



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



Meet the Greeks (Ancient Greece)

This half-term, our focus is on Ancient Greece. We will look at where the Ancient Greek period fits in history, the landscape of Ancient Greece, as well as the politics of the city states and the legacy Ancient Greece left us. We will create wire sculptures linked to the Olympics and create persuasive battle speeches as Spartan commanders.

Core Subjects

READING

In whole-class reading sessions, children will explore a variety of novel extracts, songs, poems and non-fiction texts linked to a particular theme, which will change each week. This will be supplemented with guided reading sessions, a class novel and use of Accelerated Reader.

Each lesson will include elements of and build on the VIPERS skills of vocabulary, inference, prediction, explain, retrieve and summarise

- To identify unfamiliar vocabulary and discuss possible meaning
- To use point and evidence prompts when responding to a text
- To use clues from characters' actions and speech to make plausible predictions
- To compare characters within and across texts, making links between them
- To discuss and find evidence of the theme of a text
- To scan for key information
- To distinguish between statements of fact and opinion within a text
- To explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words and phrase

WRITING

Writing this term focuses around writing eerie stories based on the animation 'Alma' and our non-fiction focus relates to our Ancient Greece topic with children writing persuasive speeches. Below are the genres and text types covered along with the purpose and outcome for each text type.

Narrative: To write a spooky story

Purpose: To entertain (to scare)

Outcome: Create a spooky sequel

- To identify how authors create a specific mood
- To manipulate sentences for effect
- To use devices to build cohesion between paragraphs in narrative
- To use specific vocabulary for mood and effect
- To consciously control the use of different sentence structures for effect
- To use figurative language to convey mood and atmosphere
- To use imagery to describe a setting

Non-Fiction: Persuasion

Purpose: To persuade

Outcome: To deliver a persuasive battle cry to the Spartan army

- To compare a variety of different persuasive speeches, highlighting common themes
- To use devices to build cohesion between paragraphs in a persuasive text
- To use repetition to emphasise an idea
- To use semi-colons to mark the boundary between two independent clauses
- To draw on similar models
- To select appropriate language and vocabulary effects to persuade the reader
- To control the levels of formality, particularly through manipulating grammar and vocabulary

COMPUTING

In computing this half-term, children will focus on programming, using block-based coding. They will build a platform game in Scratch. The projects use the D.A.R.E.S approach so children will design, apply, refine, evaluate and share their final projects with each other.

- To solve problems by decomposing them into smaller parts
- To use selection in algorithms
- To create programs by decomposing them into smaller parts
- To use a variety of selection commands in programs
- To work with variables
- To evaluate my work and identify errors
- To use logical reasoning to explain how a variety of algorithms work
- To evaluate the effectiveness of algorithms
- To create programs by decomposing them into smaller parts
- To use a variety of selection commands in programs
- To use conditions in repetition commands

<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Retrieve, infer, emphasis, summarise, evidence, quote, scan, skim</p> <p>Other vocabulary identified and explored throughout lessons</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Key vocabulary identified throughout from writing models used</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Decomposition, algorithm, program, command, variable, selection, repetition, condition</p>
<p style="text-align: center;"><u>Help me at Home by:</u></p> <ul style="list-style-type: none"> • Read daily for 10-15 minutes • Take quiz on Accelerated Reader once you've finished a book • Use websites like Read Theory and Get Epic 	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Encourage me to write for pleasure, completing any homework set, working on my handwriting, practicing and testing me on my weekly spellings and subject vocabulary. Comment on my writing on Seesaw</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <ul style="list-style-type: none"> • 'Tinker' with existing Scratch projects using the remix tool • Play games like A.L.E.X. and Cargo-Bot on school iPad
<p style="text-align: center;"><u>MATHS</u></p> <p>In maths lessons, children will fractions, as well as reviewing their four operations unit from the previous half-term. In our fractions unit, we will focus on adding and subtracting fractions and on mixed and improper fractions.</p> <p><u>Fractions</u></p> <ul style="list-style-type: none"> • To find equivalent fractions using multiples • To simplify fractions using factors • To compare and order fractions • To add and subtract fractions • To add and subtract mixed numbers • To multiply and divide fractions • To find fractions of an amount 	<p style="text-align: center;"><u>SCIENCE</u></p> <p>In science lessons, children will explore circuit components, designing and testing circuits and creating scientific diagrams to represent circuits as part of our electricity topic. They will investigate how adding and removing components, such as bulbs, affects a circuit. Using this knowledge, children will create a Christmas themed electrical circuit.</p> <ul style="list-style-type: none"> • To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • To use recognised symbols (at least: cells, wires, switches, bulbs, buzzers and motors) when representing a simple circuit in a diagram • To design and make a model to explain components in a circuit • To test the effect of changing one component at a time in a circuit • To refine a scientific question to make it testable 	<p style="text-align: center;"><u>RE</u></p> <p>In Come and See lessons this half-term, children will cover the topic of expectations as well as Judaism, as part of our other faiths week. In our expectations topic, children will learn about the expectation of Advent and the expectations of Mary and Jesus.</p> <p><u>Expectations</u></p> <ul style="list-style-type: none"> • To show an understanding of how their own and others' decisions concerning expectations are informed by beliefs and values • To give reasons for certain actions by believers as they wait in joyful expectation of Advent and Christmas • To show understanding of how religious belief in Advent as a time of joyful expectation shapes lives
<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Fractions: simplify, factor, multiple, prime, convert, equivalent, numerator, denominator</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Electricity, current, voltage, component, circuit, cell/battery, series circuit, complete circuit, filament, bulb, motor, buzzer, switch, conductor, insulator.</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Expectations: Expectation, certainty, Advent, Christmas Emmanuel, Annunciation, Angelus, Incarnation</p>
<p style="text-align: center;"><u>Help me at Home by:</u></p>	<p style="text-align: center;"><u>Help me at Home by:</u></p>	<p style="text-align: center;"><u>Help me at Home by:</u></p>

