



Limbrick Class St. Joseph's Theme Overview: Autumn 2



Anglo Saxon Chronicles

During this half term we will be learning about the Anglo Saxons. We will be finding out when they came to Britain, where they came from and why they came here. We will also be considering the question – Why was Alfred considered Great? In science we will be learning about nutrition and healthy eating. Our art lessons help us to develop our paint mixing skills and begin to understand tint, shade and tone.

Learning Challenge Questions:

When did the Anglo Saxons arrive in Britain?

Where did they Anglo Saxons come from?

Why did the Anglo Saxons come here?

Core Subjects

READING:

This half term we will be reading a range of challenging texts including extract from Charlotte's Web and Stig of the Dump

- Read and recognise words with the prefixes re-, dis- and mis-
- Explain the meaning of unfamiliar words such as *staggering*, *wolfed*, *swooped*, *vanished*, *bothering*, *baffled*
- Raise questions about a text.
- Retrieve information from a text.
- Infer how characters are feeling.
- Use appropriate intonation and take note of punctuation when reading aloud.
- Make predictions and give reasons for those predictions.
- Express preferences about a story.

WRITING:

We will be writing our own Fairy Tales this half term ready to be published by our publishing house.

- Use co-ordinating conjunctions to join clauses.
- Use inverted commas to punctuate dialogue.
- Use adverbs and prepositions for time to sequence the events of a story.
- Begin to write in paragraphs.
- Generate ideas based on stories read and own experiences.
- Examine the structure of different types of fairy tale.
- Use the boxed up method to plan a story based on a known fairy tale.
- Write a story with a clear beginning, middle and end.

SPELLINGS

- Words with the prefix re-
- Words with the prefix dis-
- Words with the prefix mis-
- Adding 'ing' and 'ed' to multi syllabic words
- Adding 'ing' , 'ed' and 'en' to multi syllabic words.
- Words from the Year 3/ 4 statutory list

SCIENCE:

This half term we will continue to look at the human body but with a focus on healthy lifestyles. Children will learn about what is needed to be fit and healthy in terms of diet and exercise.

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- An adequate and varied diet is beneficial to health (along with a good supply of air and clean water).
- Regular and varied exercise *from a variety of different activities* is beneficial to health (focus on *energy in versus energy out*. Include information on making informed choices).
- Work Scientifically by:
- Comparing and contrasting the diets of different animals (including their pets).
- Decide ways of grouping them according to what they eat.
- Researching different food groups and how they keep us healthy.
- Designing meals based on what they find out.

<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>vocabulary, infer, predict, explain, retrieve, summarise, sequence, question, opinion.</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>clause, comma, conjunction, paragraph, inverted comma, speech mark, direct speech, reported phrase, fairy tale</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Sort, compare, group, 5 a day, healthy balanced diet, carbohydrate, protein, fats and sugars, fruit and vegetables, exercise.</p>
<p style="text-align: center;"><u>Help me at Home by:</u></p> <ul style="list-style-type: none"> • Listening to me read for at least 20 minutes every night. • Reading books to me. • Talking about the books we are reading. • Joining the library so I can have access to even more books. • Talking to me about the books I like. • Completing AR quizzes at home. 	<p style="text-align: center;"><u>Help me at Home by:</u></p> <ul style="list-style-type: none"> • Encourage me to write my own stories based on ones I've already read. • When writing notes/ cards etc encourage me to form my letters correctly. 	<p style="text-align: center;"><u>Help me at Home by:</u></p> <ul style="list-style-type: none"> • Talking about healthy foods and balanced diets. • Discussing food labels and visiting the supermarket. • Helping me get 5 a day. • Help me to access regular exercise.
<p style="text-align: center;"><u>MATHS</u></p> <p>This half term we will continue to learn about column addition and subtraction the we will move onto mental multiplication and division. The children will recap on their 2, 5 and 10 times tables and begin to learn their 3, 4 and 8 times tables.</p> <ul style="list-style-type: none"> - Make connections between calculations ie 2+7 is related to 20+70 - Add two numbers using column addition without exchanging. - Subtract two numbers using column subtraction without exchanging. - Add two numbers using column addition, exchanging ones for a ten. - Add two numbers using column addition, exchanging tens for a hundred. - Subtract two numbers using column subtraction, exchanging a tens for ones. - Subtract two numbers using column subtraction, exchanging a hundred for tens. - Use column addition to add 2 and 3 digit numbers. - Use column subtraction to subtract a 2 digit number from a 3 digit number. - Fluently find number bonds to 100. - Estimate answers to addition and subtract calculations. - Use inverse operation to check answers. - Make decisions about which operation is needed to solve a problem. - Revise that multiplication is repeated addition of equal groups. 	<p style="text-align: center;"><u>RE</u></p> <p>In our visitors topic we will learn about the Nativity and the people who visited Jesus in the stable.</p> <p>We will also be learning about the Jewish faith by finding out more about their special place – the synagogue.</p> <ul style="list-style-type: none"> • To ask and respond to questions about the joys and demands of having visitors. • To make links to show how beliefs affect how we prepare for and receive visitors. • To retell stories around the birth of Jesus. • To describe how Christians use Advent to prepare for the birth of Jesus. • To give reasons for the actions of Christians during Advent. • Discover what the special place is for Jewish people. • Discover what it is like inside a synagogue. • Show respect for special places of worship for Jews 	

