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| **AUTUMN 2 2024** | | | | | | | | | |
| **SUBJECT** | **WEEK 1** | **WEEK 2**  **PEACE WEEK** | **WEEK 3** | **WEEK 4** | | **WEEK 5** | | **WEEK 6** | **WEEK 7** |
| **READING**  book clip art reading - Clip Art Library | Visualising a text | Developing inference skills | Developing inference skills | Developing inference skills | | Developing inference skills | | NFER assessment | Christmas activities |
| **WRITING**    **INCLUDING GENRE(S)** | **Week 1and 3**  **Writing to Inform**  **Newspaper report**  Scots and Anglo-Saxons  See History objectives for report contents  See below for grammar focus | PEACE WEEK activities | **Week 1and 3**  **Writing to Inform**  **Newspaper report**  Scots and Anglo-Saxons  See History objectives for report contents  See below for grammar focus | **Week 4-6**  **Writing to Entertain**  **Story**  Battle narrative based on Saxon Boy by Tony Bradman  [Assessed piece]  See below for grammar focus | | | | | **Week 7**  **RE block**  **Writing to Entertain**  **RE cross curriculum**  **Poetry**  Link to Christmas story  See RE for content. |
| **SPELLING**  spelling clipart - Clip Art Library | **Modal verbs**  can  could  may  might  must  shall  should  will  would  ought | **Words ending in ‘ment’**  equipment  environment government  parliament  enjoyment  document  management movement  replacement  statement | **Adverbs of possibility and frequency**  certainly  definitely  possibly  perhaps  probably  frequently  often  occasionally  rarely  always | **Statutory Spelling Challenge Words**  vegetable  vehicle  bruise  soldier  stomach  recommend  leisure  privilege  occur  neighbour | | **Creating nouns using -ity suffix**  community  curiosity  ability  captivity  activity  sensitivity  possibility  flexibility  visibility  eternity | | **Creating nouns using –ness suffix**  happiness  hardness  madness  nastiness  silliness  tidiness  childishness  willingness  carelessness  foolishness | Christmas activities |
| **GRAMMAR AND PUNCTUATION**  Image result for grammar and punctuation clip art | Relative clauses | Relative clauses | Relative clauses | Using dialogue | | Parenthesis | | Parenthesis | Christmas activities |
| **MATHS**  Fernvale Primary School Policy - Math Signs Clipart - Full Size Clipart  (#1218141) - PinClipart | **Week 1**  Unit 4: Multiplication and Division | **Week 2**  [Unit 5: Fractions (1)](https://www.activelearnprimary.co.uk/app/plans/powermaths2023/unit/1101151) | **Week 3**  [Unit 5: Fractions (1)](https://www.activelearnprimary.co.uk/app/plans/powermaths2023/unit/1101151) | | **Week 4**  [Unit 6: Fractions (2)](https://www.activelearnprimary.co.uk/app/plans/powermaths2023/unit/1101152) | | **Week 5**  [Unit 6: Fractions (2)](https://www.activelearnprimary.co.uk/app/plans/powermaths2023/unit/1101152) | **Week 6**  Assessment | **Week 7**  [Unit 6: Fractions (2)](https://www.activelearnprimary.co.uk/app/plans/powermaths2023/unit/1101152) |
| **LEARN BY HEARTS** | **Prime Numbers** | **Prime Numbers** | **Times tables**  3x,6x,9x | **Times tables**  3x,6x,9x | | **Times tables**  7x, 11x, | | **Times tables**  7x, 11x, |  |
| **SCIENCE** | **Forces**   * Identify the effects of air resistance and friction, that act between moving surfaces.   **Water resistance**  Which boat should we use? | **Earth and space**   * Describe the movement of the earth and other planets, relative to the sun in the solar system | **Earth and space**   * Describe the sun, earth and moon as approximately spherical bodies | **Earth and space**   * Use the idea of the earth’s rotation to explain day and night and the apparent movement of the sun across the sky. | | **Earth and space**   * Describe the movement of the moon relative to the earth. | | **Earth and space**  Personal research – answering questions that arise | **Christmas Activities** |
| **COMPUTING** | **Week 1**  **5.2 Online Safety**  Responsibilities and Support when Online | **Week 2**  **5.2 Online Safety**  To gain a greater understanding of the impact that sharing digital content can have. | **Week 3**  **5.2 Online Safety**  To review sources of support when using technology.  • To review children’ responsibility to one another in their online behaviour. | **Week 4**  **5.3 Spreadsheets**  **Conversions of Measurements**  • To use formulae within a spreadsheet to convert measurements of length and distance. | | **Week 5**  **5.3 Spreadsheets**  .**The Count Too**  • To use the count tool to answer hypotheses about common letters in use. | | **Week 6**  **5.3 Spreadsheets**  **Formulae Including the Advanced Mode**  • To use a spreadsheet to model a real-life problem. • To use formulae to calculate area and perimeter of shapes | Christmas activities |
