To discuss and evaluate how authors use language 		<p>Reading Objectives:</p> <ul style="list-style-type: none"> • Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing • Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book • Distinguish between statements of fact and opinion. <p>Grammar Objectives:</p> <ul style="list-style-type: none"> • Use brackets, dashes or commas to indicate parenthesis • Use commas to clarify meaning or avoid ambiguity. 	<p>vocabulary</p> <ul style="list-style-type: none"> • Draft and write narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character. <p>Reading Objectives:</p> <ul style="list-style-type: none"> • Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied. <p>Grammar Objectives:</p> <ul style="list-style-type: none"> • Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must. • Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.
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			<p>surely, or modal verbs e.g. might, should, will, must.</p> <ul style="list-style-type: none"> Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly. 	<p>considering the impact on the reader</p> <p>Grammar Objectives:</p> <ul style="list-style-type: none"> To use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly. 												
Spelling		Words ending in '-ious.'	Words ending in '-cious.'	Ending '-cial' and '-tial.'	Ending '-cial' and '-tial.'	Ending '-cial' and '-tial.'	Challenge words	Words ending in '-ant.'		Words ending in '-ance.'	Words ending in '-ent and -ence	Words ending in '-able' and '-ible	Words ending in '-ably' and '-ibly.'	Challenge Words	Words ending in '-able.'	Adverbs of time
Maths		Objective: Place Value			Objective: Addition and				Objective:	Objective: Multiplication			Objective:			



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		<ul style="list-style-type: none"> • To read, write, order and compare numbers up to at least 1,000,000 (one million) and say the value of each digit. • To count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000. • To interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. • To round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000. • To solve number problems and practical problems that involve ordering and comparing numbers up to 1,000,000, counting forwards or backwards in steps, interpreting negative numbers and rounding. • To read Roman numerals up to 1000 (M) and recognise years written in 	<p style="text-align: center;">Subtraction</p> <ul style="list-style-type: none"> • Add and subtract whole numbers with more than 4 digits, 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. 		<p style="text-align: center;">Statistics</p> <ul style="list-style-type: none"> • Solve comparison, sum and difference problems using information presented in a line graph. • Complete, read and interpret information in tables, including timetables. 	<p style="text-align: center;">and Division</p> <ul style="list-style-type: none"> • Multiply and divide numbers mentally, drawing upon known facts. • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. • Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. • Recognise and use square numbers and the notation for squared (2). • Recognise and use cube numbers and the notation for cubed (3). • Solve problems involving multiplication and division, including using his/her knowledge of factors and multiples, squares and cubes. • Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. • Establish whether a number up to 100 is prime and recall prime 	<p style="text-align: center;">Perimeter and Area</p> <ul style="list-style-type: none"> • Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. • Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes.
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		Roman numerals.				numbers up to 19.	
Science					Topic: Materials		
					Learning Objectives: <ul style="list-style-type: none">• Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets• Recognise that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including by filtering, sieving and evaporating.• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.• Demonstrate that dissolving, mixing and		



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				<p>changes of state are reversible changes.</p> <ul style="list-style-type: none"> Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 	
<p>Computing</p>	<p>Purple Mash: Game Creator Learning Objectives:</p> <ul style="list-style-type: none"> Design, input and test an increasingly complex set of instructions to a program or device. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. Design, write and test simple programs that follow a sequence of instructions or allow a set of instructions to be repeated. Design write and test simple programs with opportunities for selection, where a particular result will happen based on actions or situations controlled by the user. 			<p>Purple Mash: Spreadsheets</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> Independently select and use appropriate software for a task. Independently select, use and combine a variety of software to design and create content for a given audience 	
<p>Geography</p>			<p>Locational Knowledge Learning Objective:</p> <ul style="list-style-type: none"> Know location of: capital cities of countries of British Isles and UK, seas around UK, European Union countries with high populations and large areas and the largest cities in each continent <p>Geographical Skills</p>		



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			<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Understand and use a widening range of geographical terms e.g. specific topic vocabulary- climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle <p>Fieldwork Learning Objectives:</p> <ul style="list-style-type: none"> • Understand about weather patterns around the world and relate these to climate zones 				
<p>History</p>		<p>How has food changed over time? Which era was the healthiest?</p> <ul style="list-style-type: none"> • Use dates to order and place vents on a timeline • Make comparisons between aspects of periods of history and the present day • Present findings and communicate knowledge and understanding in different ways 					
<p>DT</p>						<p>Lanterns</p> <ul style="list-style-type: none"> • Use his/her 	



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				<p>research into existing products and his/her market research to inform the design of his/her own innovative product.</p> <ul style="list-style-type: none">• Make careful and precise measurements so that joins, holes and openings are in exactly the right place.• Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work.• Build more complex 3D structures and apply	
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			his/her knowledge of strengthening techniques to make them stronger or more stable.	
Art	Pop Artists <ul style="list-style-type: none"> Develop different ideas which can be used and explain his/her choices for the materials and techniques used Evaluate his/her work against their intended outcome Mix colours to express mood, divide foreground from background or demonstrate tones 		Pop Artists <ul style="list-style-type: none"> Develop different ideas which can be used and explain his/her choices for the materials and techniques used Evaluate his/her work against their intended outcome Mix colours to express mood, divide foreground from background or demonstrate tones 	Christmas
Music	Charanga Unit: Livin' On A Prayer Style: Rock Topic and cross curricular links: How rock music developed from the Beatles onwards. Analysing performance.			Christmas Service Rehearsals
PE	Session 1 - PE Coaches: Handball/Volleyball Session 2 - Athletics		Session 1 - PE Coaches: Football/Tag Rugby Session 2 - Circuits	
MFL	Spanish- PPA Cover		Spanish- PPA Cover	
RE	How Can We Live Together in One World? <ul style="list-style-type: none"> That we are all members of different communities and that our actions affect others That belonging to a faith community or having a non-religious world view has a global dimension To appreciate that there are situations of social and economic unfairness in the world That many religions and belief systems teach it is important to share and give to those who are in need that seeing the world from another 		What Would Jesus Do? <ul style="list-style-type: none"> That Christians in the early church act as a role model for Christians today How Christian belief is founded on the teaching and example of Jesus How Christians demonstrate their belief in forgiveness, justice and love How Christians try to live out their faith through practical action 	Why Is Light an Important Sign at Christmas? <ul style="list-style-type: none"> About the different ways in which light is used as a



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	<p>person's point of view can help make us better global citizens</p>							<ul style="list-style-type: none"> To evaluate ways in which Christian action has an impact 				<p>sign at Christmas</p> <ul style="list-style-type: none"> That Christians believe that the birth of Jesus was a fulfilment of the Old Testament prophecy 'A light for all people of the world' (Isaiah 42 v5-6) About the significance of Jesus as the 'Light of the World' (John 8 v 12) That light is also used in other religions but in specific ways to convey diverse meanings 		
<p><i>Events / Visitors</i></p>								<p>5/11 – Outdoor Classroom Day</p>	<p>13/11 – Children in Need</p>					



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