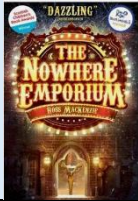


Overview Autumn

Text **The Nowhere Emporium**



Home Learning

Read to an adult 4 times a week

Spelling sheet

TT rockstars

Literacy

The Nowhere Emporium

- Fantasy narrative
- Report writing
- Various spelling patterns
- Comprehension skills

Maths



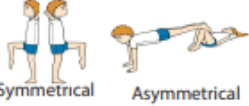



Y5

- Multiplication and division
- Fractions

Y6

- Fractions
- Converting Units

Subject: Science		
Topic	Vocabulary	Knowledge / Skills
Life Cycles	mammal life cycle offspring mammary gland monotreme marsupial frogspawn tadpole froglet metamorphosis juvenile larva pupa	chrysalis insect egg hatchling nestling fledgeling adult bird incubate incubation period
<p>In this unit children will learn that plants and animals have life cycles and that reproduction is a part of this cycle.</p> <p>They will recognise that each life cycle has distinct stages but that these can vary between species, for example they may describe and contrast the stages of the human life cycle with three and four stage metamorphosis in insects and amphibians.</p> <p>They will understand the importance of reproduction for the survival of a species.</p> <p>They will use secondary research to develop their understanding of life cycles in different species.</p>		
Subject: Religious Education (RE)		
Topic	Vocabulary	Knowledge / Skills
How can following God bring freedom and justice? (People of God)	People of God Children of Isreal Freedom Justice Moses Exodus Slavery Egypt Pharoah	<ul style="list-style-type: none"> • Explain connections between biblical texts and the idea of God's covenant with his people, using theological terms. • Identify examples of Law texts and suggest how believers might interpret them. • Show how Christians put their beliefs about living as the People of God into practice in different ways; for example, through the Five Marks of Mission, in community and individually. • Weigh up how Christian ideas about justice relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.

Subject: History		
Topic	Vocabulary	Knowledge / Skills
Crime and Punishment	<ul style="list-style-type: none"> • bobbies/ peelers • deterrent • execution • highwaymen • humiliation • judge • jury • ordeal • treason • victim • trial 	<p>This Crime and Punishment unit will teach children to develop their chronological knowledge beyond 1066 through studying this aspect of social history. The children will find out about the legacy of the Roman justice system and crime and punishment through the Anglo-Saxon, Tudor and Victorian periods.</p> <p>They will also deepen their historical awareness and understanding of how our past is constructed through studying the famous highwayman, Dick Turpin. The final lesson allows the children to reflect upon and evaluate what they have learnt in this unit, as well as comparing modern day crime prevention and detection methods with those from the past</p>
Subject: PE		
Topic	Vocabulary	Knowledge / Skills
Gymnastics	<ul style="list-style-type: none"> • Symmetrical • Tension • Cartwheel • Collaborate • Asymmetrical • Scissor kick • Hurdle step • routine 	<div> <div>Key Skills</div> <div> <div>Physical Me</div> <div> <div>- Jumps & Leaps</div>  <div>Scissor kick</div> </div> <div> <div>- Rolls</div>  <div>T-Rolls</div> </div> <div> <div>- Balances</div>  <div>Symmetrical Asymmetrical</div> </div> <div> <div>- Cartwheel</div>  </div> <div> <div>- Hurdle Step</div>  </div> </div> <div> <div>- Squat on to apparatus</div>  </div> <div> <div>- Sequences - in small groups</div> <div> <div>Co-ordination</div> <div>Strength</div> <div>Agility</div> <div>Flexibility</div> <div>Power</div> <div>Balance</div> <div>Climbing</div> <div>Speed</div> </div> </div> </div> <div> <div>Thinking Me</div> <div> <div>- Linking skills</div> <div>- Evaluate</div> <div>- Improve performance</div> </div> <div>Value Me</div> <div> <div>- Courage</div> <div>- Motivating</div> <div>- Respect</div> </div> <div>Social & emotional Me</div> <div> <div>- Collaborate</div> <div>- Communication</div> <div>- Mini Coach</div> <div>- Compete</div> </div> </div>

Subject: PSHE

Topic	Vocabulary	Knowledge / Skills
Being Safe	<ul style="list-style-type: none">• Education• Appreciation• Opportunities• Motivation• Vision• Challenge• Citizen• Denied <ul style="list-style-type: none">• Value• Community• Wants• Needs• Empathy	<ul style="list-style-type: none">• Learning<ul style="list-style-type: none">• Identifying household products are hazards if not used properly.• Exploring rules for and ways of keeping safe in a range of situations.• Knowing who to go to if they are worried.• Recognising that they share a responsibility for keeping themselves and others safe.• Exploring what is 'privacy'; their right to keep things private and the importance of respecting others' privacy.• Understanding why rules are important in keeping us safe.• Identifying people who work in the community and how to ask for help.

Subject: DT

Topic	Vocabulary	Knowledge / Skills
Fairground	<ul style="list-style-type: none">• Material• Flexible• Semi-flexible• Transparent• Flat• Curved• 360 degrees• Track• Loop• Drop• Test• Evaluate• adaption	<p>To create a model roller coaster that matches the following criteria:</p> <ul style="list-style-type: none">• There should be at least one 360° loop.• The whole track must be 2m or longer.• There must be one part of the rollercoaster that is a 45° drop.• At least one part of the rollercoaster must be 1.5m or higher from the ground/surface

Subject: Music		
Topic	Vocabulary	Knowledge / Skills
We Have Got Rhythm	<ul style="list-style-type: none"> Pulse Baroque Assonance Diminuendo Syncopated Mezzo Forte 	<ul style="list-style-type: none"> To perform rhythms accurately and in time as an ensemble To perform a canon To identify note values and follow rhythmic notation To listen to and copy rhythmic patterns To use dynamics expressively in performance To use musical vocabulary to describe dynamics To recognize some characteristic of music from different periods
Subject: French		
Topic	Vocabulary	Knowledge / Skills
—	<ul style="list-style-type: none"> professeur (m) professeure (f) médecin (m/f) coiffeur (m) coiffeuse (f) fermier (m) fermière (f) soldat (m/f) coureur automobile (m) coureuse automobile (f) dentiste (m/f) les métiers jobs aviateur (m) aviatrice (f) moniteur de ski (m) monitrice de ski (f) artiste (m/f) pompier (m/f) 	<ul style="list-style-type: none"> recognise the difference between English and French future tenses; ask how to spell a word in French name the accents on French alphabet letters substitute vocabulary to change a sentence orally make a short personal presentation..
Art, Geography, ICT		Taught Autumn 1, Spring 1, Summer 1