



Birkacre Class St. Joseph's Theme Overview: Autumn 2



Autumn One Theme – World War One

This half term we will be learning about what it must have been like to be a soldier in World War One. We will look at who was involved in the war and what life must have been like for the men from Chorley involved in the trenches. We will examine a number of different sources to do this and come to our own conclusions about life in the trenches.

Learning Challenge Questions:

What caused and who was involved in WW1?

What was it like for the soldiers fighting in the 'Great war?'

What would the sights and sounds of WW1 have been?

Would I have liked to have been in WW1?

Core Subjects

READING

Across this half term we will be reading a variety of Fiction and non-fiction texts as well as poetry, play scripts to develop a love and enjoyment of reading.

- Regularly listen to whole novels read aloud by the teacher.
- Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways.
- Orally retell a range of stories.
- Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes.
- Explain the meaning of key vocabulary within the context of the text.
- Use dictionaries to check meanings of words in the texts that they read.
- Use punctuation to determine intonation and expression when reading aloud to a range of audiences.
- Make predictions based on information stated and implied.
- Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.
- Justify responses to the text using the PE prompt (Point + Evidence).
- Identify, analyse and discuss themes e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals.

WRITING

Across the half term we will be writing about life in the trenches during World War One using a variety of sentence types.

- Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain.
- Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action.
- Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled.
- Use commas to mark clauses in complex sentences.
- Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock."
- Identify, select and effectively use pronouns.
- Explore, identify, collect and use noun phrases e.g. The crumbly cookie with tasty marshmallow pieces melted in my mouth.
- Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.
- Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones.
- Reading and analysing narrative, non-fiction and poetry in order to plan and write their own.

COMPUTING

Using the DARES strategy of design, apply, refine, evaluate and share the children will explore creating robotic instruments such as shakers, or beaters for playing drums or a xylophone.

- I can use abstraction to focus on what's important in my design
- I can write more precise algorithms for use when programming
- I can use simple selection and repetition in algorithms
- I can use logical reasoning to detect and correct errors in programs Coding/Programming
- I can use repetition in programs
- I can work with a variety of outputs
- I can use logical reasoning to systematically detect and correct errors in programs

<ul style="list-style-type: none"> • Draw inferences around characters’ thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. • Explain how paragraphs are used to order or build up ideas, and how they are linked. 	<ul style="list-style-type: none"> • Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing. • Discussing and recording ideas for planning e.g. story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan. • Developing settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. • Planning and writing an opening paragraph which combines the introduction of a setting and character/s. • Organising paragraphs in narrative and non-fiction. • Linking ideas within paragraphs e.g. fronted adverbials for when and where. • Generating and select from vocabulary banks e.g. powerful adverbs, adverbial phrases, technical language, persuasive phrases, and alliteration appropriate to text type. Evaluate and edit by: • Proofreading to check for errors in spelling, grammar and punctuation in own and others’ writing. • Improving writing in light of evaluation 	
<p style="text-align: center;"><u>Key Vocabulary:</u></p> <p>Recognise, analyse, vocabulary. Identify, discuss, inference, retrieve, evidence. Explain, predict, generate, justify.</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Commas inverted commas, speech marks, apostrophes, fronted adverbials, complex sentences, adverb starters, noun phrases, expanded noun phrases, punctuation, identify explore, tenses, grammar, explore, collect, technical language</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Design, project, software, outcome, achieve, create, plan, produce, explore, refine, modify, evaluate, reflect, programme, algorithm,</p> <p>Logical, reasoning, coding ,output, repetition</p>
<p style="text-align: center;"><u>Help me at Home by:</u></p> <p><u>Reading stories with me, listening to me read and asking me</u> questions about the story, the characters, their thoughts and feelings and why they might behave in a certain way. Help me to break down unfamiliar words when reading. Check I understand the word – if I don’t help me to find out what the word means. Join a library. Complete AR quizzes at home.</p> <p>Engage in some non- fiction books around animals, look at encyclopaedias to find out about the kind of books they are.</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>. Write short sentences with me which include fronted adverbials</p> <p>Help me to use adjectives to describe objects, people or places.</p> <p>Help me with my description – what adjectives could I use to describe an animal that has hatched from an egg? How could I describe the egg?</p> <p>Look at encyclopaedias with me, how are they organised – what would my entry need to include?</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Watch the following videos to help me learn more - Connecting up the Crumble -Connecting servos - Coding with the Crumble.</p> <p>Let me use any old pots, tins etc that could create a sound when hit by a drumstick. Consumables (tape, string etc)</p>
<p style="text-align: center;"><u>MATHS</u></p> <p>Maths this half term explores the topic of perimeter as well as multiplication and division</p> <ul style="list-style-type: none"> • To be able to convert between metres and kilometres 	<p style="text-align: center;"><u>SCIENCE</u></p> <p>We will explore sound – how it travels, that vibrations cause sound waves and the relationship between distance and sound and the effect of pitch.</p>	<p style="text-align: center;"><u>RE</u></p> <p>In Baptism we focus on the call to belong and that Baptism and Confirmation are sacraments of the gift of God’s life and friendship. Advent focuses on loving relationships and that the gift of God’s love for us was Jesus. In Judaism we focus on the</p>

