



# Birkacre Class St. Joseph's Theme Overview: Autumn 1



## British Dragonology

Throughout this half term we will be exploring Britain, its capital cities and surrounding seas. We will look at the human and physical features of Lancashire, Chorley and surrounding areas including investigating how these have changed over time and why. We will undertake map work looking at different topographical symbols that help us to understand what a physical/digital map is showing us. We will also take part in fieldwork, undertaking a land use survey of Chorley.

### Learning Challenge Questions:

- What are the some of the important human features of Britain eg. Motorways, counties, major cities,
- What are some of the important physical features of Britain eg rivers, surrounding seas and hills of Britain?
- What physical and human geography is there around Lancashire and Chorley?
- How has Chorley's geography changed over time?
- What topography symbols will help us to read and interpret a map?
- Using our knowledge of British geography and topology, where are we most likely to find dragons?

## Core Subjects

### READING

This half term we will look at the text of 'The boy who grew dragons'. Through this text we will explore new vocabulary, analyse characters in the book and their actions.

- Regularly listen to whole novels read aloud by the teacher.
- Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.
- Use punctuation to determine intonation and expression when reading aloud to a range of audiences
- Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes and noun phrases
- Explain the meaning of key vocabulary within the context of the text.
- Use dictionaries real and ipads to check meanings of words in the texts that they read.
- Explain how paragraphs are used to order or build up ideas, and how they are linked.

### WRITING

Using the text 'The boy who grew dragons' we will use author techniques and skills to write our own stories around the finding of a dragon growing plant. We will also create non-chronological reports based on different contrasting dragon types

- 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. .
- To analyse a text for purpose, structure and vocabulary
- To analyse a text for characterisation
- To create and use fronted adverbials for where
- To create and use fronted adverbials for when
- To include commas after a fronted adverbial
- To use commas to mark clauses in complex sentences
- To identify and create noun phrases to describe a plant and a dragon
- To analyse characters and suggest what they might say.
- To discuss and record ideas for planning eg story map, story board, boxing up to create a plan

### COMPUTING

Using the DARES strategy of design, apply, refine, evaluate and share, children will complete a project to understand what the internet is and how it works. Children will take part in an unplugged activity to build a human model of the internet, before presenting their findings using green screen video effects.

- To understand the Internet is a worldwide network
- To understand how web pages are viewed across the Internet
- To understand the difference between the Internet and the world wide web
- To know how to use confidently use green screen adding animated backgrounds

<ul style="list-style-type: none"> <li>• Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</li> <li>• Make predictions based on information stated and implied.</li> <li>• Identify, analyse and discuss themes e.g. safe and dangerous, just and unjust.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• To develop settings and characters using vocabulary to create excitement</li> <li>• Plan and write an opening paragraph to include a setting and introduce characters.</li> <li>• To organise paragraphs in narrative</li> <li>• Proof read to check for errors in spelling, grammar and punctuation</li> <li>• Improve writing in the light of evaluation</li> <li>• To gather information for non-fiction writing – information text</li> <li>• To discuss and record ideas for planning eg text map, non-fiction bridge to create a plan</li> <li>• To organise paragraphs in a non-chronological report</li> <li>• To generate and select from vocabulary banks eg technical vocabulary, powerful adverbs, adverbial phrases, appropriate for text type.</li> <li>• To proof read and evaluate writing in order to improve it.</li> </ul>	
<p style="text-align: center;"><u>Key Vocabulary:</u></p> <p>Recognise, analyse, vocabulary. Identify, discuss, inference, retrieve, evidence. Explain, predict, generate, justify, Persuade, persuasion, articles, reports, letters, adverts.</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, paragraphs, non-chronological, encyclopaedia.</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Internet, router, device, data, web page, website, internet, wireless, cable</p>
<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Reading stories with me, listening to me read and asking me 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 especially carnivorous ones.</p> <p>Read encyclopaedias with me about animals</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Read stories with me about dragons to discover types and what they look like to add description. Greek/Chinese myths and legends, Look at encyclopaedias and Wikipedia's with me to identify information it gives and how it is set out. Help me to identify technical language</p>	<p style="text-align: center;"><u>Help me at Home by</u></p> <p>Ask me about my learning</p> <p>Look around my home to find devices that connect to the internet</p>
<p style="text-align: center;"><u>MATHS</u></p> <p>This term the children will learn and understand the importance of place value and how it helps them to round numbers, place them on a number line, add and subtract.</p> <ul style="list-style-type: none"> <li>• Place Value – children will be able to:</li> <li>• Round numbers to the nearest 10, 100 and 1000</li> <li>• Count in 25's and 1000's</li> </ul>	<p style="text-align: center;"><u>SCIENCE</u></p> <p>In Science we will be exploring the theme of Animals in their habitats. We will also spend time looking at how we might group habitats and animals according to certain criteria as well as learning how to use branching sorting diagrams/classification keys to classify more tricky animals.</p>	<p style="text-align: center;"><u>RE</u></p> <p>The children will learn about Jesus' family tree and the importance of some members. They will retell stories about these people and research their own family trees. They will also learn about some Sikh stories and what Sikhism means to its followers. The children will understand what it means to belong</p>

