

Overview Autumn 2 Angelou Class

Home Learning	Read to an adult 4 times a week	Spelling sheet	TT rockstars	
Text	<div style="border: 2px solid green; border-radius: 20px; padding: 20px; display: inline-block;">A busy Christmas - playscript</div>			
Literacy	<p><u>Script:</u></p> <ul style="list-style-type: none">• Letter• Poetry• Persuasion <p>• Various spelling patterns • Comprehension skills</p>	Maths	<p><u>Year 3</u></p> <ul style="list-style-type: none">• Addition• Subtraction• Multiplication• Division	<p><u>Year 4</u></p> <ul style="list-style-type: none">• Addition• Subtraction• Multiplication• Division

Subject: Science		
Topic	Vocabulary	Knowledge / Skills
Movement and feeding	<ul style="list-style-type: none"> • vertebrate - animals with backbones • invertebrate - animals without backbones • muscles - soft tissues in the body that contract and relax to allow movement • tendons - cords that join muscles to bones joints areas where two or more bones connect together • healthy - in good physical or mental condition • nutrients - substances that living things need to stay alive and healthy • energy - strength to be able to move and grow • skeleton - a firm structure some living things have to help with support, movement and protection 	<ul style="list-style-type: none"> • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • Identify that humans and some other animals have skeletons and muscles for support, protection and movement. • Gather, record, classify and present data in a variety of ways to help in answering questions • Ask relevant questions and use different types of scientific enquiries to answer them • Set up simple practical enquiries, comparative and fair tests • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Use straightforward scientific evidence to answer questions or to support their findings.
Subject: History		
Top ic	Vocabulary	Knowledge / Skills
The Romans	<ul style="list-style-type: none"> • celts - people living in Britain in tribes • citizen – a person with all the rights and protections of a nation or land. In the Roman Empire, only citizens were able to vote • conquest - taking control of a place by force, often with an army • emperor - ruler of an empire • empire - group of countries controlled by one ruler (emperor or empress) or government • legion - large section of the Roman army, made up of around 5000 soldiers • rebellion – an uprising or revolt by people who want to challenge what they believe is unfair treatment by rulers • tribe - a group of people who share the same culture and values 	<ul style="list-style-type: none"> • order a number of significant events from the Romano-British era on a timeline. • identify why a good road network and well-planned towns were so important to the Romans. • recognise and describe the different viewpoints relating to Boudicca’s Rebellion. • ask questions about historical artefacts and answer some key questions by finding evidence from primary sources. • make sound deductions about the lives of people in the past. • find out about an aspect of Roman daily life and record a number of key facts. • use primary and secondary sources to gain a clearer understanding of the Romano-British era. • evaluate and describe the impact and legacy of the Romans on Britain.

Subject: Religious Education (RE)

Topic	Vocabulary	Knowledge / Skills
<p>What do different people believe about God? (Christians, Muslims, Hindus)</p>	<ul style="list-style-type: none"> • Trinity - a group of three people or things • Prayer - a request for help or expression of thanks addressed to God or another deity • Holy Spirit - the third person of the Trinity: God as spiritually active in the world • Moses - someone who led the Israelites out of Egyptian slavery • Allah - Allah is the standard Arabic word for God Humanity - all human beings • Muslim - a person who follows the religion of Islam • Judaism - the religion of the Jews • Christian - a believer of Jesus Christ and God • God – the creator and ruler of the universe and source of all moral authority; the supreme being • Shabbat - 7th day of the week – a day of rest and prayer • Passover - the major Jewish spring festival which commemorates the freedom of the Israelites from Egyptian slavery • Atheist - a person who disbelieves or lacks belief in the existence of God or Gods • Hindu - a person who follows the religion of Hinduism • Murti - Murti is a general term for an image, statue or idol of a deity or mortal in Indian culture 	<ul style="list-style-type: none"> • describe some of the ways in which Christians, Hindus and Muslims describe God • ask questions and suggest some of their own responses to ideas about God • suggest why having a faith or belief in something can be hard • Identify how and say why it makes a difference in people’s lives to believe in God <p><u>What do Christians believe about God?</u></p> <ul style="list-style-type: none"> • God as Love, Father, Light, Creator, Trinity, Listener to Prayers • Christians believe God answers people’s prayers (but not by giving everything they ask for <u>What do Muslims believe about Allah?</u> <ul style="list-style-type: none"> • There is no god but Allah • Muslims believe Allah is revealed in nature <p><u>What do Hindus believe about Gods and Goddesses?</u></p> <ul style="list-style-type: none"> • Hindus believe in a universal soul or God called Brahman. Brahman takes on many forms that some Hindus worship as gods or goddesses in their own right • Most Hindus have a personal god or goddess such as Shiva, Krishna or Lakshmi to whom they pray regularly <p><u>What difference does it make to life if you believe there is no God?</u></p> <ul style="list-style-type: none"> • Many people do not believe in God. religious people they try to be ‘good with God’, but others think you can be ‘good without God’ • British Humanist Association – want to live a good life but not with a God

Subject: DT

Topic	Vocabulary		Knowledge / Skills
Storybooks	<u>designing</u> • model • mock-up • plan • fit for the purpose	<u>making</u> • fold • adhesive • scoring • cutting • joining • temporary fixing • permanent fixing	<u>knowledge and understanding</u> • linkage • lever • pivot • flexible • joint • hinge • area • surface • rotary • linear
			<ul style="list-style-type: none"> • Suggest a way of working and producing a page of a book incorporating one type of movement • Investigate a variety of products and will have increased their repertoire of skills and techniques • used tools safely to design and make pages, incorporating levers and linkages, for a book finished to a high standard • developed skills in making a range of simple mechanisms; have been able to work as part of a group • evaluate both their own and others' products

