



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



Full Steam Ahead

In this half-term, our focus will be geography with our 'Full Steam Ahead!' topic. We will explore different types of maps and apps, as well as using compass points and six-figure grid references. We will also focus on digital art through our portraits unit. This half-term also includes our exciting week long residential to the Isle of Man where children will participate in lots of adventurous activities like climbing, canoeing, sailing, abseiling, archery, axe-throwing, rifle-shooting and much more!

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 a review of skills taught in Year 5 and biographies of inspirational people. Below are the genres and text types covered along with the purpose and outcome for each text type.

Narrative: (Revision of Year 5 skills) To write a narrative to accompany the music video 'Titanium'

Purpose: To entertain

Outcome: Create a comic book of the music video 'Titanium'

- Create and punctuate complex sentences using ed opening clauses e.g. Exhausted from the race, Sam collapsed in a heap.
- Create and punctuate complex sentences using ing opening clauses
- Integrate dialogue in narratives to convey character and advance the action
- Demarcate complex sentences with commas.
- Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly.
- Use expanded noun phrases to convey complicated information concisely.
- Describe settings, characters and atmosphere
- Blend action, dialogue and description within and across paragraph
- Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.
- Ensure consistent and correct use of tense throughout a piece of writing.
- Ensure consistent subject and verb agreement.
- Proofread for spelling and punctuation errors.

Non-Fiction: Biographies

Purpose: To inform

Outcome: To write, perform and animate a biography about an inspirational person

- To identify similarities and differences between example texts

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 recap how the internet works and will work with HTML code to explore the language of the web

- Understand what HTML is and recognize HTML tags
- Know a range of HTML tags and remix a web page
- Create a webpage using HTML

	<ul style="list-style-type: none"> • To comment on preferences and the effect on the reader • To identify the audience and purpose for writing and to choose writing techniques that support this purpose • To use coordinating and subordinating conjunctions • To use the present perfect tense accurately • To select and use effective vocabulary for impact on the reader • To use devices to build cohesion between paragraphs in narrative writing • To use the full range of punctuation taught at key stage 2 correctly and for specific effects 	
<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>HTML (HyperText Markup Language), opening tag, closing tag, code</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 • Use my school iPad to explore different apps • 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 cover place value and using the four operations of addition, subtraction, division and multiplication. In our place value unit, the focus will be on understanding numbers to ten million, rounding and negative numbers. In our calculations unit, the focus will be on using formal methods of calculation and on selecting the most efficient strategies.</p> <p><u>Place Value</u></p> <ul style="list-style-type: none"> • To read and write numbers to ten million • To compare and order numbers to ten million • To round numbers to 10, 100, 1000 <p><u>Calculation</u></p> <ul style="list-style-type: none"> • To find common factors and multiples • To identify rules for divisibility • To identify prime numbers to 100 • To find square and cube numbers • To multiply 4-digit numbers by 2-digit numbers 		<p style="text-align: center;"><u>RE</u></p> <p>In Come and See lessons this half-term, children will cover the topics of loving and vocation. In our loving topic, children will learn about unconditional love and that forgiveness is an essential part of this. In our vocation topic, children will learn about commitments, vocations and the ordination of a priest.</p> <p><u>Loving</u></p> <ul style="list-style-type: none"> • To show understanding of how beliefs and values affect our love and care of each other • To make links between the story of the prodigal son and the Christian's belief in God's forgiveness • To show understanding of how religious belief in God's unconditional love shapes life

<ul style="list-style-type: none"> To solve problems with multiplication and division To use long division methods To use order of operations to calculate 		<p><u>Vocation</u></p> <ul style="list-style-type: none"> To give reasons why Christians fulfil their baptismal promises by answering God’s call through their chosen vocation To show an understanding of how religious belief shapes the lives of Christians in a variety of ways through their chosen vocation
<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Place value: column, representation, value, digit, partition, exchange</p> <p>Four operations: exchange, column, value, inverse, multiple, factor, prime</p>		<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Loving: unconditional, forgiveness, mercy, prodigal, parable, reconciliation</p> <p>Vocation: commitment, dedicated, vocation, Ordination, anointing, religious life, service, celibacy, vows</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 budget Practice formal methods of calculation using examples from Seesaw 		<p style="text-align: center;"><u>Help me at Home by:</u></p> <ul style="list-style-type: none"> Take me to mass Ask me about my learning in class