<ul style="list-style-type: none"> - Use arrays to consolidate the link between multiplication and repeated addition. - Revise multiples of 2. - Revise multiples of 5 and 10. - Revise sharing and grouping. - Multiply by 3. - Divide by 3. - Use knowledge of multiplying by 3 to become fluent in the 3 times table. - Multiply by 4. - Divide by 4. - Use knowledge of multiplying by 4 to become fluent in the 4 times table. - Multiply by 8. - Divide by 8. - Use knowledge of multiplying by 8 to become fluent in the 8 times table. - Recognise the link between the 2, 4, and 8 times table. 		
<p style="text-align: center; color: blue;">Key Vocabulary</p> <p>Column addition, column subtraction, exchange, multiply, divide, share, groups of, lots of</p>	<p style="text-align: center; color: blue;">Key Vocabulary</p> <p>Joys, demands, visitors. Isaiah, Messiah, Advent, Annunciation, The Visitation Magnificat, Joyful Mysteries, Nativity</p> <p>Worship, synagogue, shul, kippah, prayer shawl, tallit, the ark, torah scrolls, bimah, rabbi</p>	
<p style="text-align: center; color: blue;">Help me at Home by:</p> <ul style="list-style-type: none"> • Encourage me to practice my times tables everyday. • Use TT Rockstars to develop rapid recall of times tables facts. • 	<p style="text-align: center; color: blue;">Help me at Home by:</p> <ul style="list-style-type: none"> • Talking to me about the true message of Christmas • Discussing ways in which we can prepare for Jesus' birth 	
Foundation Subjects		
<p style="text-align: center; color: blue;">PSHE:</p> <p>This half term we will be trying to answer the question – How can I be a good friend.</p> <ul style="list-style-type: none"> ● Understand how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded 	<p style="text-align: center; color: blue;">COMPUTING:</p> <p>This half term we will be developing our programming skills by making animations using the SCRATCH software. We will be following the DARES approach which stands for Design, Apply, Refine, Evaluate, Share.</p> <ul style="list-style-type: none"> ● Create algorithms. ● Decompose projects into steps to create and algorithm. 	<p style="text-align: center; color: blue;">HISTORY:</p> <p>This half term we are learning about the Anglo-Saxon invasion of Britain. We will be looking at the reason why they came and what was life like in an Anglo-Saxon village.</p> <ul style="list-style-type: none"> ● Begin to understand the chronology of some aspects of British history.

