



St. Joseph's Curriculum Overview (Cycle B) Year 5: Autumn 1



Victorian Lancashire/Christmas Autumn One and Two

The 'Victorian Lancashire' theme which then leads into a 'Victorian Christmas' takes a cross-curricular step back in time to the reign of Queen Victoria. It uses a diverse range of physical and digital historical sources from the immediate locality and beyond to enable the children to formulate an opinion about what life was like (with a focus on children) during that era. We use visits, visitors and walks in the local community to bring learning to life in a way the children can identify with.

Learning Challenge Questions:

- What artefacts and evidence can we investigate to tell us about Victorian times and the industrial revolution in our locality and beyond?
- What was good and bad about the Victorian times?
- What the Dickens was life like in the Victorian cities?
- What evidence is there of the Victorian era in our locality?
- Who and what were the people and things that brought about positive changes in Victorian Britain?
- How did inventions such as electricity change the country?
- Would you have liked to have been a child during Queen Victoria's reign and the industrial revolution?

Core Subjects

READING

This term, our class reader 'Street Child' is set in the Victorian Era. For guided read, we use a wide range of different text types and extracts to address the following objectives:

- Maintaining positive attitudes to reading
- Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves.
- Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.
- Explore themes within and across texts e.g. loss, heroism, friendship.
- Make comparisons within a text e.g. characters' viewpoints of same event
- Read books and texts that are structured in different ways for a range of purposes.
- Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends.
- Learn a wider range of poems by heart.
- Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience
- Explain the meaning of words within the context of the text.

WRITING

Writing this term focuses around our theme of the Victorian era and the industrial revolution. Below are the genres and text types covered along with the purpose and outcome for each text type.

Classic Narrative: Scrooge and Oliver extracts by Charles Dickens.

Purpose: To entertain

Outcome: An Oliver – Scrooge mash-up classic narrative story.

- 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, e.g. Grinning with anticipation, Paul launched himself from the diving board.
- Create and punctuate sentences using simile starters, e.g. Like a fish out of water, she conversed awkwardly with the other guests.
- 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.
- 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.

Classic poetry: Narrative poems from the Victorian Era based on Wordsworth and The Struwwelpeter.

COMPUTING

In this unit, children will create their own **Animation** to create Victorian character Interviews and then move onto looking at **AR & VR** to create interactive displays.

Animation

- I can take multiple animations of a character I have created and edit them together for a longer video.
- I can record animations of different characters and edit them together to create an interview.
- I can evaluate and improve the best video tools to best explain my understanding.

AR and VR interactive displays

- I can evaluate and improve the best video tools to best explain my understanding.
- I can create an interactive poster using AR

