



St Oswald's Catholic Primary School

Year Autumn Overview 2019-2020

| <u>Subject Area</u> | <u>Autumn</u> |
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| <u>English</u> | <p data-bbox="1227 480 1469 507"><u>Labels and Captions</u></p> <p data-bbox="689 517 2007 651">Write a complete sentence caption, first through modelled and then through shared composition. Independently write a caption for an object or picture in a complete sentence with a capital letter and full stop. Plan, draft, edit and review the full sentence caption. Produce and publish labels and captions, applying all the learning from the block.</p> <p data-bbox="1167 695 1529 722"><u>Stories from Familiar Settings</u></p> <p data-bbox="790 732 1906 906">Write a class story with a familiar setting and event/s drawing on ideas from reading. Use role-play to generate ideas before developing through modelled and shared composition. Independently write own version. Plan, draft, edit and review the story. Produce and publish stories with familiar settings, applying all the learning from the block.</p> <p data-bbox="1274 951 1422 978"><u>Instructions</u></p> <p data-bbox="703 987 1995 1121">Write a sequence of multi-step instructions, first through modelled and then through shared composition. Independently write instructions based on the sequences followed in immersion phase or other experiences. Plan, draft, edit and review the instructions. Produce and publish instructions, applying all the learning from the block.</p> <p data-bbox="1236 1166 1460 1193"><u>Using a Dictionary</u></p> <p data-bbox="752 1203 1944 1369">Write a complete definition for an object or picture, first through modelled and then through shared composition. Independently write a definition for an object or picture. Plan, draft, edit and review the definition. Produce and publish dictionaries/ definitions, applying all the learning from the block.</p> |

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| | <p style="text-align: center;"><u>Poetry- Senses</u></p> <p>Identify familiar everyday experiences for the children, for example playing in the sand, or a school trip. Recall or recreate the experience and explore it in terms of sensory response. Generate and discuss effective words for describing the experience. Children independently write a patterned poem based on one read during the immersion phase, first through modelled and shared composition. Plan, draft, edit and review the poem. Produce and publish patterned poems that describe the senses, applying all the learning from the block.</p> |
| <p style="text-align: center;"><u>Mathematics</u></p> | <p style="text-align: center;"><u>Number</u></p> <p>Read and write numbers, count to and past 100, place value, recognise numbers outside the classroom, use objects to represent numbers, number patterns, number bonds to 10</p> |
| | <p style="text-align: center;"><u>Number</u></p> <p>Recognise more than, less than, introduction to addition and subtraction, number bonds to 20, recognise the inverse, addition and subtraction bridging 10, identify patterns in numbers, add and subtract 2 digit numbers</p> |
| <p style="text-align: center;"><u>Science</u></p> | <p style="text-align: center;"><u>Animals including humans</u></p> <p style="text-align: center;"><u>Can you recognise similarities and difference between animals including humans?</u></p> <p>Name a variety of common animals including fish, amphibians, reptiles, birds and mammals -Identify animals that are carnivores, herbivores and omnivores -Describe a variety of common animals -Label the basic parts of the human body and say which part of the body is associated with each sense.</p> |
| | <p style="text-align: center;"><u>Seasonal Changes</u></p> <p style="text-align: center;"><u>What season is it now and how do you know?</u></p> <p>Observe changes across the 4 seasons. -Observe and describe weather associated with the seasons and how the day length varies</p> |
| <p style="text-align: center;"><u>History</u></p> | <p style="text-align: center;"><u>Local Heroes</u></p> <p style="text-align: center;"><u>Who are local heroes and what impact have they had?</u></p> <p>The children will learn about the lives of significant individuals within the local area. E.g. local musicians - Beatles or local sports people Dixie Dean and Kenny Dalglish</p> |

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| <p><u>Geography</u></p> | <p style="text-align: center;"><u>Our School</u></p> <p style="text-align: center;"><u>Can you plan a route around school for a visitor?</u></p> <p style="text-align: center;">As geographers, the children will use simple compass directions (North, South, East, and West) as well as locational/directional language (near, far, right, left) to describe the location of features and routes on a map, using this knowledge to understand the geography of the school grounds.</p> |
| <p><u>Computing</u></p> | <p style="text-align: center;"><u>Young investigators</u></p> <p style="text-align: center;"><u>Can I present a script?</u></p> <p style="text-align: center;">In this activity, children will learn how to search on the internet in relation to a specific topic to develop basic web skills. The children will use Thinglink to produce and publish an interactive image.</p> |
| | <p style="text-align: center;"><u>Pictures tell a thousand words</u></p> <p style="text-align: center;"><u>What story can pictures tell us?</u></p> <p style="text-align: center;">This project will teach children about the main functions and buttons of a digital camera as well as about different shots. Children will see how important images can be by looking at well-known picture books such as The Snowman.</p> |
| <p><u>Art</u></p> | <p style="text-align: center;"><u>Colour Chaos</u></p> <p style="text-align: center;"><u>Can you create a secondary colour using primary colours?</u></p> <p style="text-align: center;">This will give the children the opportunity to recognise primary and secondary colours and then let the children explore what mixing colours can do.</p> |
| <p><u>Design Technology</u></p> | <p style="text-align: center;"><u>Moving Pictures</u></p> <p style="text-align: center;"><u>Can you create a moving pictures with two mechanisms?</u></p> <p style="text-align: center;">Evaluate how well a product works. Draw a simple design and add annotations. Make a picture that aims to have two moving mechanisms. Use design criteria to help guide the making and evaluation process</p> |
| <p><u>Music</u></p> | <p style="text-align: center;"><u>Hey You!</u></p> <p style="text-align: center;"><u>What is pitch?</u></p> <p style="text-align: center;">The children will perform 'Hey You' with fluency and expression, listen and comment on other songs, play unpitched instruments with dynamics.</p> |
| <p><u>PSHCE</u></p> | <p style="text-align: center;"><u>New beginnings</u></p> |

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| <u>PE</u> | <p align="center"><u>Gymnastics</u></p> <p>Improve the quality of their actions, body shapes and balance, Select appropriate actions and consolidate simple ideas, Know the importance of strength, Evaluate their work and quality of their performance, Recognise how their work can be improved. Vary high and low movements. Copy movements and body shapes. Move on and off apparatus safely</p> |
| | <p align="center"><u>Dance</u></p> <p>Improvise freely, on their own or with a partner, Translate ideas into a dance, Create and link phrases using a simple dance structure, Perform dances with an awareness of rhythm on their own or in a group. Respond to a range of stimuli. Respond to music. Explore different body shapes. Perform with control and coordination</p> |
| <u>Games</u> | <p align="center"><u>Fundamental Skills</u></p> <p>To explore and use a range of movements with and without a ball. Develop spatial awareness and ability to run and dodge. Develop the ability to jump in a variety of ways and hop over a short distance. Develop the ability to throw and catch a ball using one and two hands. Develop the ability to dribble a ball. Develop the ability to kick a ball with aim to dribble. Develop the ability to strike a ball of a tee. Develop the ability to balance a ball on the racket.</p> |
| | <p align="center"><u>Football</u></p> <p>Use a range of skills to help them keep possession and control of the ball, Perform the basic skills needed for the games with control and consistency, Use a range of skills to keep possession and make progress towards a goal, on their own and with others, Choose good places to stand when receiving, and give reasons for their choice.</p> |