<ul style="list-style-type: none"> <li>• Understand that 4 digit numbers are made up 1's, 10's, 100's and 1000's.</li> <li>• Partition 3 and 4 digit numbers</li> <li>• Estimate and figure out and place numbers on a number line to 10,000</li> <li>• Find 1000 more or less than a given number</li> <li>• Compare 4 digit numbers</li> <li>• Place numbers in ascending and descending order</li> <li>• Explore negative numbers.</li> <li>• Addition and Subtraction – children will be able to:</li> <li>• Add 1s, 10s, 100s and 1000s</li> <li>• Add two 4 digit numbers with no exchange (carrying over)</li> <li>• Add 2 4 digit numbers with 1 exchange</li> <li>• Add two 4 digit numbers with more than 1 exchange</li> <li>• To subtract 2 4 digit numbers with no exchange</li> <li>• To subtract 2 4 digit numbers with 1 exchange</li> <li>• To subtract 2 4 digit numbers with more than 1 exchange</li> <li>• Choose and use efficient strategies for subtraction</li> <li>• Provide estimated answers</li> <li>• Use checking strategies</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that living things can be grouped in a variety of ways.</li> <li>• To sort and group habitats and animals according to set criteria.</li> <li>• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li> <li>• Recognise that environments can change and that this can sometimes pose dangers to living things.</li> <li>• To observe habitats and recognise differences.</li> <li>• Using and making simple guides or keys [grouping &amp; classifying] to explore and identify local plants and animals.</li> <li>• Making a guide [grouping &amp; classifying] to local living things.</li> <li>• Raising and answering questions based on their observations of animals</li> </ul>	<p style="text-align: center;"><b>to God and explore stories about being Called by Him and how we can be called today.</b></p> <ul style="list-style-type: none"> <li>• <b>People</b> – the children will learn about:</li> <li>• Their own family trees and Jesus's family tree.</li> <li>• Some important people in Jesus' family tree – Abraham, Ruth, David and Jacob</li> <li>• <b>Sikhism</b> – the children will learn about:</li> <li>• Important books and how the Guru Granth Sahib is an important book for Sikhs.</li> <li>• What a Guru is</li> <li>• Who the first five Gurus were</li> <li>• Stories about them</li> <li>• How the Gurus teach and guide the Sikhs</li> <li>• <b>Belonging-</b> the children will learn about:</li> <li>• How they might feel when they are chosen for something</li> <li>• Scripture stories around the call of Samuel and how David was chosen</li> <li>• How Jesus called his apostles and how they might have felt</li> <li>• What the apostles were called to do.</li> <li>• How the Sacrament of Confirmation is a call to God</li> <li>• How it helps us to live in the light</li> <li>• How special people have been called and are still called to day eg Sean Devereux</li> </ul>
<p style="text-align: center;"><b>Key Vocabulary</b></p> <p>Ascending, descending, place value, digit, ones, tens, hundreds, thousands, more than, less than, addition, subtraction, exchange, estimate, inverse, round up, round down, compare.</p>	<p style="text-align: center;"><b>Key Vocabulary.</b></p> <p>Habitat, classify, group, guide, classify, classification, sorting diagram, question, predict, key, environment, plants ferns and mosses, nature reserves, ecological, garden ponds, population, development, litter, deforestation.</p>	<p style="text-align: center;"><b>Key Vocabulary:</b></p> <p>People -Chosen people, siblings, relations, ancestors, generations, Old Testament, roots, family tree, genealogy, nomad, nomadic</p> <p>Sikhism - Guru, Guru Granth Sahib, shabads Gurmukhi, Granthi, Guru Gobind Singh, Khalsa</p> <p>Belonging - chosen, response, 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>Counting objects with me – counting in steps of 2s, 3s, 4s, 5s, 10s, 20s, 25s, 100's and thousands.</p> <p>Help me to find the nearest 10, 100 and 1000 when rounding up and down.</p> <p>Mix numbers up – can I put them in order from the smallest to the largest (ascending) or the largest to the smallest (descending)</p> <p>Helping me with calculations that have exchanges in them</p> <p>Help me to know my number bonds to 10 and 20</p> <p>Help me to use my knowledge of place value to set out my work correctly so I can add up correctly.</p> <p>Ask me the value of each digit in a number</p> <p>Help me to check my answers.</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Talking to me about where animals live, different environments,</p> <p>Draw pictures with me of different environments, plants and animals</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Talk to me about my family – help me to create my own family tree</p> <p>Talking to me about your faith and beliefs.</p> <p>Read some Bible stories to me – Noah's Ark, Moses, Jacob and his sons – watch Joseph and his multi coloured dreamcoat.,</p> <p>Read Bible stories about Samuel, David, Jesus.</p> <p>Show me pictures of my baptism or yours!</p> <p>What was your Confirmation like?</p> <p>Help me to find out more about people like Sean – Mother Teresa, Maximilian Kolbe, Oscar Romero.</p>
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**Foundation Subjects**

