



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



## Flying Food Airways

Throughout this half term we will be investigating where our food comes from both locally, nationally and globally. We will also be considering the impact transporting our large distances has on the environment. In our DT work we will learn about the seasonality of fruits and vegetables and learn to cook soup using seasonal ingredients.

### Learning Challenge Questions:

What food can we buy from Chorley Market?

Where does the food on Chorley Market come from?

What fruit and vegetables are in season at this time of year?

What can we cook using seasonal vegetables?

### Core Subjects

#### READING

Across the half term we will be reading a range of fiction and poetry based on the natural world. We will be learning how to be critical and analytical readers as well as developing our love of reading.

- Read further exception words
- Recognise and read words with the suffix –sure and -ture
- To understand the meaning of new words they meet
- Listen to a range of challenging stories, poems, plays, nonfiction and reference books, myths, legends and fairy stories.
- Prepare poems to read aloud (starting to use appropriate intonation, tone, volume and action).
- Recognise different forms of poetry
- Begin to discuss words and phrases that capture the reader's interest.

#### Key Vocabulary

Vocabulary, infer, inference, predict, explain, retrieve, summarise, discuss, pleasure

#### WRITING

This half term we will begin to work on our personal writing projects then move onto writing poems about the natural world. For each of these projects we will be using approaches from Ross and Young's Writing For Pleasure to help develop our children into real world writers.

- Read a range of different poems about nature to generate ideas and inspire.
- Create word banks and mind maps around different themes.
- Discuss the purpose and intended audience of poetry.
- Present poetry to the class using correct tone and intonation.
- Publish work to the intended audience.

#### SPELLINGS

- Words where the 'ou' makes an ow sound.
- Words where the 'ou' makes an u sound.
- Words where the 'y' makes an I sound.
- Words ending in –sure.
- Words ending in –ture.
- Words from the 3/ 4 statutory list.

#### Key Vocabulary

Verse, mind map, adjective, noun, rhyme, alliteration, personification

#### COMPUTING

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. In this project, children will explore networks by going on a network safari. They will investigate which devices connect to our school network and what the purpose of our school network is

- Understand that the computers in a school are connected together in a network
- Understand why computers are networked

#### Key Vocabulary

Network, server, client, LAN (Local Area Network), switch

<p style="text-align: center;"><u>Help me at Home by:</u></p> <ul style="list-style-type: none"> <li>• Listening to me read for at least 20 minutes every night.</li> <li>• Reading books to me.</li> <li>• Talking about the books we are reading.</li> <li>• Joining the library so I can have access to even more books.</li> <li>• Talking to me about the books I like.</li> <li>• Helping me complete the reading scrapbook when it is sent home.</li> <li>• Completing AR quizzes at home.</li> </ul>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <ul style="list-style-type: none"> <li>• Encourage me to write my own stories based on ones I've already read.</li> <li>• When writing notes/ cards etc encourage me to form my letters correctly.</li> <li>• When reading talk about the plot of stories (beginning, middle, end – what problem did the characters overcome? How did the story end?).</li> <li>• Talk about the language used in the stories I read – encourage me to use these words where appropriate in my own writing.</li> </ul>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <ul style="list-style-type: none"> <li>• Talk to me about my learning</li> <li>• Explore which devices in my home connect to the internet</li> </ul>
<p style="text-align: center;"><u>MATHS</u></p> <p>This half term we will be building on our place value knowledge from Year 2. This will then enable us to begin to learn how to add and subtract using standard column methods.</p> <ul style="list-style-type: none"> <li>• Revise representing numbers to 100 in different ways.</li> <li>• Revise partitioning numbers to 100.</li> <li>• Revise using a number line to 100.</li> <li>• Understand that ten 10s is equivalent to 100.</li> <li>• Represent numbers to 1000 in different ways.</li> <li>• Partition numbers to 1000 in different ways.</li> <li>• Understand the value of each digit in a 3-digit number.</li> <li>• Find 1, 10 or 100 more or less than a number.</li> <li>• Use a number line to 1000.</li> <li>• Estimate the location of numbers to 1000 on a number line.</li> <li>• Use the terms greater than and less than to compare numbers.</li> <li>• Use the symbols &lt; and &gt; to compare numbers.</li> <li>• Order numbers to 1000.</li> <li>• Understand the terms ascending and descending.</li> <li>• Count in 50s.</li> <li>• Revise number bonds within 10.</li> <li>• Apply number bonds within 10 to related facts.</li> <li>• Add and subtract 1s to a 3-digit number.</li> <li>• Add and subtract 10s to a 3-digit number.</li> <li>• Add and subtract 100s to a 3-digit number.</li> <li>• Recognise patterns when adding and subtracting using 3-digit numbers.</li> <li>• Add 1s across a 10.</li> <li>• Add 10s across a 100.</li> <li>• Subtract 1s across a 10.</li> <li>• Subtract 10s across a 100.</li> <li>• Make connections between and apply known facts.</li> <li>• Use the formal written method to add.</li> </ul>	<p style="text-align: center;"><u>SCIENCE</u></p> <p>We will start the year off by studying and trying to understand the functions of the skeleton. We will also look at animals that don't have internal skeletons or indeed any skeletons at all.</p> <ul style="list-style-type: none"> <li>▪ Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> <li>▪ Identify animals (vertebrates) which have a skeleton which supports their body, aids movement &amp; protects vital organs (e.g. name and locate skull, backbone, ribs, bones for movement/limbs, pelvis and be able to name some of the vital organs protected).</li> <li>▪ Identify animals without internal skeletons/backbones (invertebrates) and describe how they have adapted other ways to support themselves, move &amp; protect their vital organs.</li> </ul> <p>Working Scientifically</p> <ul style="list-style-type: none"> <li>• Identifying and grouping animals with and without skeletons.</li> <li>• Observing and comparing their movement.</li> <li>• Exploring ideas about what would happen if humans did not have skeletons.</li> </ul>	<p style="text-align: center;"><u>RE</u></p> <p>In our homes topic we learn about how God is present in every home and we can experience God's love both in the good times and the bad times. In our promises topic we learn about the promises made at Baptism and how people respond to God's call and are welcomed into the church. In our other religions work we learn about places of worship for Muslims</p> <ul style="list-style-type: none"> <li>• Ask and respond to questions about what makes a house a home.</li> <li>• Retell the advice offer by St. Paul about living as a family.</li> <li>• Describe ways in which Christians live as people of God.</li> <li>• Make links between scripture and the belief that God can make a difference in everyday lives.</li> </ul> <ul style="list-style-type: none"> <li>• Ask and respond to questions about promises.</li> <li>• Make links between actions and promises.</li> <li>• Retell the story of Jesus' Baptism.</li> <li>• Describe the actions and symbols used at Baptism.</li> <li>• Give reasons for these symbols and actions.</li> <li>• Give reasons for the promises made and how Christians live as followers of the light of Christ.</li> </ul> <ul style="list-style-type: none"> <li>• Discover what buildings are special for Muslims.</li> <li>• Discover what it is like inside the mosque.</li> <li>• Discover what happens inside a mosque.</li> </ul>