<ul style="list-style-type: none"> • Use punctuation to determine intonation and expression when reading aloud to a range of audiences. • Infer characters’ feelings, thoughts and motives from their actions and justify inferences with evidence. • Predict what might happen from information stated and implied. • Through close reading of the text, re-read and read ahead to locate clues to support understanding. • Scan for key words and text mark to locate key information. • Summarise main ideas drawn from more than one paragraph and identify key details which support this. • Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation. • Analyse the conventions of different types of writing e.g. use of first person in autobiographies and diaries. • Explain the effect on the reader of the authors’ choice of language. • Distinguish between statements of fact or opinion within a text. 	<p>Purpose: To entertain Outcome: A Victorian based narrative poem with a moral.</p> <ul style="list-style-type: none"> • Create and punctuate sentences using simile starters, • Select the appropriate language and structures. • Use similar writing models. • Note and develop ideas. • Draw on reading and research. • Think how authors develop characters and settings (in books, films and performances) <p>Debate/Argument: A discussion text with for and against relating to Victorian ethical issues is as - was the character of Fagan a good man? Should children be made to work in mines? Should Advent calendars contain chocolates? Purpose: To persuade Outcome: A balanced essay giving both sides of an argument.</p> <ul style="list-style-type: none"> • Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when, that. • Identify and use brackets to indicate parenthesis, e.g. in formal writing: • Use devices to build cohesion within a paragraph. • Explore, collect and use modal verbs to indicate degrees of possibility • Explore, collect and use adverbs to indicate degrees of possibility. <p>Information text: A non-chronological report based on the Victorian era and the industrial revolution. Purpose: To inform and entertain. Outcome: A Moving Mechanisms book with information that demonstrates our learning journey on the theme of Victorians.</p> <ul style="list-style-type: none"> • Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when. • Create complex sentences where the relative pronoun is omitted • Create and punctuate complex sentences using ed opening clauses. • Create and punctuate complex sentences using ing opening clauses, Create and punctuate sentences using simile starters • Demarcate complex sentences using commas in order to clarify meaning. • Identify and use brackets to indicate parenthesis • Link ideas across paragraphs using adverbials for time, place and numbers • Use devices to build cohesion within a paragraph. 	
<p style="text-align: center;">Key Vocabulary:</p> <p>VIPERS: Vocabulary, Infer, Predict, Explain, Retrieve, Summarize. Scan and skim read, annotate, comprehension, supporting evidence.</p>	<p style="text-align: center;">Key Vocabulary:</p> <p>Main clause, subordinate clause, complex sentence, relative clause, relative pronoun, proof read, modal verb, brackets, parenthesis, extended noun phrase.</p>	<p style="text-align: center;">Key Vocabulary:</p> <p>Animation, design, apply, refine, evaluate, share, app, animate anything, apple clips, subtitles, labels, filters, soundtrack, AR (augmented reality), VR (virtual reality), interactive, trigger image, app, eyejack, eyejack creator, tools, evaluate</p>

<p>Help me at Home by:</p> <p>Reading frequently and questioning me on what I have read: every night if possible and sign my reading journal. Sometimes read to someone and sometimes independently. Use the parent help sheet which helps you to use the VIPERS technique that we use in school. Allow me time to take my quiz on accelerated reader after completing a book. Challenging me to use new vocabulary learnt in my speech. Follow up on any subject areas discussed in class that interest me by finding different books and articles about them. Visit the library and take part in any book challenges going on in and out of school.</p>	<p>Help me at Home by:</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</p>	<p>Help me at Home by:</p> <p>Learning any relevant vocabulary, commenting on my work on see-saw</p>
<p><u>MATHS</u></p> <p>This half term we recap on place value before moving forward onto numbers to 100,000. Next we go onto the main four operations of addition, subtraction, multiplication and division. We then look at statistics before moving on to area and perimeter.</p> <p>Place Value</p> <ul style="list-style-type: none"> To be able to explore numbers up to 10,000 To be able to use roman numbers up to 1,000 To be able to round to the nearest 10, 100 and 1,000 To be able to read, represent and write numbers up to 100,000 To be able to compare and order numbers up to 100,000 To be able to round numbers within 100,000 to the nearest 10, 100, 1,000 and 10,000 To be able to read represent and write numbers up to 1,000,000 To be able to count in powers of 10 <p>Addition and subtraction</p> <ul style="list-style-type: none"> To be able to add together 5-digit and 4-digit numbers To be able to subtract a 4-digit number from a 4-digit or 5-digit number To be able to use estimation to give approximate results To be able to use inverse operations to check results To be able to solve multi-step problems. <p>Statistics</p> <ul style="list-style-type: none"> To be able to read and interpret line graphs. 	<p><u>SCIENCE</u></p> <p>Children will research famous Victorian inventors before exploring circuit components, designing and testing circuits and creating scientific diagrams to represent circuits. They will investigate how adding and removing components affects a circuit. Next the children will investigate mechanical moving parts such as pulleys and cams to see how a smaller force can have a greater effect. The outcome will be a Dickensian Christmas street scene with elements of circuitry and moving mechanisms to bring it to life.</p> <ul style="list-style-type: none"> Perform / create simple models to exemplify scientific ideas using scientific terminology where appropriate Propose their own ideas and make decisions with agreement in a group Support, listen to and acknowledge others in the group e.g. Yes. I prefer that one too Check the clarity of each other's suggestions e.g. are you saying you think this one is a herbivore? Build on / add to someone else's idea to improve a plan or suggestion Understand that it is okay to disagree with their peers and offer a reasons for their opinion Find out how scientific ideas have changed/developed over time (linked to Y5 PoS) Articulate and explain findings from their research using scientific knowledge and understanding (see 'Communicating' box below re vocabulary) Make decisions about which information to use from a wide range of sources Design and make [create/invent/design] artefacts that use simple levers, pulleys, gears and/or springs and explore their effects. 	<p><u>RE</u></p> <p>Ourselves – This topic explores gifts and talents God has given us and how he wants us to use them for good.</p> <ul style="list-style-type: none"> Compare their own and other people's ideas of talents, qualities and gifts. Make links between the words of Paul and the Christian's belief in peace. Show how beliefs and values affect our love and care of each other Describe and show an understanding of the scripture, beliefs, feelings and the experience of being made in image and likeness of God. Show understanding of how the call to be holy shapes life. Show understanding of how the call to be holy shapes life. Show understanding of God as a loving parent. <p>Sikhism and the Mool Mantra.</p> <ul style="list-style-type: none"> Show understanding of the significance of the 5 ks; symbols of Sikh commitment to their faith and the Mool Mantra. <p>Life choice– In this topic we learn about the promises made during the sacrament of marriage.</p> <ul style="list-style-type: none"> Make links to show how feelings and beliefs affect their own and others' quality of care and commitment towards each other. Make links to show how feelings and beliefs affect their own and others' behaviour in relationships. Compare their own and other people's ideas about questions concerning care and commitment that are difficult to answer. Give reasons for the love and service shown by Christians.