Subject: PE

Topic	Vocabulary	Knowledge / Skills
	<ul style="list-style-type: none"> • phrases • repeat • perform • stimulus • dynamic • rhythmic 	<ul style="list-style-type: none"> • share and create phrases with a partner and in small groups • repeat, remember and perform these phrases in a dance • improvise freely, translating ideas from a stimulus into movement • create dance phrases that communicate ideas • use dynamic, rhythmic and expressive qualities clearly and with control • understand the importance of warming-up and cooling-down • recognise and talk about the movements used and the expressive qualities of dance • suggest improvements to their own and other people's dances

National Curriculum Requirements (Revised 2023)

Swimming

25m Competently, Confidently and Proficiently

Over a distance of at least 25m using a recognised stroke.

- Stroke recognised to an informed onlooker; front crawl, back stroke and breaststroke
- Swim completed without undue stress
- Continuous swim of at least 25m without touching the side or bottom of the pool
- Whenever possible at least part of the swim should be completed in deep water –greater than shoulder depth
- The stroke should be as strong at the end as it was at the start of the swim

Use a Range of Strokes Effectively

- Head up front crawl
- Breaststroke legs for treading water (10m of two recognised strokes (front crawl, back crawl and breaststroke)

Perform Safe Self Rescue in different water Based Situations

- Pupils should understand the different types of water and dangerous associated with the different water types.
- Understanding and adhere to national and local water safety advice.
- Demonstrate appropriate safe self-rescue and survival skills if they were to accidentally fall into water or get into difficulty.

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 stipules 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.

Perform Safe Self Rescue Skills

- Fall-in entry and recover to surface
- Float on the back with minimal movement for 60 seconds
- Rotate from a star float on back to a vertical position
- Tread water for 30 seconds, whilst treading water, signal for help, with one arm extended above the head and simultaneously shouting for help
- Swim 15m to a floating object, using a recognised personal survival stroke (head up long arm front paddle or lifesaving backstroke)
- Retaining the floating object take up the Heat Escape Lessening position/posture for a minimum 30 seconds
- Form the huddle position as a group for 30 seconds
- Swim 15m to exit the water unaided

Subject: PSHE

Topic	Vocabulary	Knowledge / Skills
Being Safe	<ul style="list-style-type: none">• Balance• Regulations• Restrictions• Assess• Risk• Techniques• Respond• Privacy	<ul style="list-style-type: none">• Identify strategies for balancing time online/offline.• Identify reasons for following age regulations and restrictions.• Identify how to predict, assess and manage risk in different situations.• Understand what they can do to reduce risks and keep safe.• Identify strategies for keeping safe in the local environment.• Identify strategies for keeping safe online.• Demonstrate basic techniques for dealing with common injuries.• Understand how to respond in an emergency situation.• Understand privacy and personal boundaries.• Recognise on-line risks.

Subject: Music

Topic	Vocabulary	Knowledge / Skills
Playing with rhythm	<ul style="list-style-type: none">• Perform• Rhythmically• Conductor• Notation• Movement• lyrics	<ul style="list-style-type: none">• Perform together rhythmically,• Follow musical instructions• Experience how it feels to be the conductor! T• Develop their knowledge of rhythmic notation• Use movement to express these concepts.• Learn how music can be built by combining layers of rhythm• Develop ensemble skills• Write lyrics

Subject: Computing

Topic	Vocabulary	Knowledge / Skills
Email	<ul style="list-style-type: none"> • Address Book - A place where all contact's email addresses can be found and saved. • Email - (Electronic Mail) An Internet service that allows people who have an email address to send and receive instant electronic letters. • Personal Information - Identifying information about yourself such as your name, address and telephone number. • Attachment - A file, which could be a piece of work or a picture, that is sent with the email. 	<p><u>Email</u></p> <ul style="list-style-type: none"> • understand how people communicate with each other. • respond to an email. • compose and send an email. • send an email attachment. • learn how to use email safely.
Effective Searching	<ul style="list-style-type: none"> • Crawl - How a search engine explores the web to find pages. • Virtual Assistant Device - A computer program (software) that listens to your voice and answers questions or does tasks, like Alexa or Siri. • Exact Match Search - results that contain the exact words you typed (often in quotes). Keywords - The most important words you type into a search engine to find information quickly. • Search Engine - A website that helps us find information on the internet such as Google or Kiddle. 	<p><u>Effective searching</u></p> <ul style="list-style-type: none"> • understand what a search engine is, how it works and how to use simple keywords to find information online. • understand how search engines collect, sort and rank results, and why some results appear first. • learn advanced ways to improve searches so we can find the most accurate and useful results quickly. <p>To develop strategies to judge whether information online is true and if sources can be trusted.</p>
SAFEGUARDING – <u>online safety</u> online relationships	<ul style="list-style-type: none"> • Knowing someone • Liking someone • Trusting someone • Online community • Healthy online behaviours • Unhealthy online behaviours • Giving permission • Gaining permission 	<ul style="list-style-type: none"> • explain what it means to 'know someone' online and why this might be different from knowing someone offline • explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with. • explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos. • explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.