<ul style="list-style-type: none"> <li>• Use the formal written method to subtract.</li> <li>• Fluently find compliments to 100.</li> <li>• Estimate answers to addition and subtraction calculations.</li> <li>• Use the inverse operation to check answers.</li> <li>• Choose the appropriate method to solve calculations.</li> </ul>		<ul style="list-style-type: none"> <li>• Respect the importance of the mosque to Muslims.</li> </ul>
<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Ones, tens, hundreds, thousand, zero, partition, place value, worth, compare, order, greater than, less than, more, less, digit, add, total, plus, sum, altogether, difference, subtract, minus, take away, column addition, column subtraction, exchange, estimate, inverse operation, solve problems, number facts</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Skeleton, internal, external, exoskeleton, vertebrate, invertebrate, protect, movement, support, group, classify, investigate.</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>home, love, family, difference, respect, joys, sorrows, community, rules, promise, actions, anointing, symbols, rite, Sacrament, commitment, faith, welcome, church ceremonies, Chrism, Trinity, Welcome, wudu, Imam, Makkah, Arabic, mosque, minaret, muezzin, mihrab</p>
<p style="text-align: center;"><u>Help me at Home by:</u></p> <ul style="list-style-type: none"> <li>• Counting in 100's starting from different points i.e. 345, 445, 545.</li> <li>• Put a set of 3 digit numbers in order from smallest to largest or largest to smallest.</li> <li>• Ask your child what is 1, 10 or 100 more or less than a number ie what is 10 more than 392, what is 1 less than 200.</li> <li>• Use the videos available on Seesaw to help practice column addition and subtraction.</li> </ul>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Learning names of specific bones in the human body, taking me to museums and reading books about our bodies and skeletons. Researching vertebrates and invertebrates.</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Talk about how families can all be different. If your child is Baptised, have a look at their Baptism candle and certificate. Talk about the promises made a Baptism.</p>
<b>Foundation Subjects</b>		
<p style="text-align: center;"><u>PHSE</u></p> <p>This half term we will be trying to answer the question – Why should we eat well and look after ourselves?</p> <ul style="list-style-type: none"> <li>• Discuss what it means to be healthy and how we keep ourselves healthy.</li> <li>• Understand what makes a healthy meal and create a meal for ourselves. (Link to science and DT)</li> <li>• Explore different drinks and the impact drinks have on our teeth.</li> <li>• Discuss how we can look after our teeth and who can help us with oral care.</li> </ul>	<p style="text-align: center;"><u>DESIGN TECHNOLOGY</u></p> <p>In our DT work this half term we will be learning how to prepare and cook a seasonal dish.</p> <ul style="list-style-type: none"> <li>• Explore different vegetables and discuss which season they children think they are grown in.</li> <li>• Discuss why people choose to eat food in season and the impact this has on quality and the environment.</li> <li>• Explore which simple meals can be made from vegetables during Autumn.</li> <li>• Explore the textures and tastes of different soups discussing preferences.</li> <li>• Explore soup recipes to find common ingredients to form the basis of own soup recipe.</li> <li>• Develop skills in peeling, chopping/cutting, sautéing to produce a bowl of soup.</li> </ul>	<p style="text-align: center;"><u>GEOGRAPHY</u></p> <p>In our geography lessons we are going to be investigating where our food comes from. We will be looking at food production locally, nationally and internationally and discuss the impact of importing our food.</p> <ul style="list-style-type: none"> <li>• Locate Lancashire and Chorley on a map of the UK.</li> <li>• Use digital maps to locate producers in the Chorley area/ Lancashire.</li> <li>• Use ariel photographs to understand how land is used locally to produce food.</li> <li>• Create a route map to Chorley Market.</li> <li>• Use atlases and maps of the UK to locate where food is produced around the country.</li> <li>• Use world maps and atlases to locate countries where our food is imported from.</li> </ul>

