

## Overview Autumn 1

### **Text** **Cosmic**



### **Home Learning**

Read to an adult 4 times a week

Spelling sheet

TT rockstars

### **Literacy**

#### **Cosmic**

- Narrative
- Character dialogue
- Poetry

- Various spelling patterns
- Comprehension skills

### **Maths**

Y5

- Place value,
- Addition and subtraction

Y6

- Place value,
- Addition and subtraction
- Multiplication and division

Subject: Science		
Topic	Vocabulary	Knowledge / Skills
Earth and Space	<ul style="list-style-type: none"> <li>Planet</li> <li>Star</li> <li>Sun</li> <li>Moon</li> <li>Orbit</li> <li>Rotation</li> <li>Revolution</li> <li>Solar System</li> <li>Axis</li> <li>Gravity</li> </ul>	<ul style="list-style-type: none"> <li>Telescope</li> <li>Satellite</li> <li>Phases of the Moon</li> <li>Lunar</li> <li>Solar</li> <li>Eclipse</li> <li>Constellation</li> <li>Asteroid</li> <li>Comet</li> <li>Meteor</li> </ul> <p>In this unit pupils will describe the movement of Earth, and other planets, relative to the Sun in our Solar System. They will describe the movement of the Moon relative to Earth and describe the Sun, Earth and the Moon as approximately spherical bodies. Pupils will use the idea of Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. They will also find out about how ideas about the solar system have developed and changed over time.</p> <p>Working Scientifically, children will have the opportunity to plan an enquiry using a shadow stick and look at changes over time. They will take accurate measurements of the shadows formed, decide how to record them and present their findings. They will also identify scientific evidence that has been used to support or refute changing ideas about the Solar System.</p>
Subject: Religious Education (RE)		
Topic	Vocabulary	Knowledge / Skills
What would Jesus do? (Can we live by the values of Jesus in the twenty first century?)	<ul style="list-style-type: none"> <li>Parable</li> <li>Compassion</li> <li>Forgiveness</li> <li>Kindness</li> <li>Justice</li> <li>Mercy</li> <li>Disciples</li> <li>Sermon</li> <li>Faith</li> <li>Hope</li> <li>Love</li> </ul>	<ul style="list-style-type: none"> <li>Charity</li> <li>Sacrifice</li> <li>Grace</li> <li>Humility</li> <li>Service</li> <li>Redemption</li> <li>Salvation</li> <li>Gospel</li> <li>Teachings of Jesus</li> </ul> <p>• Christians believe Jesus lived and taught 'good news' or the gospel in the way he behaved and lived life as well as with the parables he told and miracles he performed.</p> <p>• Christians believe it is through Jesus' death and resurrection that people are healed from the damage done by human sin.</p> <p>• Jesus' way of living is challenging and turns many logical thoughts upside down! E.g. in the Sermon on the Mount he favours the weak and vulnerable and not making people comfortable.</p> <p>• Christians believe they should share Jesus' way of life in the world in all areas e.g. in the church, work, their personal life, with family, neighbours, friends, the local, national and global community.</p>

Subject: History		
Topic	Vocabulary	Knowledge / Skills
Transport and Tourism	<ul style="list-style-type: none"> <li>• Global</li> <li>• Evolution</li> <li>• Technology</li> <li>• Economy</li> <li>• Motivation</li> <li>• Mode</li> <li>• Route</li> </ul>	<ul style="list-style-type: none"> <li>• Differences in transport types across continents and their environmental impact</li> <li>• Evolution of transport technologies from past to present</li> <li>• How geographical and economic factors influence transport systems in different countries</li> <li>• Economic impacts of tourism, including benefits and challenges</li> <li>• Various reasons for travel including cultural, economic, and environmental</li> <li>• Skills in practical geography, decision-making in route and transport mode selection</li> </ul>
Subject: PE		
Topic	Vocabulary	Knowledge / Skills
Invasion Games	<ul style="list-style-type: none"> <li>• Tactics</li> <li>• Marking</li> <li>• Movement</li> <li>• Communication</li> <li>• fairness</li> <li>• direction</li> <li>• covering</li> <li>• positioning</li> <li>• teamwork</li> <li>• support play</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate control under pressure in passing, dribbling, and shooting skills.</li> <li>• Apply tactical decisions in gameplay, including switching play, delaying opponents, and pressing.</li> <li>• Adapt play based on opposition, pitch space, and game situation.</li> <li>• Understand and follow more complex rules across a range of invasion games.</li> <li>• Take on leadership roles and provide feedback to peers.</li> <li>• Reflect on performance and suggest improvements.</li> </ul>

