



### Autumn Termly Curriculum Overview

	Week 1 30.08 (3.09)	Week 2 06.09	Week 3 13.09	Week 4 20.09	Week 5 27.09	Week 6 04.10	Week 7 11.10	Week 8 18.10	HALF TERM	Week 9 01.11	Week 10 08.11	Week 11 15.11	Week 12 22.11	Week 13 29.11	Week 14 06.12	Week 15 13.12
<b>Growth Mindset</b>	<b>SML:</b> Always ready to learn		<b>Growth Mindset:</b> I want to get better and learn for me		<b>Growth Mindset:</b> I can take control of my own destiny		<b>Growth Mindset:</b> There is no such thing as can't at St. Mary's. I just can't do it yet			<b>SML:</b> Enthusiastic, willing to take part and speak up			<b>SML:</b> A Risk taker - always confident to have a go			
<b>PSHE</b>	<b>SCARF: Me and My Relationships</b> <ul style="list-style-type: none"> <li>I can give a range of examples of our emotional needs and explain why they are important.</li> <li>I can explain why these qualities are important.</li> <li>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.</li> </ul>									<b>SCARF: Valuing Difference:</b> <ul style="list-style-type: none"> <li>I can give examples of different faiths and cultures and positive things about having these differences.</li> <li>I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.</li> </ul>						
<b>English</b>	<b>Text:</b> The Day the Crayons Quit  <b>Genres:</b> Persuasion- Letter  <b>Writing Objectives:</b> <ul style="list-style-type: none"> <li>Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own.</li> <li>Draft and write by using devices to build cohesion within and across sentences and paragraphs</li> <li>Draft and write by using further organisational and presentational devices to structure text and to guide the reader.</li> </ul> <b>Reading Objectives:</b> <ul style="list-style-type: none"> <li>Retrieve, record and present information from non-fiction</li> </ul>				<b>Text:</b> Little Vixen Street  <b>Genres:</b> Suspense - Narrative  <b>Writing Objectives:</b> <ul style="list-style-type: none"> <li>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.</li> <li>To use relative clauses</li> </ul> <b>Reading Objectives:</b> <ul style="list-style-type: none"> <li>Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing.</li> <li>To discuss and evaluate how authors use language considering the impact on the reader</li> </ul>					<b>Text:</b> Animal Habitats  <b>Genres:</b> Information text  <b>Writing Objectives:</b> <ul style="list-style-type: none"> <li>-Draft and write by linking 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.</li> <li>-Draft and write by using further organisational</li> </ul>		<b>Assesment week</b>	<b>Text:</b> Polar Express  <b>Genres:</b> Narrative  <b>Writing Objectives:</b> <ul style="list-style-type: none"> <li>Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own.</li> <li>To draft and write by selecting appropriate grammar and vocabulary</li> <li>Draft and write narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character.</li> </ul>			<b>Text:</b> Polar Express  <b>Genres:</b> Christmas Poetry



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	<ul style="list-style-type: none"> <li>To ask reasoned questions to improve understanding of the text.</li> <li>To understand what he/she reads by discussing his/her understanding and exploring the meaning of words in context.</li> <li>Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> </ul> <p><b>Grammar Objectives:</b></p> <ul style="list-style-type: none"> <li>Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.</li> <li>Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.</li> </ul>					<p>and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining.</p> <p>-To use relative clauses</p> <p><b>Reading Objectives:</b></p> <p>-To understand what I read by continuing to read and discuss non-fiction.</p>		<p><b>Reading Objectives:</b></p> <ul style="list-style-type: none"> <li>Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied.</li> </ul> <p><b>Grammar Objectives:</b></p> <ul style="list-style-type: none"> <li>Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.</li> <li>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.</li> </ul>							
<b>Spelling</b>		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
<b>Maths</b>		<p><b>Objective:</b> Place Value</p> <ul style="list-style-type: none"> <li>To read, write, order and compare numbers up to at least</li> </ul>			<p><b>Objective:</b> Addition and Subtraction</p>		<p><b>Objectives:</b> Statistics</p> <ul style="list-style-type: none"> <li>Solve comparison,</li> </ul>			<p><b>Objectives:</b> Multiplication and Division</p> <ul style="list-style-type: none"> <li>Multiply and divide numbers mentally,</li> </ul>		<p><b>Assessment week</b></p>	<p><b>Objectives:</b> Perimeter and Area</p>		<p><b>Christmas</b></p>