<ul style="list-style-type: none"> Regular practice of multiplication facts on TT Rockstars Recap quizzes on QuizShed using school iPad Helping to create budgets at home e.g. shopping budge Practice formal methods of calculation using examples from Seesaw 	<ul style="list-style-type: none"> Reading around the topic Research inventors Investigate appliances at home, discussing electrical safety, fuses, mains electricity etc. 	<ul style="list-style-type: none"> Take me to mass Ask me about my learning in class
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Foundation Subjects

<u>PHSE</u>	<u>HISTORY</u>	<u>ART</u>
<p>In PSHE, our focus this term will be on how we can keep healthy as we grow. Children will learn about the link between mental and physical health and how to make choices that support a healthy, balanced lifestyle. Children will also learn about healthy and unhealthy habits and how legal and illegal drugs can affect health.</p> <ul style="list-style-type: none"> To describe how mental and physical health are linked To explain how positive friendships and being involved in activities such as clubs and community groups support wellbeing To make choices that support a healthy, balanced lifestyle To explain how habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one To understand how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them To recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school To understand that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on To understand that anyone can experience mental ill-health and to discuss concerns with a trusted adult 	<p>In history, children will study the Ancient Greeks. We will look at how the geography of Greece affected the Ancient Greeks, what life was like, the city states of Athens and Sparta and also the legacy that the Ancient Greeks left us.</p> <ul style="list-style-type: none"> To develop and apply a range of historical vocabulary To establish clear narratives from within and across periods by using secure chronological understanding To construct informed responses that involve thoughtful selection and organisation of relevant historical information To interpret and evaluate a variety of different sources To use evidence to support arguments To explain why contrasting arguments and interpretation of the past exists To describe the influence and achievements of Ancient Greece 	<p>This half-term, our art focus will be on wire sculpture, linked to our Ancient Greek topic. We will first explore how movement can be demonstrated in art, before experimenting with wire to sculpt and shape it. We will then create a wire figure, linked to the Olympic element of our Ancient Greek topic.</p> <p><u>Exploring, developing and evaluating work</u></p> <ul style="list-style-type: none"> To select and record from first hand observation, experience and imagination, and explore ideas for different purposes To question and make thoughtful observations about starting points and select ideas to use in their work To explore the roles and purposes of artists, craftspeople and designers working in different times and cultures To compare ideas, methods and approaches in their own and others' work and say what they think and feel about them To adapt their work according to their views and describe how they might develop it further To annotate work in a journal
<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>
Tobacco, nicotine products, alcohol, prescribed, solvents, medicines, legal and illegal drugs, risks, age restrictions, mental health, mood, feelings, mind, strategies, stigma, discrimination	Empire, democracy, citizenship, legacy, mountainous, city state, myth, warfare, society	Sculpt, shape, mould, movement, flow
<u>Help me at Home by</u>	<u>Help me at Home by</u>	<u>Help me at Home by</u>
<ul style="list-style-type: none"> Talking to me about any of the issues raised in my lessons, learning the meaning of any important vocabulary from the unit. 	<ul style="list-style-type: none"> Wider research around Ancient Greece Use of school iPad to research and present my findings Ask me about my learning 	<ul style="list-style-type: none"> Talk to me about my learning Use household items to create some 'junk' modelling