**Subject: PSHE**

Topic	Vocabulary	Knowledge / Skills
Being Me	<ul style="list-style-type: none"><li>• Education</li><li>• Appreciation</li><li>• Opportunities</li><li>• Motivation</li><li>• Vision</li><li>• Challenge</li><li>• Citizen</li><li>• Denied</li></ul> <ul style="list-style-type: none"><li>• Value</li><li>• Community</li><li>• Wants</li><li>• Needs</li><li>• Empathy</li></ul>	<ul style="list-style-type: none"><li>• Identify a range of factors that what contributes to our identity.</li><li>• Express their talents and strengths with confidence. Set goals for how they would like to develop them.</li><li>• Explain ways in which they respect and value other people's differences</li><li>• Respect the differences and similarities between people.</li><li>• Reflect on how discrimination and our own behaviour can affect others. Explain some of the benefits of communities.</li><li>• Reflect on diversity and what it means. Understand the benefits of living in a diverse community and how we value diversity within our communities.</li><li>• Explore how shared events and experiences can create a stronger community.</li></ul>

**Subject: Art**

Topic	Vocabulary	Knowledge / Skills
Making Monotypes	<ul style="list-style-type: none"><li>• Printmaking</li><li>• (Monotype),</li><li>• Drawing,</li><li>• Painting,</li><li>• Collage,</li></ul>	<ul style="list-style-type: none"><li>• That Monotype is a process where we make images by transferring ink from one surface to another to make a single print.</li><li>• That we can use the "distance" that monotype gives us between mark making and outcome to make images with texture and a sense of history/process.</li><li>• That we can combine monotype with other disciplines such as painting and collage.</li><li>• That we can make art by expressing our own personal response to literature or film</li></ul>

Subject: Music		
Topic	Vocabulary	Knowledge / Skills
We Have Got Rhythm	<ul style="list-style-type: none"> <li>Pulse</li> <li>Baroque</li> <li>Assonance</li> <li>Diminuendo</li> <li>Syncopated</li> <li>Mezzo Forte</li> </ul>	<ul style="list-style-type: none"> <li>To perform rhythms accurately and in time as an ensemble</li> <li>To perform a canon</li> <li>To identify note values and follow rhythmic notation</li> <li>To listen to and copy rhythmic patterns</li> <li>To use dynamics expressively in performance</li> <li>To use musical vocabulary to describe dynamics</li> <li>To recognize some characteristic of music from different periods</li> </ul>
Subject: French		
Topic	Vocabulary	Knowledge / Skills
Invasion Games	<ul style="list-style-type: none"> <li>professeur (m)</li> <li>professeure (f)</li> <li>médecin (m/f) coiffeur (m)</li> <li>coiffeuse (f)</li> <li>fermier (m)</li> <li>fermière (f)</li> <li>soldat (m/f) coureur</li> <li>automobile (m)</li> <li>coureuse</li> <li>automobile (f)</li> <li>dentiste (m/f)</li> <li>les métiers</li> <li>jobs</li> <li>aviateur (m)</li> <li>aviatrice (f)</li> <li>moniteur de ski (m)</li> <li>monitrice de ski (f)</li> <li>artiste (m/f) pompier (m/f)</li> </ul>	<ul style="list-style-type: none"> <li>recognise the difference between English and French future tenses;</li> <li>ask how to spell a word in French</li> <li>name the accents on French alphabet letters</li> <li>substitute vocabulary to change a sentence</li> <li>orally make a short personal presentation..</li> </ul>
DT, Geography, ICT		Taught Autumn 2, Spring 2, Summer 2