Foundation Subjects

<p style="text-align: center;"><u>PHSE</u></p> <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 	<p style="text-align: center;"><u>ART</u></p> <p>This half-term, our art focus will be digital art. We will first look at portrait photography and discuss the emotions it provokes within us. We will then experiment with the app ‘SketchSchool’ before creating our own emotion-provoking digital art portraits.</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 	<p style="text-align: center;"><u>GEOGRAPHY</u></p> <p>In our ‘Full Steam Ahead’ topic, children will explore the topography of Britain by studying different maps and drawing conclusions from them. We will also revise our locational and place knowledge.</p> <ul style="list-style-type: none"> To name and locate countries, cities and regions of the UK To analyse geographical similarities and differences (regions of UK) and communicate geographical concepts in a wide variety of ways To develop a secure understanding of how and why the UK’s human/physical features, geographical regions, topographical features and land-use patterns have changed over time To examine and explain key aspects of human geography (settlement & land-use/economic activity) To understand interaction between physical and human processes and features and how these change over time
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<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> To use digital mapping, 8-compass point, 4-6-digit grid references and Ordnance Survey maps To observe, record, measure and present human/physical features of local area using sketches, plans, graphs and digital technology
<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Tobacco, nicotine products, alcohol, prescribed, solvents, medicines, legal and illegal drugs, risks, age restrictions, mental health, mood, feelings, mind, strategies, stigma, discrimination</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Emotion, provoke, feeling, mood, invoke, atmosphere</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Topographical, contours, contour line, terrain, elevation, region, landscape, navigation, satellite, vegetation</p>
<p style="text-align: center;"><u>Help me at Home by</u></p> <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. 	<p style="text-align: center;"><u>Help me at Home by</u></p> <ul style="list-style-type: none"> Use my school iPad to practice digital art skills Combine different apps to create different effects in my artwork 	<p style="text-align: center;"><u>Help me at Home by</u></p> <ul style="list-style-type: none"> Explore my local area Look at maps and Google Earth
<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 to 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 style="text-align: center;"><u>MUSIC</u></p> <p>In this unit, we will focus on the song 'Happy', a Pop song by Pharrell Williams.</p> <ul style="list-style-type: none"> Recognise the style indicators of pop music. Discuss the musical dimensions such as texture and pulse. Understand where pop music fits within music history. Recognise the structure of a song. Find the pulse within a piece of music. Identify the instruments used within a piece of music. Discuss preferences and give opinions about a piece of music. Sing a song from memory. Sing in 2 parts. Play a glockenspiel accurately using the correct technique. Understand the term improvisation. Improvise using 3 notes. Begin to recognise standard notation and the place of notes on a staff. Compose a piece of music using 3 notes using block notation. Reflect on own compositions and make changes where necessary. 	<p style="text-align: center;"><u>MFL</u></p> <p>This half term we are learning to introduce ourselves in French, talk about how we are feeling, learn the numbers 1-10 and 10 French colours.</p> <ul style="list-style-type: none"> Know and locate some of the French speaking countries of the world. Ask and answer the question 'How are you?' Say hello and goodbye in French. Ask and answer the question 'What is your name?' Count to ten in French. Read, say and write ten colours in French.

<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;">Key Vocabulary</p> <p>Accelerate, sprint, sustain, physical fitness, static, relay, speed, distance, breathing, warm up, muscles</p>	<p style="text-align: center;">Key Vocabulary</p> <p>style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo.</p>	<p style="text-align: center;">Key Vocabulary</p> <p>Bonjour, salut, au revoir, Je m'appelle, Comment t'appelle-tu? Ca va? Comme ci, comme ca, ca va bien ca va mal un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, rouge, blanc, noir orange, vert, bleu, violet, marron, jaune, gris.</p>
<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> <p>Learning any relevant vocabulary, reading about famous musicians, listening to different genres of music, identifying the instruments in music, talking about music, learning and playing an instrument, using a music app on the ipad, taking me to a concert, accessing YUMU website on ipads with my login.</p>	<p style="text-align: center;">Help me at Home by:</p> <ul style="list-style-type: none"> • Give me opportunities to practise my French phrases. • Allow me to access and play the French games on Language Angels.
<p style="text-align: center;">Visitors, Visits and Outdoor Learning within the theme:</p> <p>Isle of Man residential – kayaking, climbing, abseiling, sailing, archery, ghyll scrambling</p> <p>Debt Aware – money workshop looking at budgeting and finance</p>		