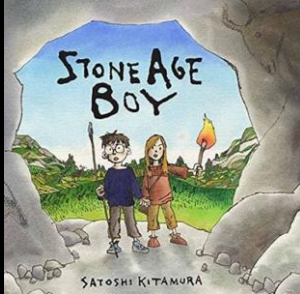


Overview Autumn 1 Angelou Class

Home Learning	Read to an adult 4 times a week	Spelling sheet	TT rockstars	
Text	 Stone Age Boy By Satoshi Kitamura			
Literacy	• Narrative • Report • Recount	Maths	<u>Year 3</u> • Place value • Addition • Subtraction • Multiplication • Division	<u>Year 4</u> • Place value • Addition • Subtraction • Multiplication • Division • Measurement - area

Subject: Science		
Topic	Vocabulary	Knowledge / Skills
Electricity	- Electrical Circuit - Electricity - Electrical appliance - Cell - Battery - Switch - Conductor - Insulator	- Identify common appliances that run on electricity - Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery - Recognise some common conductors and insulators, and associate metals with being good conductors. - Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - 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. - Ask relevant questions and using different types of scientific enquiries to answer them - Identify differences, similarities or changes related to simple scientific ideas and processes
Subject: Religious Education (RE)		
Topic	Vocabulary	Knowledge / Skills
Why is the Bible so important for Christians today?	- Old Testament - New Testament - Parables - Sacred - Revelation - Gospels - Prophecy	- Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation. - Understand why Christians use the Bible today. - Know what Christians say God is like, with examples from the Bible, using different forms of expression. - Express my own and others' ideas about why humans do bad things and how people try to put things right. - Know why The Bible is a sacred book for Christians. - The Old Testament contains stories and writings from before the birth of Jesus. The first five books of the Old Testament (the books of Moses) are also sacred texts to Jewish people. - The New Testament is about the life and teachings of Jesus and his followers. The final book in the Bible is a prophecy about how Jesus will return one day.

Subject: History		
Topic	Vocabulary	Knowledge / Skills
Stone Age to Iron Age	• Timeline • Important • Stone age • Bronze age • Iron age • Settlements • hillforts	• Label a timeline with important dates through Stone / Bronze and Iron Ages. • Describe the way that people lived through Stone / Bronze / Iron Ages. • Compare and contrast how tools changed through the Stone / Bronze / Iron Ages. • Describe and compare settlements through the Stone / Bronze and Iron Ages. • Investigate significant hill fort sites in Britain.
Subject: ART		
Topic	Vocabulary	Knowledge / Skills
Story telling through drawing	• Line • Shape • Colour • Composition • imagery	• Tell stories through drawing. • Use text within drawings to add meaning. • Sequence drawings to help viewers respond to my story. • Use line, shape, colour and composition to develop evocative and characterful imagery.

Subject: PE

Topic	Vocabulary	Knowledge / Skills
Games	• Team • Opposition • Defending • Attacking • Pass • Receive • Space	• Passing skills • Receiving skills • Moving the ball • Creating space • Scoring • Working as a team
Swimming	<u>National Curriculum Requirements (Revised 2023)</u> <u>25m Competently, Confidently and Proficiently</u> 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 <u>Use a Range of Strokes Effectively</u> • Head up front crawl • Breaststroke legs for treading water (10m of two recognised strokes (front crawl, back crawl and breaststroke) <u>Perform Safe Self Rescue in different water Based Situations</u> •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. <u>Perform Safe Self Rescue Skills</u> • 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 healthy	• Oral hygiene • Dentist • Lifestyle choices • Sun exposure • Sleep quality • Personal hygiene • Bacteria • Viruses • Physical health	• Understand how to maintain good oral hygiene (including correct brushing and cleaning between teeth); why regular visits to the dentist are essential; the impact of lifestyle choices on dental health. • Understand the benefits and risks of sun exposure (including sun damage, heat stroke and skin cancer); how to keep safe and well in the sun and cool during heatwaves. • To explain how sleep quality and quantity support a healthy lifestyle; the effects of lack of sleep on the body, feelings, behaviour, and ability to learn, and routines for good quality sleep. • Know why and how to maintain personal hygiene; about bacteria and viruses and ways to limit the spread of infection (e.g. hygiene routines, vaccination, immunisation). • Know what good physical health means; the characteristics of a balanced, healthy lifestyle. • Make choices that support a healthy lifestyle and what might influence these; risks associated with an inactive lifestyle, such as unhealthy weight gain. • Know the elements of a healthy, balanced diet; foods that should be eaten often or less often, and the benefits of eating a variety of nutritionally rich foods for health and wellbeing. • Understand the effects of different food and drink on the body and the effects of eating a less healthy diet, including ultra-processed foods.

Subject: French

Topic	Vocabulary and Knowledge / Skills	
	• Salut • Bonjour • Je Suis • Elle est • Au revoir • Ça va	• I can use statements and intonation questions to talk about: ○ how people are, ○ what they are like, ○ and days of the week, • I will use singular 'être' and high frequency adjectives. • I will use key sounds a, e, i, o, u, eu, an, en and silent final consonants.

Subject: Computing

Topic	Vocabulary	Knowledge / Skills
Touch typing & Making music	• Finger positioning • Shift key • Bottom keys • Number rows • Space bar • Top key	• Use correct finger positioning on the keyboard and understand when to use the left or right hand. • Type numbers accurately and to use the shift key for capital letters. • Type punctuation marks and symbols and build accuracy with simple words. • Type sentences using capital letters, spaces, and full stops.
SAFEGUARDING – Online Reputation	• Search engine • Information • Copied • Shared	• Describe how to find out information about others by searching online • Explain ways that some of the information about anyone online could have been created, copied or shared by others.