<p style="text-align: center;"><u>PE</u></p> <p>Children will have two PE sessions a week, one led by Mrs. Bades and one by Miss. Moss (Holy Cross Primary Transition Coordinator). In Autumn 1, children will cover athletics and invasion games with a focus on tag rugby. and in Autumn 2, they will cover athletics and netball. Linking to PSHE, each session will highlight the benefits of exercise on mental and physical health, as well as the specific skills to achieve in each lesson.</p> <p>Invasion Games:</p> <ul style="list-style-type: none"> • Use different techniques for passing and shooting the ball in games with accuracy and control i.e. push pass, dribbling the ball, shooting at goal close down an opponent effectively successfully mark a player or mark a space tackles safely. • Use attacking and defending skills appropriately in games. I.e. Choose when top pass successfully, dribble at an appropriate time to gain space, lose a defender sometimes, anticipate an attacker moving when defending. • Use good-quality skills effectively for passing, and shooting the ball in games • Choose skills and tactics that meet the needs of the situation; make decisions quickly in games; play in a number of positions; understand attacking and defending positions well. • Evaluate their own game play including when to pass the ball, when to shoot etc. <p>Athletics:</p> <ul style="list-style-type: none"> • Develop running skills in isolation • Develop throwing skills • Explore combining jumping actions 	<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"> • To sing with a strong internal pulse. • To understand the style of songs and be able to represent the feeling of the content to the audience. • Be able to talk about the main feature of a song including texture, lyrics and dynamics. • To sing both in unison and backing vocals. • To demonstrate a good singing posture. • To carefully follow the conductor when singing. • To listen carefully to the rest of the choir and be aware of your place within the group. • To sing with an awareness of being 'in tune'. • During performance articulate words clearly and express the feeling behind them. • Be able to evaluate a performance by answering 'What went well? And responding in ways such as 'It would have been better if... 	<p style="text-align: center;"><u>MFL</u></p> <p>This half term we will be learning the numbers to 100. Alongside this we will be sharing more personal information in French such as talking about where we live and our nationality as well as talking about members of our family.</p> <ul style="list-style-type: none"> • Read write and say all of the numbers from 0-100 in French. • Ask and answer the question 'How old are you?' • Ask an answer the question 'Where do you live?' • Say own nationality in French adhering to the correct adjectival agreement rules. • Read, write and say the key nouns for members of my family. • Tell someone about who is in my family. • Tell someone the names of my family members. • Say and write the ages of members of my family. • Use, say and write accurately the words for 'my' in French.
<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Accelerate, sprint, sustain, physical fitness, static, relay, speed, distance, breathing, warm up, muscles</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Choir, conductor, texture, pulse, in tune, lyrics, emotion, dynamics, performance, audience, posture, unison, evaluate</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Quel âge as-tu? J'ai ans. Où habites-tu? J'habite à... Je suis français/ française anglais/anglaise gallois/galloise irlandais/ irlandaise écossais/ écossaise Je viens de.. Je viens d'Angleterre numbers 0-100 la famille la mère la grand-mère la tante la fille la soeur le fils le frère l'oncle le père le grand-père les parents les grand-parents Comment s'appelle to/ta? Il s'appelle.. Elle s'appelle mon ma mes des frères et soeur As-tu des frères et soeur? Oui, j'ai un frère. Oui, j'ai un soeur. Oui, j'ai deux frères.</p>

		Oui, j'ai deux soeurs. Non, je suis fils unique. Non, je suis fille unique
<p style="text-align: center;">Help me at Home by:</p> <p>Keeping me active, researching famous athletes, taking me to watch sports/TV, talking to me about tactics, keeping fit with me, talking about healthy balanced diets.</p>	<p style="text-align: center;">Help me at Home by:</p> <ul style="list-style-type: none"> • Listen to music together and discuss what we think of it, how does it make us feel? 	<p style="text-align: center;">Help me at Home by:</p> <ul style="list-style-type: none"> • Practice simple conversations with family at home. • Play some of the online games through Language Angels.
<p>Visitors, Visits and Outdoor Learning within the theme:</p> <p>Visit to Parliament – Tour of the Houses of Commons, Q and A with Speaker of the House, trip on the London Eye</p> <p>Talk from Chorley Police on keeping safe online</p>		