| **HISTORY/**  **GEOGRAPHY**  Image result for history clipartImage result for geography clipart |  | **What impact did the Anglo-Saxons have?**  Britain’s settlement by Anglo-Saxons and Scots  Use a time line to show when the Anglo-Saxons were in England. | Know about how the Anglo Saxons attempted to bring about law and order into the country. Know that during the Anglo-Saxon period Britain was divided into many kingdoms  Know that the way the kingdoms were divided led to the creation of some of our county boundaries today. | Know how the lives of wealthy people were different from the lives of poorer people during this time | | Know that the Vikings and Anglo-Saxons were often in conflict  Know why the Vikings frequently won battles with the Anglo-Saxons. | | | Christmas activities |
| **RE**  Image result for RELIGIOUS EDUCATION CLIPART |  |  |  | **Week 6 and 7**  **CHRISTMAS**   * Explore the season of Epiphany which begins on 6th January. * Hear the story from Matthew's gospel about the visit of the wise men. * Hear other stories on the same theme e.g. Baboushka. Consider the custom of giving and receiving presents and cards at Christmas. * Consider how the custom of giving presents and cards has become so important (the commercialisation of Christmas). | | | | | |
| **SPANISH** | * Revision of classroom instructions and objects   Inter: La Clase  L2 | * Alphabet in Spanish * Revision of vowels and key sounds | * Revision of vowels and key sounds | * Revision of vowels and key sounds | | * Spelling our name in Spanish | | * Christmas in Spain – songs and stories. Similarities and differences. | * Christmas activities |
| **MUSIC** | Listen to the opening of ‘Mars, Bringer of War’ and ask pupils for words to describe what they are hearing. How does the music make them feel? Why? Discuss the tempo – is it fast or slow? Does it change?  Can the children guess when/for what reason was it written. Talk about the background to the piece.  Introduce the first member of the four orchestral families (strings), using a clip from the BBC Orchestra of Wales. | Watch the BBC Ten Pieces clip, which shows an orchestra playing ‘Mars’. Talk about how the composer creates the atmosphere through the interrelated dimensions of music.  Identify the instruments being used in the opening bars. How are the string instruments being played? Explain to pupils that the strings are using a technique called col legno (col-len-yo), which literally means ‘with the wood’, and involves turning the bow over and hitting the strings with the wooden part of the bow. This creates a percussive effect.  Introduce the second member of the four orchestral families (WW) | Explain that the music is written about the planet, Mars, but also about Mars, the Roman God of War. How are these two similar? Demonstrate and discuss how the relentless five-beat ostinato pattern, the thumping drums and the sound of the strings suggest evil, aggression and angst. The planet Mars reflects these characteristics, and its two moons have war-like names (Phobos: meaning ‘fear’; and Deimos: meaning ‘terror’). The heavy use of brass and percussion instruments, commonly associated with the military, suggests an army marching to war.  Show the ostinato created by the composer, which dominates the piece. Using untuned percussion, such as an egg shaker, accompany a recording of the piece.  Introduce the third member of the four orchestral families (brass) | Create a short piece of music, in small groups, focusing specifically on the use of an ostinato pattern throughout; and adding dynamic contrast through the use of crescendos and diminuendos. Pupils should use percussion instruments, voices or body percussion to create their own ‘Mars’ piece of music.  Introduce the fourth member of the four orchestral families (perc)  Can they record what they have created? Show different ways of recording. Have a look at the composer tool on Charanga for ideas. Show a stave and how to record notes, using a simple song that we know, such as ‘Cobbler, Cobbler’. | | Give pupils time to practise what they wrote last week, keeping in the same groups.  Perform these compositions to the rest of the class (and record them to show back later), and encourage feedback. Could pupils hear the ostinato pattern? Could they identify dynamic changes? Did it make them feel the same way as Holst’s music did? If not, how did it make them feel? | | Ask pupils to find out what the other six movements are in Holst’s The Planets. What are the planets, and the names of the Roman Gods? Listen to the music from each of these movements and identify characteristics of the music that relate to the character of the planet and the Roman God. Which instruments are used and why? Are they loud or quiet pieces of music? Are they fast or slow? | Christmas boomwhacker/  untuned percussion activities. |
