
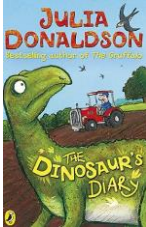

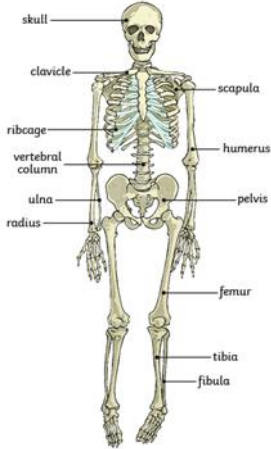





## ED Overview Autumn 2

English	Maths	Science							
<p><b>Writing</b></p> <p><b>Writing to inform</b> Non-chronological reports</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Understand how to use nouns and pronouns.</li> <li>Use adjectives to describe a noun.</li> <li>Using tenses correctly</li> <li>Using question marks correctly when required.</li> <li>Using apostrophes to show contractions e.g. can't, it's.</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>Include full stops, capital letters, question marks, exclamation marks and commas (list) mostly accurately</li> <li>Using commas after fronted adverbials</li> </ul> <p><b>Spellings</b></p> <ul style="list-style-type: none"> <li>Spelling shed</li> <li>Common exception words.</li> </ul> 	<p><b>Reading</b></p> <p><b>Class Novel:</b></p>  <p><b>The Dinosaur Diary</b> by Julia Donaldson</p> <p><b>Wider Reading Across The Curriculum:</b></p> <p><b>The Girl and the Dinosaur and The Fossil Hunter: How Mary Anning unearthed the truth about the dinosaurs.</b></p>  <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 30%; text-align: center;"><b>Vocabulary</b></td> <td rowspan="6" style="text-align: center; vertical-align: middle;">Development of skills across a range of genres and through the curriculum.</td> </tr> <tr> <td style="text-align: center;"><b>Inference</b></td> </tr> <tr> <td style="text-align: center;"><b>Prediction</b></td> </tr> <tr> <td style="text-align: center;"><b>Explain</b></td> </tr> <tr> <td style="text-align: center;"><b>Retrieve</b></td> </tr> <tr> <td style="text-align: center;"><b>Summarise</b></td> </tr> </table> <p style="text-align: center; margin-top: 10px;">Development of reading accuracy and fluency across a range of age appropriate texts.</p>	<b>Vocabulary</b>	Development of skills across a range of genres and through the curriculum.	<b>Inference</b>	<b>Prediction</b>	<b>Explain</b>	<b>Retrieve</b>	<b>Summarise</b>	<p><b>Number: Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Add and subtract two numbers across 10 and 100</li> <li>Add two and three-digit numbers</li> <li>Subtract a 2-digit number from a 3-digit number</li> </ul> <p><b>Multiplication and division</b></p> <ul style="list-style-type: none"> <li>Multiplication using the symbols</li> <li>Using arrays</li> <li>Make equal groups by sharing and grouping.</li> <li>Multiplication and division facts using 2, 5 and 10x tables</li> </ul> <p><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul> 
<b>Vocabulary</b>	Development of skills across a range of genres and through the curriculum.								
<b>Inference</b>									
<b>Prediction</b>									
<b>Explain</b>									
<b>Retrieve</b>									
<b>Summarise</b>									
<b>Foreign languages</b>									
<ul style="list-style-type: none"> <li>Days of the week</li> <li>Months of the year</li> <li>French greetings</li> <li>Christmas Vocabulary</li> </ul>									

Talkabout	Life Skills	D&T	Computing
<p><b>Talkabout – Developing Friendship skills</b></p> <p><u>What is a friend?</u></p> <ul style="list-style-type: none"> <li>An introduction to relationships</li> <li>People in my life</li> <li>How are they close to me?</li> </ul> <p><u>Friendly behaviours</u></p> <ul style="list-style-type: none"> <li>Friendly words</li> <li>Talkabout trumps</li> <li>Friendship rating</li> </ul>	<p><b>Prepares a Meal</b></p> <ul style="list-style-type: none"> <li>Opens containers/packaging</li> <li>Follows instructions on food labels</li> <li>Follow a recipe</li> <li>Handling utensils safely and effectively.</li> </ul> <p><b>Making healthy choices in relation to food/drink</b></p> <ul style="list-style-type: none"> <li>Distinguishes between edible/inedible foods</li> <li>Identifies healthy/less healthy foods</li> <li>Understands concepts of ‘balanced’ diet.</li> </ul>	<p><b>Food and Nutrition:</b> Healthy and Varied Diet</p> <p>Design, make and evaluate a fruit crumble.</p> <p><b>Technical knowledge and understanding:</b></p> <ul style="list-style-type: none"> <li>Know how to use appropriate equipment and utensils to prepare and combine food.</li> <li>Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</li> <li>Know and use relevant technical and sensory vocabulary appropriately.</li> </ul>	<p><b>Stop-frame animations:</b></p> <ul style="list-style-type: none"> <li>To explain that animation is a sequence of drawings or photographs.</li> <li>To relate animated movement with a sequence of images.</li> <li>To plan an animation.</li> <li>To identify the need to work consistently and carefully.</li> <li>To review and improve an animation.</li> </ul> <p>To evaluate the impact of adding other media to an animation.</p>
Geography		R.E	P.E
<p><b>Countries of the United Kingdom and the regions of England</b></p> <ul style="list-style-type: none"> <li>Locating the United Kingdom on a World Map.</li> <li>Using atlases to locate and label the four countries of the United Kingdom.</li> <li>Naming the capital cities of countries in the United Kingdom.</li> <li>Understanding atlas features (index, contents, scale and grid) and using them to locate towns and cities.</li> </ul> <p><b>Substantive knowledge:</b></p> <ul style="list-style-type: none"> <li>Locational Knowledge: name and locate locations, use positioning systems</li> <li>Place Knowledge: the connection of location with personal experiences</li> <li>Human Processes: land use</li> <li>Geography Skills: using maps and atlases</li> </ul> <p>Concepts: Place, Space, Scale, Human Processes, Cultural Awareness and Cultural Diversity</p> 		<ul style="list-style-type: none"> <li>Creating Unity and Harmony</li> <li>Participating and Willing to Lead</li> </ul> <p>What is good about taking part/joining in? How do some Christians join in?</p> <p>How do Christians worship together at Christmas?</p> <p>What kind of songs do Christians sing at Christmas?</p> 	<p><b>Gymnastics and dance</b></p> <ul style="list-style-type: none"> <li>To develop flexibility, strength, technique, control, and balance</li> <li>To Perform dances using a range of movement patterns.</li> </ul>