



# Heapey Class St. Joseph's Theme Overview Autumn 1



## Autumn One Theme – Our local area

### Learning Challenge Questions:

Computing: What is an algorithm? Can I make my robot talk?

Science: What shall I have for dinner? How can I stay Healthy?

Geography: Where do I live? What's the difference between a town, village and city? What is my address? Can I find where I live using Google Earth?

### Core Subjects

#### READING

We will develop a love of reading through the shared reading of quality texts. We will develop our independent reading skills through phonic lessons and one to one reading.

- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately.
- Re-read books to build up fluency and confidence in word reading.
- Read frequently encountered words, including high frequency words linked to phonics phase, quickly and accurately without overt sounding and blending.
- Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes, e.g. ow in clown and willow.
- Read words containing common suffixes e.g. -ing, -ed, -er, -est, -y.
- Read further common exception words, noting tricky parts (see Year 2 list below).
- Sequence the main events in stories using prompts, e.g. pictures, objects or questions. Discuss in a small group.
- Orally retell simple stories, fairy tales and traditional tales as part of a group.
- Recognise the use of repetitive language within a simple story.
- Learn and recite a poem.
- Make personal reading choices and provide recommendations to others.
- Choose favourite words and phrases from a text.
- Identify unfamiliar words within the context of a text and discuss meanings as a group.

#### WRITING

In our first narrative unit we will be looking at 'Stories with a familiar setting' The book we will base our work around is 'The New Neighbours'

We will use 'Talk for Writing' to learn a version off by heart and retell it using a story map. We will then write an independent innovated version of the story and show off the writing skills we have learnt.

Our non-fiction writing will be on instructions and in particular we will focus on recipes.

- Say, write and punctuate simple and compound sentences using the joining words and but (co-ordination).
- Use sentences with different forms: questions and exclamations.
- Secure the use of full stops, capital letters, exclamation marks and question marks.
- Use subordination for time using when e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play.
- Use subordination for reason using because e.g. He wore his coat because it was raining. Because it was raining, he wore his coat.
- Identify, understand and select verbs to complete sentences.
- Use past tense accurately and consistently for narratives,
- Identify, understand and select nouns to complete sentences.
- Generate, select and effectively use adjectives.
- Discuss and plan what to write about e.g. story mapping, innovating on a known story, generating and developing vocabulary and ideas.
- Orally rehearse each sentence prior to writing including simple and compound sentences.

#### COMPUTING

##### My Robot Helper

This project is in two parts. Firstly pupils focus on designing a 'Robot Helper' to complete any chores they or friends might have to do around the house! They will write the algorithms for these robots. When pupils come to the 'Apply' stage, they will test their algorithms and create simple programs in Scratch to be the 'voice of their robots'.

##### Computational thinking

- I can write algorithms for everyday tasks
- I can use logical reasoning to predict the outcome of algorithms
- I understand decomposition is breaking objects/processes down
- I can debug algorithms

##### Coding/programing

- I understand programs follow precise instructions
- I can create programs using different digital devices E.g. Bee Bot or ScratchJr on a tablet
- I can debug programs of increasing complexity
- I can use logical reasoning to predict the outcome of simple programs

<ul style="list-style-type: none"> <li>• Take note of punctuation when reading e.g. pausing at full stops, question marks and exclamation marks.</li> <li>• Pose and orally rehearse questions prior to reading non-fiction texts.</li> <li>• Recognise when a text does not make sense while reading.</li> <li>• Demonstrate understanding of fiction and non-fiction texts by orally asking and answering who, what, where, when, why, how questions.</li> <li>• Discuss their understanding of a text and give opinions e.g. I wouldn't like to live next door to those noisy pirates!</li> <li>• Develop and demonstrate their understanding of characters through role play and drama, e.g. hot seating, magic mirror, magic microphone.</li> <li>• Draw inferences about characters from the text e.g. what is the character thinking, saying and feeling?</li> <li>• Make predictions based on what has been read so far and give reasons.</li> <li>• Identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossary, diagrams.</li> <li>• Make contributions to discussions about texts in different group situations, e.g. pairs, guided groups.</li> <li>• In discussions about books, listen to contributions from others and give simple responses, e.g. I agree because..., I disagree because...</li> </ul>	<ul style="list-style-type: none"> <li>• Identify purpose and audience for writing, e.g. to entertain children in Reception with our traditional tales. Discuss the language needed, e.g. story book language; repeated words and phrases to join in with.</li> <li>• Proofread to check for errors in spelling, grammar and punctuation.</li> </ul>	
<p style="text-align: center;"><a href="#">Key Vocabulary</a></p> <p>Inference, retrieve, deduction, vocabulary, skim, scan, author, non-fiction fiction,</p>	<p style="text-align: center;"><a href="#">Key Vocabulary</a></p> <p>Noun-phrase, noun, verb, adjective, bossy verb, joining word, time word, full stop, comma, exclamation mark, question mark, full sentence, opening, middle, end</p>	<p style="text-align: center;"><a href="#">Key Vocabulary</a></p> <p>Design, apply, refine, evaluate, share, program, Bee Bot, sequence, algorithm, predict, record, audio</p>
<p style="text-align: center;"><a href="#">Help me at Home by:</a></p> <p style="text-align: center;">Listening to me read every night.</p> <p style="text-align: center;">Read me a bedtime story.</p>	<p style="text-align: center;"><a href="#">Help me at Home by:</a></p> <p style="text-align: center;">Encourage me to go on Spelling Shed to learn my spellings. When I write remind me to park my pencil and check what I have written.</p>	<p style="text-align: center;"><a href="#">Help me at Home by:</a></p> <p style="text-align: center;">To use the FREE APP listed above to create a simple algorithm. Learning/using any new vocabulary</p>