| **PE**  Real PE – St. Matthew's Primary School, Luton  **Social Cog**  Core real PE Unit 2  Dynamic Balance: On a line (FUNS Station 2)  Counter Balance: With a partner  **Exceeding**  I can negotiate and collaborate appropriately  I can give and receive sensitive feedback to improve myself and others  **Expected**  I can help organise roles and responsibilities and can guide a small group through a task.  I can cooperate well with others and give helpful feedback.  **Emerging**  I am happy to show and tell others about my ideas.  I show patience and support to others. | Real PE  **Warm Up** – Shape Up  **Game** – River Crossing  **Skill** – On a line  **Review method** – Roles on a bus  **Session 2 [GD]**  Developing skills and knowledge in relation to **Invasion Games** | Real PE  **Warm Up** – Shape Up  **Game** – River Crossing  **Skill** – With a partner  **Review method** – Roles on a bus  **Session 2 [GD]**  Developing skills and knowledge in relation to **Invasion Games** | Real PE  **Warm Up** – Shape Up  **Game** – River Crossing  **Skill** – Levelling the playing field  **Review method** – Roles on a bus  **Session 2 [GD]**  Developing skills and knowledge in relation to **Invasion Games** | Real PE  **Warm Up** – Shadow Play  **Game** – Kabadi  **Skill** – On a line  **Review method** – Roles on a Bus  **Session 2 [GD]**  Developing skills and knowledge in relation to **Invasion Games** | | Real PE  **Warm Up** – Shadow Play  **Game** – Kabadi  **Skill** – With a partner  **Review method** – Roles on a Bus  **Session 2 [GD]**  Developing skills and knowledge in relation to **Invasion Games** | | Real PE  **Warm Up** – Shadow Play  **Game** – Kabadi  **Competition** – Round Robins  **Review method** – Roles on a Bus  **Session 2 [GD]**  Developing skills and knowledge in relation to **Invasion Games** | Real PE  **Warm Up** – Shadow Play  **Game** – Kabadi  **Competition** – Round Robins  **Review method** – Roles on a Bus  **Session 2 [GD]**  Developing skills and knowledge in relation to **Invasion Games** |
| **PSHE**    **Identity, society & equality**  Stereotypes, discrimination and prejudice (including tackling homophobia) |  | Complete 1-3 during peace week | **LESSON ONE**  **Pupils learn about stereotyping, including gender stereotyping.** Pupils   * + can explain what is meant by the word ‘stereotype’   + identify stereotypes as presented in the media and wider world   feel able to challenge gender stereotypes | **LESSON TWO**  **Pupils learn about prejudice and discrimination and how this can make people feel.** Pupils   * identify some discriminatory language (homophobic, sexist, disablist, racist and transphobic) * know what to do if they experience discriminatory language at school   understand how discriminatory language can make people feel and that this is unacceptable | | **LESSON THREE**  **Workshop from Diversity Role Models** | |  |  |
| **MINDMATE** | **Friends & Family**  **Unhealthy friendships & relationships**  ***I can describe an unhealthy relationship*** | |  |  | |  | |  |  |
| **ART/DT**  Image result for art clipart    **INCLUDING ARTISTS**  **WHERE APPROPRIATE**  Investigate, analyse and evaluate existing everyday products and existing or pre-made toys that incorporate gear or pulley systems. Use videos and photographs of products that cannot be explored through first-hand experience.  Use observational drawings and questions to develop understanding of each product in the collection e.g. *How innovative is the product? What design decisions have been made? What type of movement can be seen? What types of mechanical components are used and where are they positioned? What are the input, process and output of the system? How well does the product work? Why have the materials and components been chosen? How well has it been designed? How well has it been made?* | **Mechanical systems**  Gears or pulleys  Create a moving toy/display using gears and or pulleys.  Investigate how levers work – link to science – Recognise that some mechanisms, including gears, allow a smaller force to have a greater effect.  Think about how we could apply this knowledge to a Christmas themed toy/display.  Design and make a moving Christmas toy or decoration. | **Week 1and 2**  Look at Christmas themed moving toys/decorations.  How could we use our knowledge of gears to make our own version.  Begin initial ideas | **Week 3**  Continue with design ideas working towards final idea.  Begin to think about how the mechanism might work in their final design. | **Week 4**  Complete final design including materials, moving parts | | **Week 5**  Making product | | **Week 6**  Making product | **Week 7**  Making product  Evaluation of final design. |