



**St Oswald's Catholic Primary School**



**Year Autumn Overview 2019**

<b><u>Subject Area</u></b>	<b><u>Autumn</u></b>
<b><u>English</u></b>	<b><u>Autumn 1</u></b> Stories with a familiar setting Information texts  <b><u>Autumn 2</u></b> Myths Poems to perform
<b><u>Mathematics</u></b>	<b><u>Number</u></b> <b><u>Autumn 1</u></b> Place value, comparing and ordering numbers, addition and subtraction  <b><u>Autumn 2</u></b> Multiples and factors, multiplying and dividing, fractions
<b><u>Science</u></b>	<b><u>Autumn 1</u></b> <b><u>How do living things work?</u></b> <b><u>Animals, including humans</u></b> 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 animals have skeletons and muscles for support, protection and movement.  <b><u>Autumn 2</u></b> <b><u>Are all rocks the same?</u></b> <b><u>Rocks</u></b> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties -describe in simple terms how fossils are formed when things that have lived are trapped within rock -recognise that soils are made from rocks and organic matter

<p><b><u>History</u></b></p>	<p><b><u>Autumn 1</u></b>  <b><u>How has Old Swan changed over time?</u></b>  <b><u>Local History – Old Swan</u></b>  The children will find out about the origins of Old Swan. Look at the history of Old Swan and how it has changed over time including the history of our school. The children will explore the historical features associated with Old Swan and the surrounding area.</p>
<p><b><u>Geography</u></b></p>	<p><b><u>Autumn 2</u></b>  <b><u>How has the Geography of Liverpool changed over time?</u></b>  <b><u>Local Geography - Liverpool</u></b>  Investigating our local area focusing on Liverpool.  Locate local area on a map and identify human and physical features of our local area. Ensure appropriate fieldwork is planned for and takes place.</p>
<p><b><u>Art</u></b></p>	<p><b><u>Autumn 1</u></b>  <b><u>Can you create a piece of artwork in the style of Kandinsky and evaluate it?</u></b>  <b><u>Kandinsky</u></b>  As Artists, the children will develop their experience and understanding of Op art and focus on the work of Kandinsky. Main techniques will include painting (experimenting with paint textures) shading, and sketching repetitive patterns.</p>
<p><b><u>Design Technology</u></b></p>	<p><b><u>Autumn 2</u></b>  <b><u>Can you make a European savoury dish?</u></b>  <b><u>Cookery and nutrition</u></b>  Cookery lessons delivered by a specialist teacher through LA bought in service (3-4 sessions)  Children will be taught to:  Understand and apply the principles of a healthy and varied diet  Prepare and cook a variety of predominately savoury dishes using a range of cooking techniques  Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>
<p><b><u>Music</u></b></p>	<p><b><u>Can I identify the tempo of music?</u></b>  <b><u>Three Little Birds</u></b>  The children will fluently perform ‘Three Little Birds’ with accuracy, recognise tempo and instruments in related songs, develop an historical understanding of Jamaican music, improvise on unpitched percussion and glockenspiels with dynamics.</p>
<p><b><u>PSHCE</u></b></p>	<p><b><u>Autumn 1</u></b>  <b><u>New beginnings</u></b>  Understand what it means to belong and be a valued individual within a community and how to make others feel included. Explore emotions or happiness, sadness, excitement and fearfulness and different ways these feelings can be managed. Understand their own and others’ responsibilities and rules that need to be followed.</p>

	<p><b><u>Autumn 2</u></b>  <b><u>Getting on and falling out</u></b>          Develop their respect for diversity and their ability to cooperate.          Revisit some key social skills of being a good friend and consider what qualities we need to have and be a good friend. Practise using 'peaceful problem-solving' in relation to the theme of when they fall out with their friends.          Focus on anger – revisit the triggers for anger and consider what happens and how people behave when they are overwhelmed by anger and developing further strategies for managing it. Develop the skills of working together.</p>
<b><u>Computing</u></b>	<p><b><u>Autumn 1</u></b>  <b><u>Do we all have a say?</u></b>  <b><u>A1- Class Democracy (IT, DL)</u></b>          Children will be introduced to the concept of democracy. Children will create their own bill for proposed legislation and create an animation and an endorsement to support their bill.</p> <p><b><u>Autumn 2</u></b>  <b><u>Can I illustrate a story?</u></b>  <b><u>A2- We are Publishers (DL)</u></b>          Children will create an eBook retelling the story of a famous book including illustrations that they will create themselves using Brushes</p>
<b><u>PE</u></b>	<p><b><u>Autumn 1</u></b>  <b><u>Swimming</u></b>          Consolidate and develop the quality of their skills e.g. front crawl, back crawl, breaststroke, floating and survival skills. Swim competently, confidently and proficiently over a distance of at least 25 metres. Choose and use a variety of strokes according to the task and the challenge e.g. swimming without aids, distance and time challenges, perform self-rescue in different water-based situations. Describe and evaluate the quality of swimming and recognise what needs improving.</p> <p><b><u>Dodgeball</u></b>          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. Throwing and Catching, Moving and dodging within the game. Begin to influence a composed game. Can control and catch a ball with movement.</p> <p><b><u>Autumn 2</u></b>  <b><u>Swimming</u></b></p>

	<p>Consolidate and develop the quality of their skills e.g. front crawl, back crawl, breaststroke, floating and survival skills. Swim competently, confidently and proficiently over a distance of at least 25 metres. Choose and use a variety of strokes according to the task and the challenge e.g. swimming without aids, distance and time challenges, perform self-rescue in different water-based situations. Describe and evaluate the quality of swimming and recognise what needs improving.</p> <p><b>Football</b> 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. Kicking towards a certain direction. Dribbling with control. Shooting with accuracy. Begin to move on and off the ball. Begin to influence a controlled game move on and off the ball.</p>
<b>MFL</b>	<p><b>Autumn 1</b> <b><u>Can I sing 'Heads, shoulders, knees and toes' in Spanish?</u></b> <b>Self, family &amp; friends</b> To recognise the body parts involved in singing 'Heads, shoulders, knees and toes'. To recognise these written words and be able to match them with the correct body parts. To combine known language from prior topics to form descriptive phrases.</p> <p><b>Autumn 2</b> <b><u>What's in my pencil case?</u></b> <b>School life</b> To be able to name the stationary found in a pencil case. To name objects that can be found in a school classroom. To be able to use the phrase 'hay' = there is, confidently and identify gendered nouns.</p>
<b>R.E</b>	<p><b><u>What makes a house a home?</u></b> <b>Homes</b> Talk about their own feelings about home Talk about the importance of family in the home</p> <p><b><u>Why make promises?</u></b> <b>Promises</b> To understand how belonging to a group involves promises and rules To understand the meaning of the promises made during baptism</p> <p><b><u>Are visitors always welcome?</u></b> <b>Visitors</b> To understand the joys and demands of visitors To understand that Advent is waiting for the coming of Jesus</p>