<ul style="list-style-type: none"> • To be able to calculate a perimeter on a grid • To be able to calculate the perimeter of a rectangle • To be able to calculate the perimeter of a rectilinear shape • To be able to multiply by 10 • To be able to multiply by 100 • To be able to divide by 10 • To be able to divide by 100 • To be able to divide by 1 and 0 • To be able to divide by 1 • To be able to multiply and divide by 6 • To be able to become fluent in the 6 times table • To be able to multiply and divide by 9 • To be able to become fluent in the 9 times tables • To be able to multiply and divide by 7 • To be able to become fluent in the 7 times tables 	<ul style="list-style-type: none"> • Identify how sounds are made, associating some of them with something vibrating • Recognise that vibrations from sounds travel through a medium to the ear • Find patterns between the pitch of a sound and features of the object that produced it • Find patterns between the volume of a sound and the strength of the vibrations that produced it • Recognise that sounds get fainter as the distance from the sound source increases. • Find patterns between the pitch of a sound and features of the object that produced it. • Recognise that vibrations from sounds travel through a medium to the ear. <p>Working Scientifically:</p> <ul style="list-style-type: none"> • Finding patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses. • They might make ear muffs from a variety of different materials to investigate /test which provides the best insulation against sound. • They could make [create/invent/design] and play their own instruments by using what they have found out about pitch and volume. 	<p>Torah and how it was a special book for the Jewish faith as it is considered the word of God.</p> <ul style="list-style-type: none"> • To ask and respond to questions about being chosen. • To ask questions about what they and others wonder about the reason for responses to being chosen. • Make links to show how feelings and beliefs can affect the responses they might make to being chosen. • Retell some special stories about religious events and people such as David and/ or the call of the apostles. • Use religious words and phrases to describe what it means to be called. • Describe some ways in which people are called to live a Christian life. • Make links between scripture and the call to holiness. • Use a developing religious vocabulary to give reasons for the actions and symbols used at Confirmation. • Give reasons why and how Christians respond to God 's call. • Judaism – explores the Torah as a special book • The significance of the Torah for Jewish people • How the Torah plays a special part in a Bar/Bat Mitzvah Some children will be able to ask and respond to questions about what is important in friendship. • Ask questions about what they and others wonder about the gift of love and friendship and realise that some of these questions are difficult to answer. • Make links to show how feelings and beliefs affect their behaviour and that of others in relation to the gift of love and friendship. • Compare their own and other people's ideas about the gift of love and friendship and realise that these questions are difficult to answer. • Retell the story of the birth of Jesus and the visit of the Wise Men. • Use religious words and phrases to describe some of the religious actions and symbols which help Christians prepare during Advent for the coming of Jesus at Christmas. • Make links between scripture texts and the belief that God sent Jesus to earth as the long-awaited Messiah. • Use a developing religious vocabulary to give reasons for the actions and symbols connected with the liturgical season of Advent and Christmas.
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<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Multiply, divide, times tables, place value, fluent, perimeter, rectangle, metres, kilometres, rectilinear, shape, grid.</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Pitch, volume, distance, vibrations, pluck, bang, sound, ear, patterns, strength, faint, investigate, insulate, materials, instruments.</p>	<p style="text-align: center;"><u>Key Vocabulary:</u></p> <p>Advent, compare, love, wise men, Sefer Torah, Yad, scripture, Torah, Bar Mitzvah, Bat Mitzvah, friendship, Christians, Christmas, chosen, belief, response, loyalty, commitment, rejoice,</p> <p>Sacrament of Confirmation, oil of Chrism, mitre, crozier, sponsor, catechist, bishop, Holy Spirit, witness, anointing, Holy Trinity, enkindle, called</p>
<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Helping me to measure around shapes</p> <p>Help me to learn my times tables</p> <p>Help me to divide by sharing or subtracting groups of numbers.</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Listen to music and help me to identify the different instruments.</p> <p>Investigate how the ear works</p> <p>Listen to high sounds and low sounds to identify pitch.</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Talking to me about being chosen. Read some bible stories to me about the apostles. Share with me your experiences of the Sacraments.</p> <p>Help me to prepare for Advent – a wreath or advent candle. Read the story of Christmas with me.</p>
<p>Foundation Subjects</p>		
<p style="text-align: center;"><u>PHSE</u></p> <p>This half term we will explore how we show respect for each other, behave in a courteous manner, keep ourselves safe and understand human rights.</p> <ul style="list-style-type: none"> • About the impact of bullying, including offline and online, and the consequences of hurtful behaviour • Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support • About discrimination: what it means and how to challenge it • About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) • Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact • About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret • Where to get advice and report concerns if worried about their own or someone else's personal safety (including online) • That personal behaviour can affect other people; to recognise and model respectful behaviour online 	<p style="text-align: center;"><u>History</u></p> <p>This half term we will look at who was involved in the war and what life must have been like for the men and animals involved in the trenches. We will examine a number of different sources to do this and come to our own conclusions about life in the trenches.</p> <ul style="list-style-type: none"> • Order key dates on a timeline to demonstrate chronology of British and world history. • Understand how knowledge of the past is constructed from a range of sources • Select and organise relevant information from a wider range of sources to answer a historical question • Regularly generate and answer a range of historically-valid questions about similarities and differences • Develop a range of historical vocabulary eg <i>civilisation, chronology, heir, ancient, neutral, treaty</i> 	<p style="text-align: center;"><u>DT</u></p> <p>This half term we will link our DT to Science by researching, designing and making our own trenches to show how they could be strengthened and improved.</p> <ul style="list-style-type: none"> • Develop more than one design or adaptation of an initial design. • Plan a sequence of actions to make a product. • Record the plan by drawing using annotated sketches. • Begin to use cross-sectional and exploded diagrams. • Use prototypes to develop and share ideas. • Think ahead about the order of their work and decide upon tools and materials. Prepare pattern pieces as templates for their design. • Cut slots. • Cut internal shapes. • Select from a range of tools for cutting shaping joining and finishing. • Use tools with accuracy. • Select from techniques for different parts of the process. • Select from materials according to their functional properties. • Plan the stages of the making process. • Use appropriate finishing techniques.

