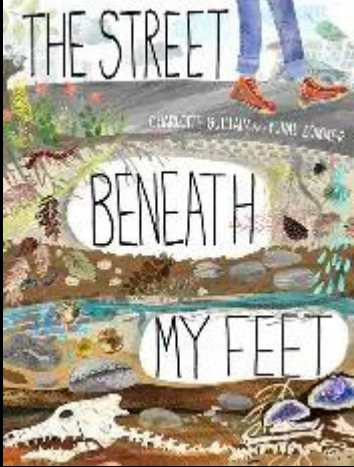



# Overview Autumn 1 Angelou Class

<b>Home Learning</b>	Read to an adult 4 times a week	Spelling sheet	TT rockstars	
<b>Text</b>		<p><b><u>The Street Beneath My Feet by Charlotte Guillian</u></b></p> <p>This is a fascinating book about the ground beneath our feet - This double-sided foldout book will take us on a fascinating journey deep underground.</p>		
<b>Literacy</b>	<p><u>Book: Street beneath my feet</u></p> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Character dialogue</li> <li>• Poetry</li> <li>• Report</li> </ul> <ul style="list-style-type: none"> <li>• Various spelling patterns</li> <li>• Comprehension skills</li> </ul>	<b>Maths</b>	<p><u>Year 3</u></p> <ul style="list-style-type: none"> <li>• Place value</li> <li>• Addition</li> <li>• Subtraction</li> <li>• Multiplication</li> <li>• Division</li> </ul>	<p><u>Year 4</u></p> <ul style="list-style-type: none"> <li>• Place value</li> <li>• Addition</li> <li>• Subtraction</li> <li>• Multiplication</li> <li>• Division</li> <li>• Measurement - area</li> </ul>

**Subject: Science**

Topic	Vocabulary	Knowledge / Skills
What is amazing about Rocks and soil?	<ul style="list-style-type: none"> <li>• Igneous</li> <li>• Sedimentary</li> <li>• Metamorphic</li> <li>• Decay</li> <li>• Erosion</li> </ul>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>• Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>• Recognise that soils are made from rocks and organic matter.</li> <li>• Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, use a range of equipment, including thermometers and data loggers</li> <li>• Set up simple practical enquiries, comparative and fair tests</li> </ul>

**Subject: Religious Education (RE)**

Topic	Vocabulary	Knowledge / Skills
What does it mean to be a Christian in Britain today?	<ul style="list-style-type: none"> <li>• Christian</li> <li>• Jesus Christ</li> <li>• Church</li> <li>• Holy Communion</li> <li>• Worship</li> <li>• Service</li> <li>• Holy Bible</li> </ul>	<ul style="list-style-type: none"> <li>• To describe some examples of what Christians do to show their faith and make connections with some Christian beliefs and teachings.</li> <li>• To describe some ways in which Christians express their faith through hymns and modern worship songs.</li> <li>• Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes.</li> <li>• Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</li> <li>• Christianity is one of the world's major religions.</li> <li>• It is the world's largest religion, with about 2.4 billion followers.</li> <li>• Christians (like Jews and Muslims) believe in one God, who created the world and all that is in it.</li> <li>• Christians believe in the teachings of Jesus Christ, who was a middle eastern preacher and healer who lived around 2,000 years ago.</li> <li>• Christians believe that Jesus Christ was sent down to earth to save people, by taking their punishment and dying on the cross.</li> <li>• The holy book in Christianity is called the Bible.</li> </ul>

**Subject: Geography**

Topic	Vocabulary	Knowledge / Skills
What is beneath our feet?	<ul style="list-style-type: none"><li>• Volcanoes</li><li>• Tsunami</li><li>• Earthquake</li><li>• Data</li><li>• Eruption</li></ul>	<ul style="list-style-type: none"><li>• Name the layers that make up the Earth</li><li>• Name the key parts of a volcano.</li><li>• Show where most volcanoes are found.</li><li>• Explain how to keep safe during an earthquake.</li><li>• Describe a tsunami.</li><li>• Describe the damage caused by a tsunami.</li><li>• Describe how scientists collect data about storms.</li><li>• Describe the properties of the Earth's layers.</li><li>• Explain how a volcano is formed.</li><li>• Describe what happens when a volcano erupts.</li><li>• Describe some risks and benefits of living near a volcano.</li></ul>

**Subject: ART**

Topic	Vocabulary	Knowledge / Skills
What is Gestural drawing?	<ul style="list-style-type: none"><li>• Chiaroscuro</li><li>• Gestural drawing</li><li>• Mark making</li><li>• Composition</li></ul>	<ul style="list-style-type: none"><li>• That when we draw we can use gestural marks to make work.</li><li>• That when we draw we can use the expressive marks we make to create a sense of drama.</li><li>• That when we draw we can move around.</li><li>• That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama.</li></ul>