<ul style="list-style-type: none"> Learn how to recognise if others are feeling lonely and excluded and strategies to include them how to build good friendships, including identifying qualities that contribute to positive friendships that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support. 	<ul style="list-style-type: none"> Understand abstraction is focusing on important information. Design a program. Create a program using a design. Create a sequence of code. 	<ul style="list-style-type: none"> Use evidence to give reasons why the Anglo-Saxons came to Britain. Use different sources to answer questions such as 'Where did the Anglo-Saxons live?' Use a range of sources to explore life in an Anglo-Saxon settlement.
<p style="text-align: center;">Key Vocabulary</p> <p>friendship, argument, dispute, resolve, reconcile, support</p>	<p style="text-align: center;">Key Vocabulary</p> <p>algorithm, decompose, program, code, sequence, sprite</p>	<p style="text-align: center;">Key Vocabulary</p> <p>Anglo-Saxon, invade, invasion, invaders, settlement, leader, pagan, kingdom</p>
<p style="text-align: center;">Help me at Home by:</p> <ul style="list-style-type: none"> Talk to me about my friends. Talk about what it means to be friends with someone. Discuss what healthy friendships should be like. 	<p style="text-align: center;">Help me at Home by:</p> <p>Let me use the SCRATCH programme on my ipad. Discuss the importance of doing things in the right order. Talk about examples in the real world where events need to happen in the correct order (traffic lights) and how code is created to do this.</p>	<p style="text-align: center;">Help me at Home by:</p> <ul style="list-style-type: none"> Let me explore the BBC Bitesize website about Anglo-Saxons Anglo-Saxons - KS2 History - BBC Bitesize
<p style="text-align: center;">PE:</p> <ul style="list-style-type: none"> This half term we cover cricket (striking and fielding) and gymnastics. <p>Cricket:</p> <ul style="list-style-type: none"> To develop the skill of catching a ball from different angles. To develop the skills of bowling overarm. To strike the ball with the centre of the bat. To know where to stand in the field when the opponent is taking a shot. To throw the ball with speed and accuracy. <p>Gymnastics:</p> <ul style="list-style-type: none"> Travel - hands and feet. Balance – partner and group balance (counter balance) Jumping – different ways of jumping and landing with shape. 	<p style="text-align: center;">MUSIC:</p> <p>Music this half term sees us focusing on singing as part of an ensemble.</p> <ul style="list-style-type: none"> To know that people sing in groups known as choirs. To know a conductor leads a choir. To know why it is important to warm up our voices. To sing in unison and in simple 2 parts. To demonstrate a good singing posture. To follow the conductor when singing. To sing with an awareness of being 'in tune'. To internally keep the pulse when singing. 	<p style="text-align: center;">MFL:</p> <p>In French this half term we are learning about the names for different animals. We will also be making sure we use the correct article (un/une).</p> <ul style="list-style-type: none"> Recall, remember, say and write up to ten animal nouns using the correct article. Understand that there are different articles in French. Understand say and write 'I am' in French. Write a short sentence using the correct article, a noun and the verb (Je suis) for some/all 10 animals.

<ul style="list-style-type: none"> Rolling – basic rolls (forward, teddy role) Apparatus – use vault, balance beam. 		
<p style="text-align: center;">Key Vocabulary</p> <p>Throw, catch, strike, overarm, wickets, stump, field, counter balance, teddy role, tension, landing, posture., arch</p>	<p style="text-align: center;">Key Vocabulary</p> <p>choir, conductor, unison, posture, pulse, parts, performance, audience</p>	<p style="text-align: center;">Key Vocabulary</p> <p>un cochon, un lion, un oiseau, un cheval, un lapin, un canard, un singe, un mouton, une souris, une vache, je suis</p>
<p style="text-align: center;">Help me at Home by:</p> <ul style="list-style-type: none"> Encourage me to be active and take part in daily exercise. 	<p style="text-align: center;">Help me at Home by:</p> <ul style="list-style-type: none"> Talk to me about the music I hear on radio, TV etc. Listen to different styles of music (hip hop, classical, country). Share your own musical preferences and why you like them. 	<p style="text-align: center;">Help me at Home by:</p> <ul style="list-style-type: none"> Encourage your child to practice their new French phrases and words. Practicing French by using the Language Angels games.
<p style="text-align: center;">ART:</p> <p>In our art this half term we will be developing our colour mixing skills and develop our understanding of tones, tints and shades. We will use these skills to develop our own pieces of art.</p> <ul style="list-style-type: none"> Understand primary, secondary and tertiary colours. Create a colour wheel. Understand how tints, tones and shade are made. Understand the term monochrome and how this relates to tints, tones and shades. Explore the work of Pablo Picasso’s ‘Blue Period’. Evaluate and analyse piece of art by famous artists that use a monochrome technique. Use a sketch book to develop ideas. Apply skills of mixing paints and knowledge of tints, tones and shades to create a piece of art. 		
<p style="text-align: center;">Key Vocabulary</p> <p>Tint, tone, shade, monochrome, mix, primary, secondary, tertiary, colour wheel.</p>		
<p style="text-align: center;">Help me at Home by:</p> <ul style="list-style-type: none"> Talk to me about piece of art we may come across. Give me opportunities to be creative at home and develop the skills I have learnt in school. 		

Visitors, Visits and Outdoor Learning within the theme: