



Duxbury Class St. Joseph's Theme Overview: Autumn 1



"On Your Doorstep"

This term our main theme is to learn all about our local area. As geographers, the children will learn to draw simple maps of the school and Chorley. They will also use aerial photos and plans to recognise local landmarks. The children will use basic geographical language such as; town, river and road to describe where they live and simple compass directions. In art, the children will look at primary colours and study the work of Piet Mondrian, who's most famous work mainly consists of primary colours. In science, the children will discuss and observe seasonal change and the weather.

The main subject drivers of this theme are geography, art and science.

Learning Challenge Questions:

Computing: What are the steps in completing your program / algorithm? How will you know that you have been successful?

Science: What are the 4 seasons and what causes them?

Geography: What is it like to live in Chorley?

Art: What are primary colours?

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 and audience. They will look at stories that are familiar to them, labels and captions and Instructions.

- 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 use the joining word and to link words in sentences, e.g. Henry had a duck and a dog. Penguins can slip and slide.
- 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.
- To orally compose simple sentences to write short narratives or non-fiction texts, e.g. information text, postcard, instructions.

COMPUTING

Pupils will create their Robot Maze Games in ScratchJr <https://www.scratchjr.org/> This is a free app which can be run on Android or iOS tablets. This project is in two parts as pupils will first create their robot mazes and then challenge each other to write an algorithm and code to complete them i.e. get the robot to move along the maze correctly. It is in the second half of this project the key objectives of understanding sequence in programs and debugging is targeted.

- To create a simple program on a digital device e.g. Bee Bot or tablet.
- To use sequence in programs.
- To locate and fix bugs in my program.
- To understand the sequence of an algorithm is important.
- To write simple algorithms.

<ul style="list-style-type: none"> • To discuss key vocabulary, linking meanings of new words to those already known. • To develop and demonstrate their understanding of characters through role play and drama. • To demonstrate understanding of texts by answering questions related to who, what, where and when. • To make predictions based on what has been read so far. • To recall information from non-fiction texts, e.g. by saying something they have found out. 	<ul style="list-style-type: none"> • To discuss their writing with adults and peers, giving an opinion, e.g. I like my story because... • To discuss the meaning of new vocabulary and make links to prior learning. • To hold a pencil with an effective pencil grip. 	
<p style="text-align: center;"><u>Key Vocabulary</u></p> <p style="text-align: center;">phoneme, grapheme, digraph, tri-graph, tricky words</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p style="text-align: center;">Capital letter, full stop, finger space, joining words</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p style="text-align: center;">Design, apply, refine, evaluate, share, program, Bee Bot, sequence, algorithm, code, debug, sequence, left, right, up, down</p>
<p style="text-align: center;"><u>Help me at Home by:</u></p> <p style="text-align: center;">Reading for 15-20 minutes every night from your home reading book or online Active Learn account.</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p style="text-align: center;">Helping your child to learn to spell the appropriate phase 3, 4, 5 tricky words and high frequency words for your child.</p> <p style="text-align: center;">When I write remind me to park my pencil and check what I have written.</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p style="text-align: center;">Learning/using any new vocabulary, making a maze and use arrows to direct a character through it.</p>
<p style="text-align: center;"><u>MATHS</u></p> <p style="text-align: center;">During Maths the children will learn about place value, addition and subtraction through the use of concrete, pictorial and abstract methods.</p> <ul style="list-style-type: none"> • To sort, count and represent objects to 10. • To count, read and write forwards and backwards from any number 0 to 10. • To count one more and one less to 10. • Represent objects • Recognise numbers as words • To compare groups by matching • To compare groups/numbers using language such as equal, more/greater, less/fewer and introduce <, > and = symbols. • To order groups/numbers of objects • To use a number line. 	<p style="text-align: center;"><u>SCIENCE- Seasons</u></p> <p style="text-align: center;">During Science the children will also explore the changing seasons and weather, recording what they find.</p> <ul style="list-style-type: none"> • Observe and describe changes across the four seasons and record these changes in tables or charts. • Observe and describe weather associated with the seasons and how day length and temperature varies and record the changes in displays/tables/charts 	<p style="text-align: center;"><u>RE</u></p> <p style="text-align: center;">During the Families Topic the children will learn that, God knows and loves me and each one by name. They will also learn about the love and care shown in the family and how God loves and care for every family.</p> <ul style="list-style-type: none"> • To be able to talk about their experience and feelings about the roles of people within families. • To be able to say what they wonder about the care given to people within families. • To be able to recognise the stories and psalms which reveal God's love and care. • To be able to ask and respond to questions about the difference between families. • To be able to retell some of the psalms and something about Jesus' childhood.

<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>number, count (on, back, to, from), more (than), less (than), fewer, greater, most, least, digit, equal to, guess, roughly, about the same as, more, make, sum, total, altogether, put together, double, one more, two more... ten more, how many more to make...? How many more is ... than ...? one less, two less, how many fewer is ... than ...? How much less is ...?, difference between, distance between, =, equals, sign, is the same as</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Season, Summer, Autumn, Winter, Spring, temperature, daylight, time zones, weather forecast, months of the year, evergreen, deciduous, hibernate, warmer, cooler, hotter, colder</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Family, belong, God, love, care, different, God's children, psalm, family of God, response</p>
<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Learning to count forwards and backwards from any number to 20.</p> <p style="text-align: center;">Learning/using any important vocabulary</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Take your child on a nature walk to look at the different local plants and trees in the environment. Visit a local park or gardens to observe the changes over time in the seasons.</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Talk to your child about their close and extended family, what makes them special and how they show love and care for each other. Look at photographs of the family.</p> <p style="text-align: center;">Learning/using any important vocabulary.</p>
Foundation Subjects		
<p style="text-align: center;"><u>PHSE</u></p> <p>During PSHE the children will be able to identify what they like/dislike and are good at, what makes them special and how everyone has different strengths, how their personal features or qualities are unique to them, how they are similar or different to others, and what they have in common.</p> <ul style="list-style-type: none"> • To recognise what makes them special • To recognise the ways in which we are all unique • To identify what they are good at, what they like and dislike • To recognise the ways in which they are the same and different to others • To recognise that everyone has different strengths 	<p style="text-align: center;"><u>ART</u></p> <p>During Art, the children will learn about the artist Piet Mondrian and his use of the primary colours when painting and various collage artists such as Annegret Soltau.</p> <p>They will explore colour mixing with paint and create some of Mondrian's famous work and create their own collages using different material and pictures.</p> <ul style="list-style-type: none"> • In collage, sort and use a range of materials that are cut, torn and glued. • To identify primary and secondary colours by name. • To mix colours to make secondary colours. • In painting, to use thick and thin brushes to produce lines and shapes. • Talk about the work of an artist, craft maker or designer. • Discuss their own work and others' work. • Use correct artistic vocabulary • Describe the differences and similarities of an artist's work and make links to their own. • Create sketchbooks to record and revisit their work. 	<p style="text-align: center;"><u>GEOGRAPHY</u></p> <p>During Geography the children will learn about our local area. They will use geographical language and locational language to discuss where they live and what local landmarks they recognise. They will also draw simple maps of their classroom, school and town using simple compass points. They will look at aerial photos and plans of the school and local area to support their own map creations.</p> <ul style="list-style-type: none"> • Draw simple maps of the school and their town. • Begin to use basic geographical vocabulary eg town, forest, road, sea • Use aerial photos and plans to recognise landmarks • Begin to use simple compass directions and locational language • Follow a simple may key during outdoor orienteering • Discuss changes over time looking at past and present maps • Talk about the daily weather and seasonal patterns in the UK.
<p style="text-align: center;"><u>Key Vocabulary</u></p>	<p style="text-align: center;"><u>Key Vocabulary</u></p>	<p style="text-align: center;"><u>Key Vocabulary</u></p>

<p>Special, different, unique, dilemma, responsibility, challenge, unhelpful, helpful, behaviour, problem, co-operative.</p>	<p>Primary colours, secondary colours, shape, lines, thick, thin, cut, tear, glue, space, light, dark, texture, abstract, landscape, brush technique, realistic, replicate, abstract, landscape</p>	<p>city, town, village, house, compass, North, East, South, West, landmark, compass points, centre, local, street, road, map, aerial map</p>
<p style="text-align: center;"><u>Help me at Home by</u></p> <p>Talk to your child about their close and extended family, what makes them special and how they show love and care for each other, learning/using any important vocabulary.</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Take a walk in the park and make an outdoor collage of your findings. Mix colours and try to make them darker or lighter.</p> <p>Look at different artists and their work. What is your opinion? How do they make you feel? Can you replicate any of them?</p>	<p style="text-align: center;"><u>Help me at Home by</u></p>
<p style="text-align: center;"><u>PE / Dance</u></p> <p>During Dance the children will learn explore, remember, repeat and link a range of actions with coordination and control.</p> <p>During Games the children will learn to roll a ball and apply the skills and tactics needed in a game</p> <ul style="list-style-type: none"> • To explore, remember, repeat and link a range of actions with coordination and control. • To show an awareness of expressive qualities. • To recognise and describe how different dance activities make them feel. • To explore the movements of a variety of different dances, music and cultures. • To link travel, turn and stillness within a sequence. • To run fast driving my arms backwards and forwards. • To roll a ball with accuracy. • To jump two feet to two feet. • To roll different types of equipment with accuracy. • To apply the skill of rolling in different ways. • To use simple tactics in a game. • To work in a group cooperatively. 	<p style="text-align: center;"><u>MUSIC</u></p> <p>Hey You! During this unit the children will learn how pulse, rhythm and pitch work together.</p> <ul style="list-style-type: none"> • To know what the songs are about. • To know and recognise the sound and names of some of the instruments they use. • To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. • To know that music has a steady pulse, like a heartbeat. • To know that we can create rhythms from words, our names, favourite food, colours and animals. • Learn about voices, singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices –you can rap or say words in rhythm. • Learn to start and stop singing when following a leader • Treat instruments carefully and with respect. 	
<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Travel, quick, light, high, low, turn, fast, slow, still forwards, backwards, run, roll</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>acapella, appraising, arrangement, instruments, beat, pulse, rhythm, count, counting, timing</p>	

Help me at Home by:

Playing ball games to practise the skills of rolling a ball.

Help me at Home by:

Listening to music, discussing favourite music and the instruments they can hear etc.

Visitors, Visits and Outdoor Learning within the theme:

We will be exploring our local area looking at the seasonal changes.