**Subject: PE**

Topic	Vocabulary	Knowledge / Skills
<b>Games</b>	<ul style="list-style-type: none"> <li>• Team</li> <li>• Opposition</li> <li>• Defending</li> <li>• Attacking</li> <li>• Pass</li> <li>• Receive</li> <li>• Space</li> </ul>	<ul style="list-style-type: none"> <li>• Passing skills</li> <li>• Receiving skills</li> <li>• Moving the ball</li> <li>• Creating space</li> <li>• Scoring</li> <li>• Working as a team</li> </ul>
<b>Swimming</b>	<p><u>National Curriculum Requirements (Revised 2023)</u></p>	
	<p><u>25m Competently, Confidently and Proficiently</u> Over a distance of at least 25m using a recognised stroke.</p> <ul style="list-style-type: none"> <li>• Stroke recognised to an informed onlooker; front crawl, back stroke and breaststroke</li> <li>• Swim completed without undue stress</li> <li>• Continuous swim of at least 25m without touching the side or bottom of the pool</li> <li>• Whenever possible at least part of the swim should be completed in deep water –greater than shoulder depth</li> <li>• The stroke should be as strong at the end as it was at the start of the swim</li> </ul> <p><u>Use a Range of Strokes Effectively</u></p> <ul style="list-style-type: none"> <li>• Head up front crawl</li> <li>• Breaststroke legs for treading water (10m of two recognised strokes (front crawl, back crawl and breaststroke))</li> </ul>	<p><u>Perform Safe Self Rescue in different water Based Situations</u></p> <ul style="list-style-type: none"> <li>• Pupils should understand the different types of water and dangerous associated with the different water types.</li> <li>• Understanding and adhere to national and local water safety advice.</li> <li>• Demonstrate appropriate safe self-rescue and survival skills if they were to accidentally fall into water or get into difficulty.</li> </ul> <p><small>The “Safe Self Rescue Award” from the Swim England School Swimming and Water Safety Charter covers a range of safe self-rescue skills. This award stipulates to wear clothing. In terms of reporting safe self-rescue, if a pupil completes the skills without clothing this is accepted; but experiencing swimming in clothing is preferable.</small></p> <p><u>Perform Safe Self Rescue Skills</u></p> <ul style="list-style-type: none"> <li>• Fall-in entry and recover to surface</li> <li>• Float on the back with minimal movement for 60 seconds</li> <li>• Rotate from a star float on back to a vertical position</li> <li>• Tread water for 30 seconds, whilst treading water, signal for help, with one arm extended above the head and simultaneously shouting for help</li> <li>• Swim 15m to a floating object, using a recognised personal survival stroke (head up long arm front paddle or lifesaving backstroke)</li> <li>• Retaining the floating object take up the Heat Escape Lessening position/posture for a minimum 30 seconds</li> <li>• Form the huddle position as a group for 30 seconds</li> <li>• Swim 15m to exit the water unaided</li> </ul>

**Subject: PSHE**

Topic	Vocabulary	Knowledge / Skills
What makes me unique?	<ul style="list-style-type: none"> <li>• Personality</li> <li>• Ethnicity</li> <li>• Interests</li> <li>• Culture/Beliefs</li> <li>• Gender</li> </ul>	<p><u>Living in the Wider World</u></p> <ul style="list-style-type: none"> <li>• Identifying the different groups that make up their community.</li> <li>• Identifying the different contributions that people/groups make to the community.</li> <li>• Explore diversity: what it means; the benefits of living in a diverse community.</li> <li>• Recognising behaviours/actions which discriminate against others.</li> <li>• Recognising positive things about themselves/achievements.</li> </ul> <p><u>Health and Wellbeing</u></p> <ul style="list-style-type: none"> <li>• Identifying what contributes to who we are.</li> </ul> <p><u>Relationships</u></p> <ul style="list-style-type: none"> <li>• Recognising that our own behaviour can affect other people.</li> <li>• Recognising the differences and similarities between people.</li> <li>• Listening to and responding respectfully to a wide range of people.</li> </ul>

**Subject: French**

Topic	Vocabulary and Knowledge / Skills			
How do I tell people about myself in French?	<ul style="list-style-type: none"> <li>• Bonjour! Hello!</li> <li>• Salut! Hi!</li> <li>• Au revoir! Goodbye!</li> <li>• Bonsoir! Good evening!</li> <li>• Bonne nuit! Good night!</li> </ul>	<ul style="list-style-type: none"> <li>• Bon week-end! Have a nice weekend!</li> <li>• À bientôt! See you soon!</li> <li>• À demain! See you tomorrow!</li> <li>• À tout à l'heure! See you later!</li> </ul>	<ul style="list-style-type: none"> <li>• Monsieur (m) Mr</li> <li>• Madame (f) Mrs</li> <li>• Mademoiselle (f) Miss</li> </ul>	<ul style="list-style-type: none"> <li>• Comment t'appelles-tu? What's your name?</li> <li>• Je m'appelle... My name is... (Comment)</li> <li>• Ça va? How are you doing?</li> <li>• Quel âge as-tu? How old are you?</li> <li>• J'ai ... ans. I am ... years old.</li> <li>• Et toi? And you?</li> </ul>

**Subject: Computing**

Topic	Vocabulary	Knowledge / Skills
What does Hardware & Software mean in computing?	<ul style="list-style-type: none"><li>• Application (App)</li><li>• Input</li><li>• Program</li><li>• Component</li><li>• Output</li><li>• Software</li><li>• Computer System</li><li>• Peripheral</li><li>• Storage</li><li>• Hardware</li><li>• Process</li></ul>	<ul style="list-style-type: none"><li>• To understand what technology is, where we see it in everyday life, and how it helps us at school, home and beyond.</li><li>• To identify and describe different pieces of computer hardware and understand their functions.</li><li>• To understand what software is and how we use it to complete tasks.</li><li>• To explore how hardware and software interact to complete everyday tasks.</li></ul>
SAFEGUARDING – online safety Self-image and identity	<ul style="list-style-type: none"><li>• Identity</li><li>• Self-image</li><li>• Appearance</li><li>• Beliefs</li><li>• Qualities</li><li>• Personality</li><li>• Hobbies</li><li>• On-line</li><li>• Off-line</li></ul>	<ul style="list-style-type: none"><li>• Explain what is meant by the term ‘identity’.</li><li>• Explain how people can represent themselves in different ways online.</li><li>• Explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.</li><li>• Explain how my online identity can be different to my offline identity.</li><li>• Describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.</li><li>• Explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</li></ul>