- To be able to draw line graphs
- To be able to use line graphs to solve problems
- To be able to read and interpret tables
- To be able to read a range of two-way tables
- To be able to read timetables to extract information.

Multiplication and division

- To be able to identify multiples of whole numbers
- To be able to identify factors of whole numbers
- To be able to find the common factors of two numbers
- To be able to identify prime numbers
- To be able to identify square numbers
- To be able to multiply by 10, 100 and 1,000
- To be able to divide by 10, 100 and 1,000
- To be able to use related facts to calculate using other multiples of 10, 100 and 1,000.

Perimeter and Area

- To be able to measure perimeters.
- To be able to calculate perimeters
- To be able to calculate the area of rectangles
- To be able to calculate the area of compound shapes
- To be able to estimate the area of irregular shapes.

- **Make links** to show how feelings and beliefs affect their behaviour and that of others, concerning their mission in life.
- Use **religious terms** to show an understanding of the marriage liturgy and the Promises made.
- Use a **developing religious vocabulary** to give reasons for the religious actions and symbols used in the Sacrament of Marriage.
- **Describe and show understanding** of religious sources, beliefs, ideas, feelings and experiences making links between them; concerning the mission of a Christian and married people in particular.
- **Show understanding** of how religious belief shapes the life of married people and of those who are involved in the community as volunteers.

Judaism: The story of Exodus and Passover celebration – a time for remembering.

- **Show understanding** of the exodus story and how this is celebrated through a retelling of the story each year during the Jewish celebration of Pesach (Passover.)
- **Give reasons** for the choice of food on the Seder plate at the Passover meal.

Hope – This topic teaches us that Advent is a time of preparation for a special visitor.

- **Make links** to show how feelings and beliefs affect their own and others' behaviour whilst waiting and hoping.
- Use **developing religious vocabulary** to give reasons for the religious actions and symbols connected with the liturgical season of Advent.
- **Make links** between scripture texts showing how the people of God waited purposefully with hope, for the Messiah; and how Christians today hope to welcome Christ at Christmas and at the second coming.
- **Give reasons** why Christians show love and service as they wait hopefully for the coming of Christ
- **Show how their own and others' decisions** to prepare well through love and service of others and to wait hopefully are informed by the belief that Christ will come.
- **Show understanding** of how belief in the coming of Christ shapes the lives of Christians, by encouraging them to love and serve others.