<p style="text-align: center;"><u>PHSE</u></p> <p>The children will learn about themselves, growing and changing in this unit of work. They will learn to recognise their individuality and personal qualities.</p> <ul style="list-style-type: none"> <li>• Know how to recognise personal qualities and individuality</li> <li>• To develop self-worth by identifying positive things about themselves and their achievements</li> <li>• To know their personal attributes, strengths, skills and interests contribute to their self-esteem</li> <li>• Learn how to set goals for themselves</li> <li>• Think about how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</li> </ul>	<p style="text-align: center;"><u>Geography</u></p> <p>In Geography we will focus on the topography of Chorley, Rivington, Winter Hill and Buckshaw. We will explore changes over time using maps and why those changes occurred</p> <ul style="list-style-type: none"> <li>• Explain geographical similarities and differences (Regions of the UK) and communicate geographically</li> <li>• Name and locate countries and cities of the UK, describing geographical regions and topographical features</li> <li>• Explore how some aspects of physical and human characteristics have changed over time</li> <li>• Describe and understand aspects of human geography (settlement/land use/economic activity and distribution of natural resources)</li> <li>• Begin to observe, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology</li> <li>• Use compass directions</li> </ul>	<p style="text-align: center;"><u>Art</u></p> <p>The children will use sketching techniques to plan a unit of work exploring colour, stitching, printing techniques to design and plan a final piece of work.</p> <ul style="list-style-type: none"> <li>• Create sketchbooks to record and revisit observations</li> <li>• In drawing, use a range of pencils &amp; techniques to show effect, movement, perspective and reflection</li> <li>• Explore colour wheels as part of the design process</li> <li>• In textiles, use basic cross and back stitch</li> <li>• Apply art and design techniques with creativity, experimentation and increasing awareness</li> <li>• Draw on work of other artists for inspiration and begin to emulate their style</li> </ul>
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<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>
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<p>Change, grow, qualities, personal. Individual, self worth, achieve, attributes, strengths, interests, self-esteem, goals.</p>	<p>Topography, changes, land use, physical, human, regions, features, characteristics, aspects, observe, record, present, local area, keys, maps, directions, fieldwork</p>	<p>Sketchbooks, record, plan, draft, observe, techniques, textiles, back stitch, cross stitch</p>
<p style="text-align: center;"><u>Help me at Home by</u></p> <p>Helping me to recognise positive things about myself.</p> <p>Talk to me about how difference is our strength</p> <p>Talk to me about how mistakes are important because it helps me to learn.</p> <p>Help me to realise that I do not need to be like anyone else – because I am special by being me.</p>	<p style="text-align: center;"><u>Help me at Home by</u></p> <p>Look at maps with me</p> <p>Visit local landmarks such as Rivington and Winter Hill with me</p> <p>Talk to me about how Chorley has changed</p>	<p style="text-align: center;"><u>Help me at Home by</u></p> <p>Planning what to make,</p> <p>Practise threading and stitching with me</p> <p>Explore and discuss choice of colours</p>
<p style="text-align: center;"><u>PE</u></p> <p>This half term the children will take part in a variety of athletic activities aimed at developing their running, jumping, throwing and catching skills in isolation and combination.</p> <ul style="list-style-type: none"> <li>• To perform the pull throw action</li> <li>• To explore different running techniques</li> <li>• To perform the sling throw</li> <li>• To develop jumping actions</li> <li>• Select an appropriate running technique for distance</li> <li>• To perform a push throw</li> <li>• To perform a start in a sprint race</li> <li>• To throw for distance using three different throws</li> <li>• To perform a hop, step and jump</li> <li>• To pass a baton successfully in a race</li> <li>• To perform 5 different jumps</li> <li>• To perform in athletic type competitive events.</li> </ul>	<p style="text-align: center;"><u>MUSIC</u></p> <p>This is a six-week Unit of Work. All the learning in this unit is focused around one song: Mamma Mia. But we will also be looking at other music by the group ABBA.</p> <ul style="list-style-type: none"> <li>• To confidently identify and move to the pulse.</li> <li>• To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</li> <li>• Talk about the music and how it makes them feel</li> <li>• To sing in unison and in simple two-parts.</li> <li>• To demonstrate a good singing posture.</li> <li>• To follow a leader when singing.</li> <li>• To rehearse and perform their part within the context of the Unit song.</li> <li>• To listen to and follow musical instructions from a leader.</li> <li>• To treat instruments carefully and with respect</li> <li>• Help create at least one simple melody using one, three or all five different notes.</li> <li>• Plan and create a section of music that can be performed within the context of the unit song.</li> <li>• Talk about how it was created.</li> <li>• To choose what to perform and create a programme.</li> <li>• Present a musical performance designed to capture the audience.</li> <li>• To communicate the meaning of the words and clearly articulate them.</li> </ul>	<p style="text-align: center;"><u>MFL</u></p> <p>This half term the children will be learning about parts of the body in French through the story of Little Red Riding Hood.</p> <ul style="list-style-type: none"> <li>• Listen attentively to the story of Little Red Riding Hood told in French.</li> <li>• Begin to use decoding skills when reading and listening to a story in French.</li> <li>• Match pictures to words from the story.</li> <li>• Remember and repeat orally key words from the story with good pronunciation.</li> <li>• Write key words from the story as accurately as possible.</li> <li>• Read key phrases from the story aloud with good pronunciation.</li> <li>• Write key phrases from the story as accurately as possible.</li> <li>• Remember how to say, read and write body parts in French.</li> </ul>