<ul style="list-style-type: none"> To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships To recognise there are human rights, that are there to protect everyone About the relationship between rights and responsibilities About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced 		<ul style="list-style-type: none"> Propose realistic suggestions as to how they can achieve their design ideas. Develop vocabulary related to the project. Create shell or frame structures. Strengthen frames with diagonal struts. Make structures more stable by giving them a wide base. Measure and mark square section, strip and dowel accurately to 1cm. Consider and explain how the finished product could be improved.
<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Respect, human rights, safety, self-respect, thoughts, feelings, manners, courteous, protect, privacy, boundaries, secrets, confidential, discrimination, bullying, consequences, acceptable, unacceptable ,advice, help, trolling, harassment.</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Counties, monarchs, heir, treaty/pact, neutral, propoganda, primary and secondary sources, reliable, trench warfare</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Join, structure, design, make, evaluate, strengthen, prototype, adapt, tools, plan, materials, improve, create, frames, struts, stability</p>
<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Talking to me about how to keep myself safe online. Talk to me about how to report any concerns I might have appropriately Give me jobs to do around the home to teach me responsibility Remind me to be mannerly and polite</p>	<p style="text-align: center;"><u>Help me at Home by</u></p> <p>Talking to me about relatives who were part of the war. Point out local war memorials, take me to the library and get some books out on WW1, attend or watch a remembrance service. Buy a poppy or take me to the Poppy shop in town.</p>	<p style="text-align: center;"><u>Help me at Home by</u></p> <p>.Looking at videos of World war one and trench life Talk to me about how the trenches could be improved. Help me to design a safe and dry trench Talk to me about appropriate tools</p>
<p style="text-align: center;"><u>PE</u></p> <p>This half term the children will take part in dance and target games such as Boccia, .aimed at developing their hand eye co-ordination as well as choreography.</p> <ul style="list-style-type: none"> Use simple choreographic principles and perform a more complex dance Use dance phrases to communicate narrative with a partner To describe, interpret and evaluate their own and others dance Describe what you need to do to warm up/cool down for dance Work as a group to combine movements to create a sequence. To combine sequences to create a final performance 	<p style="text-align: center;"><u>MUSIC</u></p> <p>This half term we will be focusing on the skills of singing and performance.</p> <ul style="list-style-type: none"> Know that a singing group is called a choir. Understand that a choir is lead by a conductor. Understand the importance of listening to each other in a choir. Show an understanding of texture – soloists have a thinner texture than choirs. Understand the importance of warming up our voices. Sing in unison and two parts. Demonstrate a good singing posture. Show an awareness of singing ‘in tune’. 	<p style="text-align: center;"><u>MFL</u></p> <p>This half term we will be learning to use ten common verbs in French along with the phrase Je peux (I can).</p> <ul style="list-style-type: none"> Listen to know and know the meaning of ten common verbs in French. Say ten common French verbs with good pronunciation. Write from memory the common verbs learnt. Say and write the phrase Je peux followed by one of the common verbs learnt.