		<ul style="list-style-type: none"> • Show how their own and others' decisions to prepare well through love and service of others and to wait hopefully are informed by the belief that Christ will come.
<p>Key Vocabulary:</p> <p>Place value, greater than, less than, number system, multiply, product, times, addition, plus, and, subtract, take away, difference, total, divide, division, shared, increase, decrease, ascending, descending, perimeter, area, squared, cubed.</p>	<p>Key Vocabulary:</p> <p>Electricity, current, voltage, component, circuit, cell/battery, series circuit, complete circuit, filament, bulb, motor, buzzer, switch, conductor, insulator.</p>	<p>Key Vocabulary:</p> <p>Qualities, talents, gifts, unique, image, dignity, responsibility. Vocation, marriage, responsibility, fidelity, service, commitment. kacherra, kirpan, kara, kanga, kesh, Baisaki, Khalsa, amrit, Ik Onkar, Mool, Mantra</p> <p>Remembering, Passover, seder, Pesach, kosher, Matzah, bitter herbs, Charoset, lamb, Shema, mezuzah.</p> <p>Prophet, messiah, waiting, advent, hopefully, joyful mysteries of the rosary, Jesus the promised one, joyful hope.</p>
<p>Help me at Home by:</p> <p>Continuing on with Times Tables practice on TT Rockstars or similar, completing any relevant homework, testing me on the maths vocabulary, reading around the topics covered.</p>	<p>Help me at Home by:</p> <p>Reading around the topic, learning the meaning of any important vocabulary from the unit, researching Victorian inventors, investigating appliances at home, discussing electrical safety.</p>	<p>Help me at Home by:</p> <p>Reading around the topics covered and also about Judaism, learning the meaning of any important vocabulary from the unit, visiting a synagogue.</p>
Foundation Subjects		
<p style="text-align: center;"><u>PHSE</u></p> <p>In this first unit, the focus is on 'Keeping Safe.' The children will learn basic first aid and at what to do in the event of an injury or incident.</p> <ul style="list-style-type: none"> • How to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • That if someone has experienced a head injury, they should not be moved • When it is appropriate to use first aid and the importance of seeking adult help • The importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services. <p>The second unit is all about 'Respecting self and others' living in the wider world with regards to money; making decisions; spending and saving.</p>	<p style="text-align: center;"><u>HISTORY</u></p> <p>The children will use primary and secondary sources to research the Victorian era in our locality with a focus on industrialisation and children at work. We use digital archive maps and compare and contrast them to the modern day to come to conclusions about the local area and its land uses and transport links. Walks in the local community to spot remaining physical evidence of Victorian Chorley are also used to bring the topic to life.</p> <ul style="list-style-type: none"> • Identify where people, places and periods of time go in a chronology framework. • Describe links and contrast across different periods of time, including short term and long-term time scales • Use dates and appropriate historical terms to sequence events and periods of time • Describe aspects of Victorian life have influenced the western world • Describe achievements and follies of mankind 	<p style="text-align: center;"><u>GEOGRAPHY</u></p> <p>Use of a variety of maps to plan a measured route around firstly, the locality and secondly, Rivington to take in the Victorian heritage of the area such as the canals and mills and then the house and land of local Victorian industrialist and philanthropist, Lord Lever.</p> <ul style="list-style-type: none"> • Compare maps from the past and present to identify changes and draw conclusions. • Use 4 then 6 figure grid references. • Use 8 compass points • Plot longer route maps taking them outside of Chorley town centre. • Compare current and Victorian maps. • Use maps to track and measure distances. • Identify, describe and interpret relief features on OS maps. • Recognise different map projections.