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		<p>1,000,000 (one million) and say the value of each digit.</p> <ul style="list-style-type: none"> <li>To count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.</li> <li>To interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.</li> <li>To round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000.</li> <li>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.</li> <li>To read Roman numerals up to 1000 (M) and recognise years written in Roman numerals.</li> </ul>	<ul style="list-style-type: none"> <li>Add and subtract whole numbers with more than 4 digits, using formal written methods (columnar addition and subtraction).</li> <li>Add and subtract numbers mentally with increasingly large numbers.</li> <li>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</li> <li>Solve addition and subtraction multi-step problems in contexts, deciding which</li> </ul>	<p>sum and difference problems using information presented in a line graph.</p> <ul style="list-style-type: none"> <li>Complete, read and interpret information in tables, including timetables.</li> </ul>		<p>drawing upon known facts.</p> <ul style="list-style-type: none"> <li>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</li> <li>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</li> <li>Recognise and use square numbers and the notation for squared (2).</li> <li>Recognise and use cube numbers and the notation for cubed (3).</li> <li>Solve problems involving multiplication and division, including using his/her knowledge of factors and multiples, squares and cubes.</li> <li>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</li> <li>Establish whether a number up to 100 is prime and recall prime numbers up to 19.</li> </ul>		<ul style="list-style-type: none"> <li>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</li> <li>Calculate and compare the area of rectangles (including squares) and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>), and estimate the area of irregular shapes.</li> </ul>	
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			operations and methods to use and why.					
<b>Science</b>				<b>Earth and Space</b> <ul style="list-style-type: none"> <li>Describe the movement of the Earth, and other planets, relative to the Sun in the Solar System.</li> <li>Describe the movement of the Moon relative to the Earth.</li> <li>Describe the Sun, Earth and Moon as approximately spherical bodies.</li> <li>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.</li> <li>Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night.</li> </ul>			<b>Forces and Magnets</b> <ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>Identify the effects of air resistance, water resistance and friction, which act between moving surfaces.</li> <li>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>	
<b>Computing</b>	<b>Purple Mash: Game Creator</b> <b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>Design, input and test an increasingly complex set of instructions to a program or device.</li> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.</li> </ul>				<b>Purple Mash: Spreadsheets</b> <b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>Independently select and use appropriate software for a task.</li> <li>Independently select, use and combine a variety of software to design and create content for a given audience</li> </ul>			



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	<ul style="list-style-type: none"> <li>• Design, write and test simple programs that follow a sequence of instructions or allow a set of instructions to be repeated.</li> <li>• 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.</li> </ul>			
<b>Geography</b>		<p><b>Locational Knowledge Learning Objective:</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Geographical Skills Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Fieldwork Learning Objectives:</b> Understand about weather patterns around the world and relate these to climate zones</p>		
<b>History</b>		<ul style="list-style-type: none"> <li>•</li> </ul>		<b>How has food changed over time?</b>



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					<b>Which era was the healthiest?</b> <ul style="list-style-type: none"><li>• Use dates to order and place vents on a timeline</li><li>• Make comparisons between aspects of periods of history and the present day</li><li>• Present findings and communicate knowledge and understanding in different ways</li></ul>
<b>DT</b>					<b>Lanterns</b> <ul style="list-style-type: none"><li>• Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product.</li><li>• Make careful and precise measurements so that joins, holes and openings are in exactly the right place.</li><li>• Make detailed evaluations about existing products and his/her own</li></ul>



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				<p>considering the views of others to improve his/her work.</p> <ul style="list-style-type: none"> <li>• Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable.</li> </ul>	
<b>Art</b>	<p><b>Pop Artists</b></p> <ul style="list-style-type: none"> <li>• Develop different ideas which can be used and explain his/her choices for the materials and techniques used</li> <li>• Evaluate his/her work against their intended outcome</li> <li>• Mix colours to express mood, divide foreground from background or demonstrate tones</li> </ul>		<p><b>Pop Artists</b></p> <ul style="list-style-type: none"> <li>• Develop different ideas which can be used and explain his/her choices for the materials and techniques used</li> <li>• Evaluate his/her work against their intended outcome</li> <li>• Mix colours to express mood, divide foreground from background or demonstrate tones</li> </ul>		<b>Christmas</b>
<b>Music</b>	<p><b>Charanga Unit:</b> Livin' On A Prayer <b>Style:</b> Rock</p>		<p><b>Charanga Unit:</b> Classroom Jazz <b>Style:</b> Jazz</p>		<b>Christmas Service Rehearsals</b>
<b>PE</b>	<p><b>Session 1 - Gymnastic</b> <b>Session 2 - TBC</b></p>		<p><b>Session 1 - Dance</b> <b>Session 2 - TBC</b></p>		
<b>MFL</b>	<b>Spanish- PPA Cover</b>		<b>Spanish- PPA Cover</b>		



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<b>RE</b>	<b>How Can We Live Together in One World?</b> <ul style="list-style-type: none"><li>• That we are all members of different communities and that our actions affect others</li><li>• That belonging to a faith community or having a non-religious world view has a global dimension</li><li>• To appreciate that there are situations of social and economic unfairness in the world</li><li>• That many religions and belief systems teach it is important to share and give to those who are in need.</li><li>• That seeing the world from another person's point of view can help make us better global citizens</li></ul>		<b>What Would Jesus Do?</b> <ul style="list-style-type: none"><li>• That Christians in the early church act as a role model for Christians today</li><li>• How Christian belief is founded on the teaching and example of Jesus</li><li>• How Christians demonstrate their belief in forgiveness, justice and love</li><li>• How Christians try to live out their faith through practical action</li><li>• To evaluate ways in which Christian action has an impact</li></ul>	<b>Why Is Light an Important Sign at Christmas?</b> <ul style="list-style-type: none"><li>• About the different ways in which light is used as a sign at Christmas</li><li>• 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)</li><li>• About the significance of Jesus as the 'Light of the World' (John 8 v 12)</li><li>• That light is also used in other religions but in specific</li></ul>
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