



**St Oswald's Catholic Primary School**

**Year Autumn Overview 2020 -2021**

<b><u>Subject Area</u></b>	<b><u>Autumn</u></b>	
<b><u>English</u></b>	Letter writing Auto-Biography Flashbacks Biography	
<b><u>Mathematics</u></b>	Place Value- Addition/Subtraction      White Rose Multiplication Division Fractions Continuous number and problem solving objectives	
<b><u>Science</u></b>	<p><b>How do our choices affect how our bodies work?</b>            Animals, including humans</p> <p>-Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood -Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function -Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p><b>How do living things change over time and place?</b>            Evolution and inheritance</p> <p>-Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. -Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents -Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>
<b><u>History</u></b>	<p><b><u>History Day 1</u></b> – AZTECS            What do the ruins of the Aztec civilisation teach us about their ancient civilisation, compared to our lives today? -Cross Curricular</p> <ul style="list-style-type: none"> <li>• History culture/civilisation,</li> <li>• English -Debate</li> <li>• Art – Aztec Calendars</li> </ul>	

	<p><b><u>History Day 2</u></b>  What impact did WW2 have on Liverpool?  <b>Focus on evacuees/The Blitz/Port of Liverpool</b>  Local Study – Liverpool in the Second World War (Considering the impact of global conflict on the city of Liverpool and its people. Exploring the important role played by the port of Liverpool in maintaining the flow of vital supplies to the nation).</p>
<b><u>Geography</u></b>	<p><b><u>Geography Day</u></b>  Where on earth are we?  Identify the significance of the lines of longitude and latitude, Arctic and Antarctic circles, the Prime Greenwich meridian and time zones ( including day/night)</p>
<b><u>Art</u></b>	<p>Can you compare and contrast the style of Tim Burton with Quentin Black and produce a piece of artwork in your preferred style?    Sketching and drawing  Drawing lines and marks sketch book. To follow instructions using light and shading. To experiment with using Charcoal. As Artists, the children will continue to develop their mastery of art and design skills and techniques, focusing on sketching and drawing skills with regards to illustrations by Tim Burton and Quentin Blake</p>
<b><u>Design Technology</u></b>	<p>Can you create a cookbook of popular WW2 Meals?  To create a cookbook of meals popular in WW2 times. Each class to create recipes/labelled diagrams/design a meal/research pages and collate evidence into a year group cookbook. Discuss with children where different foods come from, food rations during the war, this could be included in your cookbook. You could also include a page about hygiene and how to stay safe when cooking.</p>
<b><u>Music</u></b>	<p>Can I identify tempo and dynamics using musical vocabulary accurately?  Classroom jazz  The children will fluently perform a range of jazz style songs with expression, control and accuracy, listen with attention to detail recognise tempo, dynamics and instruments in contrasting songs, develop an historical understanding of the song, compose on pitched percussion with dynamics.</p>
<b><u>PSHCE</u></b>	

	<p>This theme focuses on developing children’s knowledge, understanding and skills: Empathy, self-awareness, social skills and motivation</p> <p>Offers the children the opportunity to see themselves as valued individuals within their community and to contribute to shaping a welcoming, safe and fair learning community for all.</p> <p>Children explore feelings of happiness and excitement, sadness, anxiety and fearfulness and will learn shared models for “calming down” and “problem solving.</p>	<p>This theme focuses on: empathy, managing feelings and developing social skills.</p> <p>Offers the children the opportunity develop the social skills of friendship, working well together in a group, managing anger and resolving conflict.</p>
<b><u>MFL</u></b>	<p><b>What job do I want in the future?</b></p> <p><b>Self, family &amp; friends - (jobs)</b></p> <p>-Produce names of family and professions orally and in writing including definite and possessive pronoun. Use first person of verb ‘to have’ to talk about feelings and illness. Listen and elicit meaning from a short paragraph about jobs. Write sentences/a paragraph about family and the jobs they do.</p>	<p><b>What happens during my school life?</b></p> <p><b>School life – (school routines)</b></p> <p>-Ask and answer questions and put some sentences together about oneself to form a paragraph both verbally and in writing. Recognise and say the time. Produce sentences orally describing school routine with times. Recognise school routines. Write sentences about school routines and times.</p>
<b><u>PE</u></b>	<p><b>Football</b></p> <p>Dribble effectively around obstacles Show precision and accuracy when sending and receiving Perform skills with accuracy, confidence and control, Combine and perform skills with control, adapting them to meet the needs of the situation, Play shots on both sides of the body and above their heads in practises and when the opportunity arises in a game. Play competitive games (modified where appropriate) showing tactical awareness of attacking and defending and some knowledge of rules and scoring, Respond consistently in the games they play,</p>	<p><b>TAG RUGBY-</b></p> <p>Combine accurate passing skills/ techniques in a game. Advise and help others in their techniques in a game.</p> <p><b>Dance- Haka-</b></p> <p>Explore movements in sections of dance Vary dynamics and develop actions with a partner or as part of a group. Demonstrate rhythm and spatial awareness.</p>

	<p>choosing and using skills which meet the needs of the situation and learn how to evaluate and recognise their own success</p> <p><b>Gymnastics- YOGA (Miss Wright)</b></p> <p>Perform actions in a fluent and consistent performance, Create sequences and adapt, Know and understand the basic principles of warming up and why it is important, Understand why physical activity is good for overall health, Evaluate and improve their own and other work Flight</p> <p>Link ideas, skills and techniques with control, precision and fluency when performing basic skills.</p> <p>Understand composition by performing more complex sequences.</p> <p>Describe how to refine, improve and modify performances.</p> <p>Demonstrate specific aspects of warm up and describe effects of exercise on the body. (LSSP)</p>	
<p>Computing</p>	<p><b>Heroes and Villains – Graphics (DL)</b> <b>Good or Evil, who will conquer? MGL</b></p> <p>This project will take children through the steps to create their own Heroes and Villains style game using the program Scratch.</p>	<p><b>Young Authors - interactive (IT, DL)</b> <b>Can I create an E-Book?</b></p> <p>During this project, children will develop a story idea in small groups to create a storyboard. The children will then use Book Creator and Brushes to create their own eBook including text, illustrations and audio.</p>