	<ul style="list-style-type: none"> <li>• Follow a recipe that someone else has written.</li> <li>• Create own recipe to share at home.</li> </ul>	
<p style="text-align: center;"><u>Key stop</u></p> <p>Healthy, diet, balanced, drink, teeth, dentist, oral hygiene, brush, floss, sugar, acid.</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Chop, cut, grate, whisk, stir, seasonal, simmer, boil, sauté, peel, recipe, ingredients.</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>county, country, town, transport, producers, land use, import</p>
<p style="text-align: center;"><u>Help me at Home by</u></p> <ul style="list-style-type: none"> <li>• Talking about ways to keep myself healthy.</li> <li>• Discuss healthy meal options and encourage me to make healthy food choices.</li> <li>• Remind me about brushing my teeth twice a day.</li> </ul>	<p style="text-align: center;"><u>Help me at Home by</u></p> <ul style="list-style-type: none"> <li>• Let me help prepare meals at home.</li> <li>• Use cookbooks at home to follow simple recipes.</li> </ul>	<p style="text-align: center;"><u>Help me at Home by</u></p> <ul style="list-style-type: none"> <li>• Looking at where food in the supermarket has come from.</li> <li>• Noticing local producers on the market or as we drive around town.</li> <li>• Talk about why we should eat locally grown food.</li> </ul>
<p style="text-align: center;"><u>PE</u></p>	<p style="text-align: center;"><u>MFL</u></p> <p>This half term we will learn about where France is and some of the major towns and cities. We will also be learning some French phonics to help with our pronunciation of different letters in French. We will then progress onto introducing ourselves and asking someone else's name as well as asking how they are and responding ourselves. Finally we will learn numbers to 10 and some common colours. In each lesson we will be developing our listening, speaking, reading and writing skills in French.</p> <ul style="list-style-type: none"> <li>• Learn the location of France and some of the French speaking countries.</li> <li>• Explore the culture of France including some familiar foods and landmarks.</li> <li>• Begin to use the terms 'bonjour' and 'salut' and when it is appropriate to use each.</li> <li>• Use the phrase 'ca va?' to ask how someone is and some of the responses to this question.</li> <li>• Ask the question 'comment tu t'appelle?' and answer with 'Je m'appelle...'</li> <li>• Begin to learn the numbers 1-10 in French.</li> <li>• Begin to learn the names for 10 colours in French.</li> <li>• Use the phrase 'ma couleur préférée c'est la...'</li> </ul>	<p style="text-align: center;"><u>Music</u></p> <p>This half term we will be looking at the Charanga unit 'Let Your Spirit Fly'.</p> <ul style="list-style-type: none"> <li>• Listen to a discuss a range of songs (Let Your Spirit Fly, Colonel Bogey March, Consider Yourself, Ain't No Mountain High Enough You're The First, My Last, My Everything)</li> <li>• Be able to find and keep the pulse in Let Your Spirit Fly</li> <li>• Copy rhythms played by the teacher/leader.</li> <li>• Copy notes played by the teacher/leader on a glockenspiel.</li> <li>• Use voices (la) to copy notes sung by teacher/leader.</li> <li>• Learn to sing the song 'Let Your Spirit Fly'.</li> <li>• Play a simple tune along with the song.</li> <li>• Improvise own melody along with the song using 1 or 2 notes (C or D).</li> <li>• Compose a tune using 3 notes (C, D, E)</li> <li>• Perform Let Your Spirit Fly.</li> </ul>
<p style="text-align: center;"><u>Key Vocabulary</u></p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Un, deux, trois, quatre, cinq six, sept huit, neuf dix, rouge, bleu, blanc, orange, gris, noir, vert, violet, marron, jaune ca va, comment tu t'appelle, je m'appelle, comme ci comme ca, ca va mal, ca va bien,</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Style, rhythm, pitch, pulse, introduction, verse, chorus, outro, instrumental</p>

Help me at Home by:

Help me at Home by:

Help me at Home by:

- Help your child to find out more about France – maybe try some French food.  
Encourage your child to practice their new French phrases and words – maybe they could ask you how you are.

- Talk to me about the music you enjoy and why you enjoy it.
- Try to recognise the different instruments you can hear in a piece of music.

Visitors, Visits and Outdoor Learning within the theme:

A visit to Kenyon Hall Farm, digging up vegetables from the allotment.