



St Oswald's Catholic Primary School



Year Autumn Overview 2020

<u>Subject Area</u>	<u>Autumn</u>
<u>English</u>	<u>Autumn 1</u> English recovery curriculum – Rain Before Rainbows <u>Autumn 2</u> Information texts Myths
<u>Mathematics</u>	<u>Number</u> <u>Autumn 1</u> Number and place value <u>Autumn 2</u> Addition and subtraction, multiplication and division
<u>Science</u>	<u>Autumn 1</u> <u>How do living things work?</u> <u>Animals, including humans</u> 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. <u>Autumn 2</u> <u>Are all rocks the same?</u> <u>Rocks</u> 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><u>History</u></p>	<p><u>Autumn 1 – History catch-up curriculum</u> <u>How did these famous explorers impact on life today?</u> <u>Great Explorers</u> The children will research the two explorers: Christopher Columbus and Tim Peak, and discover how they have impacted on life today.</p> <p><u>Autumn 2 – History afternoon</u> <u>How has Old Swan changed over time?</u> <u>Local History – Old Swan</u> 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><u>Geography</u></p>	<p><u>Autumn 1 – Geography catch-up curriculum</u> <u>Can you describe how life is different in Beijing?</u> <u>Beijing</u> As geographers, the children will understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European city (Beijing).</p> <p><u>Do we all have the same weather?</u> <u>Weather</u> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the north and south poles.</p> <p><u>Map skills</u> Use simple compass points (North, South, East, West) Use aerial photographs to recognize landmarks and basic human and physical features Draw or make a map of a real or imaginary place Use and construct basic symbols in a key.</p> <p><u>Autumn 2 – Geography afternoon</u> <u>How has the Geography of Liverpool changed over time?</u> <u>Local Geography - Liverpool</u> 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><u>Art</u></p>	<p><u>Autumn 1 – Art catch-up curriculum</u> <u>Can I create a piece of sustainable woven art?</u> Children to sketch and colour regular and irregular patterns; study history of weaving and cultural importance; weave with natural materials inspired by history; study Angharad McLaren and sustainable weaving; explore colour and pattern to create wool weave on card; and create final piece inspired by history and sustainability.</p> <p><u>Autumn 2 – Art afternoon</u> <u>Can I create a self-portrait inspired by Kandinsky?</u> <u>Kandinsky</u> Children to independently create repeated patterns and apply colour using varied textures; be inspired by Kandinsky to create a repeated tile pattern with block colours ('Colour Study', 1913); use varied materials to create a collage inspired by 'Composition X', 1939; use printing blocks to create circle image inspired by 'Several Circles', 1929; and collate the different Kandinsky techniques studied to create an abstract self-portrait</p>
<p><u>Design Technology</u></p>	<p><u>Autumn 1 – DT catch-up curriculum</u> <u>Can you design, make and evaluate your own moving vehicle?</u> <u>Moving vehicles</u> Evaluate their ideas and products against design criteria. Explore and use mechanisms e.g. wheels and axles in their products. Select from a range of materials (including recycled materials and textiles), fastening techniques and tools and use to create 2D and 3D representations. Children are to build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p><u>Autumn 2 – DT catch-up afternoon</u> <u>Can you design your own recipe for a European savoury dish?</u> <u>Cookery</u> Children to write their own recipe for a European savoury dish. They will need to ensure that they include hygiene procedures when writing their recipe, and create step-by-step instructions that are clear and easy to follow. The children's recipes will be made into a European cook book.</p>
<p><u>Music</u></p>	<p><u>How can I play 'clean' sounding notes when playing ukulele?</u> <u>Ukulele</u> Wider Opportunities – led by Mr Hawley</p>
<p><u>PSHCE</u></p>	<p><u>Autumn 1</u> <u>New beginnings</u></p>

	<p>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><u>Autumn 2</u> <u>Getting on and falling out</u> 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>
<u>Computing</u>	<p><u>Autumn 1</u> <u>Do we all have a say?</u> <u>A1- Class Democracy (IT, DL)</u> 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><u>Autumn 2</u> <u>Can I illustrate a story?</u> <u>A2- We are Publishers (DL)</u> Children will create an eBook retelling the story of a famous book including illustrations that they will create themselves using Brushes</p>
<u>PE</u>	<p><u>Autumn 1</u> <u>Dodgeball</u> 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><u>Yoga</u> 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 Transferring Body weight To copy, remember, explore, link and vary ideas with control and coordination.</p>

	<p>To apply compositional ideas to sequences alone and with others. To describe my own and others work noting similarities and differences. To make suggestions for improvements. Recognise changes in my body can give reasons why PE is good for health.</p> <p><u>Autumn 2</u> <u>Football</u> 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> <p><u>Dance</u> 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. Body Shape to perform with control and coordination. To respond imaginatively to a variety of stimuli to vary dynamics, levels, speed and direction. To discuss my own and others performance with simple vocabulary. I understand the need for warm up and cool down.</p>
<u>MFL</u>	<p><u>Autumn 1</u> <u>Can I sing 'Heads, shoulders, knees and toes' in Spanish?</u> Self, family & friends 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><u>Autumn 2</u> <u>What's in my pencil case?</u> School life 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>
<u>R.E</u>	<p><u>What makes a house a home?</u> Homes Talk about their own feelings about home Talk about the importance of family in the home</p> <p><u>Why make promises?</u> Promises To understand how belonging to a group involves promises and rules</p>

To understand the meaning of the promises made during baptism

Are visitors always welcome?

Visitors

To understand the joys and demands of visitors

To understand that Advent is waiting for the coming of Jesus