<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, basketball, boccia and apply basic principles suitable for attacking and defending • Develop technique and control challenges both individually and within a team • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • Re-join the rest of the choir if place is lost. • Listen to the rest of the choir and the music whilst singing. 	
<p style="text-align: center;">Key Vocabulary</p> <p>Choreography, beat, rhythm, step, slide, raise, core, evaluate, improve, combine, team, isolation, pass, dodge, spatial awareness, team, technique, control, challenge, individual, performance</p>	<p style="text-align: center;">Key Vocabulary</p> <p>improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, melody, solo, unison, rhythm patterns, musical style percussion</p>	<p style="text-align: center;">Key Vocabulary</p> <p>Danser, chanter, écouter, manger, parler, sauter, regarder, cuisiner, boire, écrire, Je peux...</p>
<p style="text-align: center;">Help me at Home by:</p> <p style="text-align: center;">Watch Strictly with me Dance with me Watch me create my own dance and praise my efforts Play ball games with me</p>	<p style="text-align: center;">Help me at Home by:</p> <p style="text-align: center;">Help me to clap in time to music at home. Help me to listen to a variety of different music at home – help me to identify different instruments being played. Help to make my own percussion instruments.</p>	<p style="text-align: center;">Help me at Home by:</p> <p style="text-align: center;">Play the games available on Language Angels website. Practise saying some of the phrases I have learnt.</p>
<p style="text-align: center;">Visitors, Visits and Outdoor Learning within the theme:</p> <p style="text-align: center;">War walk into town to the Poppy shop to deliver artwork, the Pals memorial and cenotaph.</p> <p style="text-align: center;">British First World War Soldier visit.</p>		