



Autumn Termly Curriculum Overview

	30/8	6/9	13/9	20/9	27/9	4/10	11/10	18/10	01/11	08/11	15/11	22/11	29/11	06/12	13/12
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)	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	Hook Lesson	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			Text: George's Marvellous Medicine Genres: Recount – Diary (NEW UNIT) 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		Consolidate English/ Topic Write ups etc.		Text: Wings Genre: Report – Newspapers (NEW UNIT)			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		Assessments	



Autumn Termly Curriculum Overview

	<p>using sentence structures (English Appendix 2)</p> <ul style="list-style-type: none"> -Draft and write non-narrative material, 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>Reading Objectives:</p> <ul style="list-style-type: none"> -Retrieve and record information from non-fiction over a wide range of subjects -Maintain positive attitudes to reading and understanding of what 	<p>to write in order to understand and learn from its structure, vocabulary and grammar</p> <ul style="list-style-type: none"> -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>Reading Objectives:</p> <ul style="list-style-type: none"> -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>vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials</p> <ul style="list-style-type: none"> - 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>Reading Objectives:</p> <ul style="list-style-type: none"> -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 understanding
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Autumn Termly Curriculum Overview

		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													and explaining the meaning of words in context -Understand what he/she reads independently by predicting what might happen from details stated and implied	
Spelling <i>(Following Spelling Shed)</i>		Year ½ assessment and strategies.	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	Place Value Games	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			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			Mental Maths Objective: Place value Main unit Objective: Length and Perimeter - Convert between different units of measure e.g.		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:			Consolidation	Assessments		



Autumn Termly Curriculum Overview

		<ul style="list-style-type: none"> - Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) - Order and compare numbers beyond 1000 - 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 	<ul style="list-style-type: none"> - Subtract numbers with up to four digits using the formal method of columnar subtraction - Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why - 	<ul style="list-style-type: none"> kilometre to metre; hour to minute - Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres - Find the area of rectilinear shapes by counting squares - 	<ul style="list-style-type: none"> multiplying by 0 and 1; dividing by 1; multiplying together three numbers - 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 			
Science	Mind Map	<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 				<p>Topic: Animals Including humans</p> <p>Visit: Dentist</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 		



Autumn Termly Curriculum Overview

					<ul style="list-style-type: none"> -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 <p>Locational Knowledge</p>								
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. 		



Autumn Termly Curriculum Overview

		<ul style="list-style-type: none"> - 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 					
DT			Structures Shell Structures				
Art		Art unit: -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 Artist: Hokusai		Art unit: -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 Artist: Kurume Kasuri (Japanese Shibori)			
Music		Unit: Stop! Style: Rap - Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.		Unit: Glockenspiel Stage 2			



Autumn Termly Curriculum Overview

		<ul style="list-style-type: none"> - 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 	<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><i>Indoor PE: Greek/Line Dancing</i> Skill: -To be able to perform dances using a range of movement patterns</p> <p><i>Outdoor PE: Hockey</i> 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</p>	<p><i>Indoor PE: Gymnastics</i> Skill: -To be able to develop flexibility, strength, technique, control and balance</p> <p><i>Outdoor PE: Netball/Basketball</i> Skills: -To be able to play competitive games -To be able to use throwing, jumping, catching and running in combination.</p>	
MFL	Project	Spanish (Following Language Angels Scheme)	Spanish (Following Language Angels Scheme)	
Trips/ Visitors	Science Museum Workshop/ Wisley - TBC			