<ul style="list-style-type: none"> • How people make decisions about spending and saving money and what influences them • How to keep track of money so people know how much they have to spend or save • How people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) • How to recognise what makes something 'value for money' and what this means to them • That there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions. 	<ul style="list-style-type: none"> • Evaluate sources and make simple inferences • Choose relevant sources of evidence to support particular lines of enquiry • Use a wider range of sources as a basis for research to answer questions and to test hypotheses • Use Library and internet for research with increasing confidence • Recognise how our knowledge of the past is constructed from the range of sources • Discuss and debate historical issues • Use appropriate vocabulary when discussing and describing historical events • Choose relevant ways to communicate historical findings 	<ul style="list-style-type: none"> • Use models and maps to discuss land shape ie contours and slopes. • Find/recognise places and features on maps of different scales. • Use scale bars on a map. • Read and compare map scales. • Begin to understand the difference between types of map (google maps, street view, google Earth, OS maps) • Present findings in a range of ways including charts and graphs. • Use a wider range of tools on digital maps including labelling and measuring. • Use the appropriate search facilities when locating places on digital/online maps and websites. • Use precise geographical language. • Observe and record human and physical geography using a wider range of methods. • Human geography of land use and settlements.
<p style="text-align: center;"><u>Key Vocabulary:</u></p> <p>First aid, trauma, head injury, burn, scold, bandage, apply, recovery position, mouth to mouth, massage, rhythm, allergic reaction, epi-pen, medication, emergency services.</p> <p>Credit, debt, needs, wants, necessary, currency, accounts, savings, mortgage, credit card, debit card, current account.</p>	<p style="text-align: center;"><u>Key Vocabulary:</u></p> <p>Chronology, timeline, primary source, secondary source, reliability of sources, digital sources, archive, enquiry, inference, industrial revolution, transport, child labour.</p>	<p style="text-align: center;"><u>Key Vocabulary:</u></p> <p>Compass points, grid references, co-ordinates, aerial photographs, digital mapping, Ordnance survey map, google maps, scale, scale bar, key, symbols, contour lines, locality, land use, human and physical geography.</p>
<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Talking to me about any of the issues raised in my lessons, learning the meaning of any important vocabulary from the unit.</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Reading around the topic of Victorians, learning the key vocabulary. Looking for evidence in the local community of remaining Victorian buildings, visit relevant museums relating to the topic.</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Studying a variety of maps with me, learning map symbols, comparing maps, planning and executing my own walk around any given area, learning the meaning of any important vocabulary from the unit.</p>
<p style="text-align: center;"><u>ART</u></p> <p>We study the life and work of LS Lowry famous for drawing and painting scenes of industrial Lancashire. The children practice sketching in both pencil and charcoal before creating an industrial cityscape based on the local area.</p> <p>Exploring, developing and evaluating work</p> <ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<p style="text-align: center;"><u>DT</u></p> <p>The children examine pop-up books to research the variety of moving mechanisms within them. After they have practiced making some of these mechanisms, the children create a non-chronological report which combines their learning on Victorians with a different moving mechanism. The outcome is a moving mechanisms information book created by them for their age range.</p> <p>Design</p> <ul style="list-style-type: none"> • Record ideas using annotated diagrams. • Devise step by step plans which can be read / followed by someone else. • Use exploded diagrams and cross-sectional diagrams to communicate ideas. 	<p style="text-align: center;"><u>MFL</u></p> <p>In Autumn 1, children will focus on some of the main French phonics sounds and graphemes with a focus on pronunciation and working examples.</p> <ul style="list-style-type: none"> • Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed. • Introduce 3 sets of 3 phonics sounds over the half term using specific examples and with a focus on pronunciation. <p>In autumn 2, children will focus on 'Les Légumes' (vegetables) where they will:</p> <ul style="list-style-type: none"> • Learn how to name (with accurate pronunciation) and remember ten vegetables.

<ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Annotate work in a journal. <p>Drawing</p> <ul style="list-style-type: none"> • Work from a variety of sources including observation, photographs and digital images. • Work in a sustained and independent way to create a detailed drawing. • Use a journal to collect and develop ideas. • Use dry media to make different marks, lines, patterns and shapes within a drawing. • Experiment with wet media to make different marks, lines, patterns, textures and shapes. • Start to develop their own style using tonal contrast. • Begin to use simple perspective in their work using a single focal point and horizon. • Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. <p>Painting</p> <ul style="list-style-type: none"> • Develop a painting from a drawing. • Mix and match colours to create atmosphere and light effects. 	<p>Make</p> <ul style="list-style-type: none"> • Make prototypes • Cut accurately and safely to a marked line. • Use appropriate finishing techniques for the project. • Refine their product – review and rework/improve. • Evaluate • Research and evaluate existing products (including book and web-based research). • Consider user and purpose. • Identify the strengths and weaknesses of their design ideas. • Give a report using correct technical vocabulary. • Discuss how well the finished product meets the design criteria of the user. Test on the user! <p>Other</p> <ul style="list-style-type: none"> • Develop a technical vocabulary appropriate to the project. • Join materials using appropriate methods. • Build frameworks to support mechanisms. 	<ul style="list-style-type: none"> • Learn how to order quantities of vegetables eg. a kilo. • Learn how to formulate a short phrase using “Je voudrais ...” (“I would like...”) plus a quantity of various vegetables. • Be introduced to the conjunction “et” (“and”) so that they can list what vegetables they would like.
<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Landscape, portrait, industrial, cityscape, foreground, background, perspective, composition, focal point, sketch, canvas, brush strokes, shade, charcoal, tonal contrast.</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Moving mechanisms, pop-ups, fold, crease, scoring, split pin, secure, slider, rotating, revolution, vertical, horizontal, landscape, portrait.</p>	<p style="text-align: center;"><u>Key Vocabulary:</u></p> <p>Je voudrais, et, kilo,</p>
<p style="text-align: center;"><u>Help me at Home by</u></p> <p>researching and reading around Lowry, practising art techniques developed at school, taking a trip to the Lowry and Salford/Manchester art gallery.</p>	<p style="text-align: center;"><u>Help me at Home by</u></p> <p>Studying pop up and moving mechanism books of your own. Making and trying out different mechanisms, making my own moving mechanisms book on a different topic.</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Practicing new words and vocabulary, accessing any home learning, using basic French around the house.</p>
<p style="text-align: center;"><u>PE</u></p> <p>Here, we continue to build on the track and field skills of athletics from previous years with an emphasis on technique, accuracy and fitness.</p> <ul style="list-style-type: none"> • Accelerate from a variety of static positions. • Sprint over obstacles using constant stride lengths. • Pass a relay baton at speed using a “push pass” • Jump from side to side with balance, speed and rhythm 	<p style="text-align: center;"><u>MUSIC</u></p> <p>In this unit entitled ‘Livin on a Prayer’ the children will begin to understand Rock music? They will investigate the instruments used etc and I know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse themselves whilst performing.</p>	

- Throw for accuracy.
- Throw for distance.
- Sustain running and jogging at a consistent pace for a few minutes.

Secondly, we will be completing a Gymnastics unit in PE where the key skills taught will be:

- Perform shapes and balances with a partner
- Perform group balances
- Perform basic gymnastic action and balances using equipment
- Create a linked sequence of gymnastic movements

In invasion games this term we will cover hockey this where we look at the skills of:

- 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.

We will also be covering a Creative games unit during this half term which revises some of the key skills for all invasion games where we look at the skills of:

The children can:

- Identify the piece's structure: Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus.
- Identify the instruments/voices: Lead vocal, electric guitar, bass guitar, drums, keyboard.
- Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture.
- Play instrumental parts accurately and in time as part of the performance.
- Sing in unison.
- Improvise in the lessons and as part of the performance.
- Compose a melody using simple rhythms and use as part of the performance.
- Contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards.

In the second half of the autumn term, we will be focused on our Christmas production which takes up our music curriculum time as we learn to sing and perform songs with complex harmonies altering pitch and volume.

<ul style="list-style-type: none"> • Revise travelling, sending and receiving skills using a variety of objects. • Revise tactics used in different invasion games. • To revise rugby skills and use in a game. • Solve tactical problems in an invasion game. • Explore positions and formations in invasion games. • Choose and apply tactics and skills consistently in an invasion game. 		
<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>Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose.</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.</p>	
<p style="text-align: center;">Visitors, Visits and Outdoor Learning within the theme:</p> <p>Walks in the local area to trace canal routes, old mills and factories and land-use, a trip up Rivington to Lord Lever's House etc, observational drawing sessions of Chorley's industrial past, visit from the Canal Trust and a visit to Astley Hall for a Victorian Christmas.</p>		