



## Duxbury Class St. Joseph's Theme Overview: Autumn 2



### To Infinity and Beyond!

This term we will learning about space! In history we will focus on Mae Jemison the first African-American women to go to space as our significant historical person and also look at Neil Armstrong (Moon landing) and Helen Sharman (first British person in space). In science, we will look at everyday materials and their properties and help to repair Mae Jemison's damaged space suit by conducting a simple experiment. In D.T, we will make a moving mechanism picture about space or one of our space explorers and in ICT we will create an animated video with facts all about Mae Jemison.

### The main subject drivers of this theme history, science, DT and ICT.

#### Learning Challenge Questions:

Computing: What are the steps in completing an animation with text? How will you know that you have been successful?

Science: What materials would be most suitable for Helen Sharman's space suit?

History: What makes Mae Jemison a significant person in history and what did she achieve?

Art: How could I further embellish my design?

### Core Subjects

#### READING

During Reading the children will experience a wide range of texts. They will look at stories that are familiar to them, labels and captions and instructions.

- To read aloud accurately books that are consistent with their developing phonic knowledge.
- To apply phonic knowledge and skills as the route to decode words.
- To respond speedily with the correct sound to grapheme for the 44 phonemes.
- To recognise and use the different ways of pronouncing the same grapheme; e.g. ea in bread and seat; o in post and slot; a in hat and was; ow in snow and cow.
- To read accurately by blending sounds in unfamiliar words.
- To read common exception words, noting tricky parts.
- To develop fluency, accuracy and confidence by re-reading books.
- To recognise and join in with language patterns and repetition during class story times.
- To orally retell stories using props and pictures.

#### WRITING

During Writing the children will experience writing for a real purpose as they will write a letter to an astronaut. They will retell a story with a familiar setting and complete short writing activities such as writing questions, stating their dreams and aspirations, writing and describing a setting such as; space.

- To repeat a simple sentence modelled, e.g. spoken by an adult or puppet. Replicate in writing so that it can be read by themselves and others.
- With adult prompting, separate words with spaces, e.g. using a finger or lollipop stick as a spacer.
- To use full stops to demarcate simple sentences.
- To recognise and write from memory capital letters.
- To use capital letter for the personal pronoun I.
- To identify and use question marks.
- To use the joining word and to link words in sentences, eg The car was black and white.
- To orally plan and sequence ideas in narrative, e.g. with adult support, create a story using small world props or pictures and orally rehearse.
- With adult support, re-read every sentence to check it makes sense.

#### COMPUTING

Pupils will create their animation in ScratchJr <https://www.scratchjr.org/> This is a free app which can be run on Android or iOS tablets. The children will create an animation about the space explorers we have studied in history.

- To understand what algorithms are.
- To be able to write simple algorithms.
- To learn to use a sequence in programs.
- To be able to locate and fix bugs in my program.
- To understand how to create programs using different digital devices E.g. Bee Bot or ScratchJr on a tablet
- To add text to their animation.

<ul style="list-style-type: none"> <li>To discuss key vocabulary, linking meanings of new words to those already known.</li> <li>To develop and demonstrate their understanding of characters through role play and drama.</li> <li>To demonstrate understanding of texts by answering questions related to who, what, where and when.</li> <li>To make predictions based on what has been read so far.</li> <li>To recall information from non-fiction texts, e.g. by saying something they have found out.</li> </ul>	<ul style="list-style-type: none"> <li>To orally compose simple sentences to write short narratives or non-fiction texts, e.g. information text, letter and instructions.</li> <li>To read their writing to an adult.</li> </ul>	
<p style="text-align: center;"><b>Key Vocabulary</b></p> <p>phoneme, grapheme, digraph, tri-graph, tricky words</p>	<p style="text-align: center;"><b>Key Vocabulary</b></p> <p>Capital letter, full stop, finger space, question mark, joining words</p>	<p style="text-align: center;"><b>Key Vocabulary</b></p> <p>Design, apply, refine, evaluate, share Program, sequence, algorithm, text, dialogue</p>
<p style="text-align: center;"><b>Help me at Home by:</b></p> <p>Reading every night from your home reading book and reviewing your phonic flashcard packs,</p>	<p style="text-align: center;"><b>Help me at Home by:</b></p> <p>Helping your child to learn to spell the appropriate phase 3, 4, 5 tricky words and high frequency words for your child. (See phonics pack)</p> <p>Write simple sentences at home using your tricky words.</p>	<p style="text-align: center;"><b>Help me at Home by:</b></p> <p>To use the FREE APP listed above to create a simple algorithm.</p>
<p style="text-align: center;"><b><u>MATHS</u></b></p> <p>During Maths the children will learn about addition and subtraction and the properties of shapes through the use of concrete, pictorial and abstract methods.</p> <ul style="list-style-type: none"> <li>To count, read and write forwards and backwards from any number 0 to 20.</li> <li>To use a number line and part-whole model for addition.</li> <li>To learn to use the Addition and subtraction symbol</li> <li>To learn fact families – addition/subtraction facts</li> <li>To find number bonds for numbers to within 20</li> <li>To learn how to count on from the greatest number in addition, e.g. 3+6=. Start at 6 and count on.</li> <li>To understand Subtraction – taking away, how many left? crossing out, finding a part, breaking apart, counting back</li> <li>To recognise, name and sort 2-D and 3-D shapes.</li> <li>To create patterns with 3-D and 2-D shapes</li> </ul>	<p style="text-align: center;"><b><u>SCIENCE</u></b></p> <p>During science the children will learn all about everyday materials and their properties such as; hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque and transparent. The children will work scientifically and perform a simple experiment to test what is the best material to repair Helen Sharman’s space suit.</p> <ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made.</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, rock, brick, paper and cardboard.</li> <li>Describe the simple physical properties of a variety of everyday materials.</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> <li>Use observations to make suggestions and/or ask questions</li> <li>Name basic features of objects and materials.</li> <li>Say how things are similar or different</li> <li>Name basic features of objects and materials</li> </ul>	<p style="text-align: center;"><b><u>RE</u></b></p> <p>During the Waiting Topic the children will learn that, Advent is about looking forward to Christmas, the birthday of Jesus. They will understand that Advent is a time of waiting to celebrate Jesus’ coming at Christmas.</p> <ul style="list-style-type: none"> <li>To be able to talk about their experience and feelings about waiting.</li> <li>To be able to say what they wonder about waiting.</li> <li>To begin to ask and respond to questions about their own and others’ experiences and feelings of waiting.</li> <li>To begin to ask and respond to questions about what they and others wonder about and realise that some of these questions are difficult to answer.</li> <li>To be able to recognise that Advent is a time of waiting to celebrate Jesus at Christmas.</li> <li>To be able to recognise the Advent wreath, calendar, the colour purple and the Crib as religious signs and symbols.</li> <li>To be able to use some religious words and phrases about Advent and waiting.</li> <li>To be able to retell the story of the birth of Jesus.</li> </ul>

	<ul style="list-style-type: none"> <li>Say how things are similar or different</li> </ul>	<ul style="list-style-type: none"> <li>To be able to use religious words and phrases to begin to describe some religious traditions and symbols of Advent and Christmas.</li> </ul>
<p style="text-align: center;"><b>Key Vocabulary</b></p> <p>count (on, back, to, from, equal to, the same as, +, add, more, plus, make, sum, total, altogether, put together, score, how many more to make...? How many more is ... than ...?, -, subtract, take (away), minus, leave, how many are left/left over?, how many have gone?, one less, two less... how many fewer is ... than ...? How much less is ...?, =, equals, sign, is the same as</p> <p>shape, 2-D, flat, side, straight, curved, circle, triangle, square, rectangle, oblong, pentagon, hexagon, octagon, 3-D, solid, face, edge, vertex (vertices), point, flat, curved, end, cube, cuboid, pyramid, sphere, cone, cylinder</p>	<p style="text-align: center;"><b>Key Vocabulary</b></p> <p>Hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/not bendy, waterproof/not waterproof, absorbent/not absorbent, opaque and transparent, brick, paper, fabrics, elastic, foil, measuring, recording, asking questions, describing</p>	<p style="text-align: center;"><b>Key Vocabulary</b></p> <p>waiting, preparing, messenger, visit, celebrate, Advent, Jesus, Mary, Elizabeth, Joseph, shepherds, angels, Christmas, Bethlehem, manger, worship, wreath</p>
<p style="text-align: center;"><b>Help me at Home by:</b></p> <p>Learning to count forwards and backwards from any number to 20. Adding and subtracting within 20</p>	<p style="text-align: center;"><b>Help me at Home by:</b></p> <p>Let your child help you to recycle objects as home and discuss what they are made of.</p>	<p style="text-align: center;"><b>Help me at Home by:</b></p> <p>Make an advent wreath at home out of recycled materials or natural materials from a winter walk.</p>
<b>Foundation Subjects</b>		
<p style="text-align: center;"><b><u>PHSE</u></b></p> <p>During PSHE the children will be able to identify who is special to them, talk about the different people in their families and recognise how we are all different.</p> <ul style="list-style-type: none"> <li>To recognise that family is one of the groups they belong to, as well as, for example, school, friends, clubs.</li> <li>To talk about the different people in their family / those that love and care for them.</li> <li>To understand what their family members, or people that are special to them, do to make them feel loved and cared for.</li> <li>To recognise how families are all different but share common features – what is the same and different about them.</li> <li>To talk about different features of family life, including what families do / enjoy together.</li> <li>To recognise that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried.</li> </ul>	<p style="text-align: center;"><b><u>HISTORY</u></b></p> <p>During History the children will learn about Mae Jemison our significant person from the past and other space explorers Neil Armstrong and Helen Sharman.</p> <ul style="list-style-type: none"> <li>To identify some similarities and differences between Mae Jemison and other space explorers.</li> <li>To know where their lives and events fit into a chronological framework by using common words and phrases about the passing of time (<i>before, after, a long time ago, past...</i>).</li> <li>To understand and use simple historical concepts such as now/then and same/different.</li> <li>To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing).</li> <li>To use sources to answer simple questions about the past.</li> <li>To ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources.</li> <li>To learn about the lives of significant individuals from the past</li> </ul>	

<ul style="list-style-type: none"> <li>Lessons from Journey In Love Scheme - We meet God's love in our family.</li> </ul>		
<p style="text-align: center;"><b>Key Vocabulary</b></p> <p>Special, different, unique, belonging, happy, worried, families, same. Physical contact, Celebrations</p>	<p style="text-align: center;"><b>Key Vocabulary</b></p> <p>before, after, a long time ago, past, present, toys, playground games, chronological order</p>	
<p style="text-align: center;"><b>Help me at Home by</b></p> <p>Talk to your child about their close and extended family, what makes them special and what families enjoy doing together.</p> <p style="text-align: center;">Learning/using any important vocabulary.</p>	<p style="text-align: center;"><b>Help me at Home by</b></p> <p>Going stargazing outside and looking at the different phases of the moon.</p>	
<p style="text-align: center;"><b><u>PE / Gymnastics</u></b></p> <p>During Gymnastics the children will learn to create a sequence on the floor, mats and apparatus by linking two gymnastic shapes through rolling, travelling or jumping.</p> <p>During Games the children will learn to throw a ball underarm and apply the skills and tactics needed in a game</p> <ul style="list-style-type: none"> <li>To walk forwards and backwards.</li> <li>To travel on hands and feet.</li> <li>To make tall thin, star and tuck shapes.</li> <li>To perform a pencil roll.</li> <li>To jump in the air with a straight shape, tuck shape.</li> <li>To perform an egg roll and rock and roll.</li> <li>To be still during balances.</li> <li>To link moves with different shapes to make a sequence.</li> <li>To transfer a sequence from the floor to apparatus.</li> <li>To throw an object at, into and through a target.</li> <li>To perform a side gallop.</li> <li>To throw an object with accuracy in different ways.</li> <li>To run fast on the balls of my feet.</li> <li>To use a simple tactic.</li> <li>To apply the skill of throwing underarm in a simple game to outwit an opponent.</li> </ul>	<p style="text-align: center;"><b><u>MUSIC</u></b></p> <p>During this unit the children will learn a songs related to this year's nativity production, 'Little Angel gets her wings'</p> <ul style="list-style-type: none"> <li>To know 5 songs off by heart.</li> <li>To know and recognise the sound and names of some of the instruments they use.</li> <li>To learn how they can enjoy moving to music by dancing, marching, and being animals.</li> <li>To know that music has a steady pulse, like a heartbeat.</li> <li>Learn about voices, singing notes of different pitches (high and low).</li> <li>To learn that they can make different types of sounds with their voices –you can rap or say words in rhythm.</li> <li>To learn to start and stop singing when following a leader</li> <li>To understand that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>To perform in the KS1 nativity production.</li> <li>To understand the difference between an introduction, verse and chorus.</li> </ul>	<p style="text-align: center;"><b><u>Art- textiles</u></b></p> <p>During Art (textiles) the children will learn to design, make and evaluate a celestial fabric art piece inspired by Karen Rose. A UK textile artist inspired by the universe.</p> <ul style="list-style-type: none"> <li>To begin to identify different forms of textiles.</li> <li>To begin to cut and shape fabric/threads using scissors.</li> <li>To decorate/embellish fabric by sticking a range of textile products/shapes.</li> <li>To add additional decoration to my textile products by sticking buttons, beads, feathers, ribbon etc.</li> <li>To understand what weaving is and can experiment with weaving using a range of media E.g. strips of paper/card/fabrics/natural resources.</li> <li>To plan, design and evaluate their work.</li> </ul>
<p style="text-align: center;"><b>Key Vocabulary</b></p> <p>Travel, quick, light, high, low, turn, fast, slow, still</p>	<p style="text-align: center;"><b>Key Vocabulary</b></p> <p>appraising, arrangement, backing, balance, band, chord, chorus, , rhythm, pulse, verse, pitch, high, low</p>	<p style="text-align: center;"><b>Key Vocabulary</b></p> <p>Mechanism, lever, pull, slide, cut, stick, tools, design, plan, evaluate, pin, materials</p>

forwards, backwards, run, roll		
<p style="text-align: center;"><b>Help me at Home by:</b></p> <p>Playing ball games to practise the skills of throwing a ball underarm.</p>	<p style="text-align: center;"><b>Help me at Home by:</b></p> <p>Practice and rehearse the nativity songs at home</p>	<p style="text-align: center;"><b>Help me at Home by:</b></p> <p>Make a Christmas card at home</p>
<p style="text-align: center;"><b><u>Visitors, Visits and Outdoor Learning within the theme:</u></b></p> <p>We will be having a space day where we will complete space related activities and astronaut training. We will also have a visit from an astronaut and send letters to NASA and the British Space Agency.</p>		