	<ul style="list-style-type: none"> <li>To talk about the best place to be when performing and how to stand or sit.</li> </ul>	
<p><b>Key Vocabulary</b></p> <p>Jog, run, sprint, pass, overarm, underarm, chest push. Tripod, distance, evaluate, success, balance, opposite, weight, twist, push, focus, relax, swing, bend, absorb, impact</p>	<p><b>Key Vocabulary</b></p> <p>Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, melody, solo, unison, rhythm patterns, musical style, lyrics, choreography, digital/electronic sounds, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion</p>	<p><b>Key Vocabulary</b></p> <p>Petit Chaperon Rouge, la maison, la grand-mere, le loup, le boucheron, la foret, les parents, des gateaux, le corps, la tete, la bouche, le nez, les yeux, les pied, les oreilles, les genoux, les epaules</p>
<p><b>Help me at Home by:</b></p> <p>Playing games with me at home</p> <p>Practise my catching and throwing skills with me.</p> <p>Jump and run with me to help me perfect my style.</p>	<p><b>Help me at Home by:</b></p> <p>Listening and singing along to some of the music of ABBA</p> <p>Clapping in time to the beat</p> <p>Identifying musical instruments within the songs.</p>	<p><b>Help me at Home by:</b></p> <p>Talking to me about what I am learning in French.</p> <p>Helping me to learn key words</p> <p>Helping me to count in French.</p>
<p><b>Visitors, Visits and Outdoor Learning within the theme:</b></p> <p>Walks in the local environment to look elements of physical and human geography. Use old maps and new maps to contrast changes whilst there.</p> <p>Matt the Body Builder in to talk about personal aspiration and goal setting.</p>		