<p style="text-align: center;"><u>MATHS</u></p> <p>During maths lessons we are working with numbers to 100. Our first unit is securing our knowledge and understanding of place value. We will also start our addition and subtraction unit which will continue into Autumn</p> <p>Place Value</p> <ul style="list-style-type: none"> <li>• count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward</li> <li>• recognise the place value of each digit in a two-digit number (10s, 1s)</li> <li>• identify, represent and estimate numbers using different representations, including the number line</li> <li>• compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>• read and write numbers to at least 100 in numerals and in words</li> <li>• use place value and number facts to solve problems.</li> </ul> <p>Addition</p> <ul style="list-style-type: none"> <li>• Add two 2-digit numbers –not crossing ten –add ones and add tens.</li> <li>• Add two 2-digit numbers –crossing ten –add ones and add tens.</li> <li>• Subtract a 2-digit number from a 2-digit number –not crossing ten.</li> <li>• Subtract a 2-digit number from a 2-digit number – crossing ten –subtract ones and tens.</li> <li>• Bonds to 100 (tens and ones).</li> </ul>	<p style="text-align: center;"><u>SCIENCE</u></p> <p>During Science the children will find out about and describe the basic needs of humans for survival (water, food, exercise and air). We learn how to keep our body healthy</p> <ul style="list-style-type: none"> <li>• To find out about, ask questions/ suggest ways to find answers and record using charts the basic needs of humans for survival such as food, water and air.</li> <li>• To observe and measure through first-hand experience/video the importance for humans of exercise, eating the right foods and hygiene.</li> </ul>	<p style="text-align: center;"><u>RE</u></p> <p>In our first topic of the year we will learn that God is present in every beginning.</p> <p>Our second topic will focus on the signs and symbols of Baptism</p> <ul style="list-style-type: none"> <li>• Retell the story of Creation as a religious story or some phrases from the psalms.</li> <li>• Some children will be able to describe and use some religious words and phrases about types of prayer.</li> <li>• Some children will be able to describe that people are kind and loving because God made them.</li> <li>• Some children will be able to ask questions about what they wonder about the beauty around them and God creating the world.</li> </ul>
<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>+, add, addition, more, plus, make, sum, total, altogether, -, subtract, subtraction, take (away), minus, leave, how many left (over)?, difference, inverse, units, ones, tens, hundreds, place, place value, partition, exchange, represents, equal, equal to, makes, is the same as, value, combination number, count (on, back, to, from), units, ones, twos, threes, fives, tens, exchange, digit, place, place value,</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>observing, measuring, recording, asking questions, describing, offspring, survival, human, exercise, hygiene, heart,</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>beginning, new start, family, friend, creation, psalm, litany</p> <p>garment, Easter candle, font, chrism, Good News sign, symbols</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 100.</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Help me prepare meals and talk about the different food groups. Keep me active and discuss how exercise is good for our mind and body.</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Talk to me about new beginnings and how we might feel during these</p>
<p><b>Foundation Subjects</b></p>		
<p style="text-align: center;"><u>PHSE</u></p> <p><u>During PSHE we will be learning how to recognise our feelings</u></p> <ul style="list-style-type: none"> <li>• how to recognise, name and describe a range of feelings</li> <li>• what helps them to feel good, or better if not feeling good</li> <li>• how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</li> <li>• how feelings can affect people in their bodies and their behaviour</li> <li>• ways to manage big feelings and the importance of sharing their feelings with someone they trust how to recognise when they might need help with feelings and how to ask for help when they need it</li> </ul>	<p style="text-align: center;"><u>Design Technology</u></p> <p style="text-align: center;"><u>A healthy pizza</u></p> <p><u>In science we will be learning about the food groups (carbohydrates, proteins, fruits and vegetables, dairy, oils and spreads) to understand a balanced diet to develop a healthy pizza.</u></p> <ul style="list-style-type: none"> <li>• Can name and sort foods into the 5 food groups in the Eatwell Plate</li> <li>• Can prepare simple dishes safely using a heat source</li> <li>• Works safely with cooking implements e.g. knives</li> <li>• Understands that importance of food hygiene</li> <li>• Can cut, peel and grate food</li> <li>• Can evaluate their end product and suggest ways of improving it</li> </ul>	<p style="text-align: center;"><u>GEOGRAPHY</u></p> <p style="text-align: center;"><u>Our geography topic will focus on-Where do I live? .</u></p> <ul style="list-style-type: none"> <li>• Name, locate and identify the 4 countries of the UK, their capital cities</li> <li>• Use aerial photos and plans to identify features</li> <li>• Develop geographical vocabulary eg rural, urban, vegetation, season</li> </ul>
<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Mood, happiness, sadness, loneliness, friendship, loss, share, behaviour, good feelings, bad feelings</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Grate, chop. cut, slice, peel, spread, safety, hygiene, balanced diet</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p>
<p style="text-align: center;"><u>Help me at Home by</u></p> <p>Talk to your child about their feelings. Let them know it is normal to feel that way and discuss why they might feel that way.</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Include me when preparing food at home.</p>	<p style="text-align: center;"><u>Help me at Home by</u></p> <p>.</p>
<p style="text-align: center;"><u>PE</u></p> <p style="text-align: center;"><u>Games and Dance</u></p>	<p style="text-align: center;"><u>MUSIC</u></p> <p>Children will listen to and perform ‘ In my hands, in my feet, in my heart’</p>	

<p>Dance –</p> <p>What is a tempo?</p> <ul style="list-style-type: none"> <li>• Copy and explore basic body actions from a range of stimuli</li> <li>• Travel, turn, jump, gesture, stillness</li> <li>• Copy simple movement patterns</li> <li>• Show and tell using body actions to explore moods, ideas and feelings.</li> <li>• Vary speed, strength, energy, and tension of their movements</li> <li>• Choose movements to design a simple dance with a beginning, middle and end.</li> </ul> <p>Ball skills Invasion games-</p> <p>What is a rule and how do we follow it?</p> <ul style="list-style-type: none"> <li>• Perform fundamental movement skills at a developing level and start to master some basic movements in:</li> <li>• Travelling skills.</li> <li>• Sending skills.</li> <li>• Receiving skills</li> <li>• Core task 'Piggy in the Middle'</li> </ul>	<ul style="list-style-type: none"> <li>• To know five songs off by heart.</li> <li>• To know some songs have a chorus or a response/answer part.</li> <li>• To know that songs have a musical style.</li> <li>• To know that music has a steady pulse, like a heartbeat.</li> <li>• To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>• Rhythms are different from the steady pulse.</li> <li>• We add high and low sounds, pitch, when we sing and play our instruments.</li> <li>• Learn about voices singing notes of different pitches (high and low).</li> <li>• Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</li> <li>• Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.</li> <li>• Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.</li> <li>• Help create three simple melodies with the Units using one, three or five different notes.</li> <li>• Learn how the notes of the composition can be written down and changed if necessary</li> </ul>	
<p style="text-align: center;">Key Vocabulary</p> <p>Movement Control Speed Level Sequence Unison Cannon Travel and stillness - gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue Direction - forwards, backwards, sideways Space - near, far, in and out, on the spot, own, beginning, middle end Mood and feelings - happy, angry, calm, excited, sad, lonely Body actions Levels high, medium, low Speed - fast, slow Pathways - curved, zigzag Rhythm Co-ordination Pattern Stimulus</p> <p>Avoiding Accuracy Tracking a ball Rolling Striking Overarm throw Chest pass Bounce pass Bouncing, Catching Free space Own space Opposite Team Rebound Follow Aiming Speed Direction Passing Controlling Shooting Scoring Participate Co-ordination Technique Combinations Rules Tactics</p>	<p style="text-align: center;">Key Vocabulary</p> <p>,</p>	

<p>Help me at home by:</p> <p>Keep me active and healthy at home. Play games in the garden or at the park.</p>	<p>Help me at Home by:</p> <p>Listen to the different genres of music and begin to say what I like and don't about the music. What instruments are used in each genre?</p>	
<p><b>Visitors, Visits and Outdoor Learning within the theme:</b></p> <p>We will be exploring the bright lights of Chorley looking at its famous landmarks.</p>		