



# Curriculum Planner

**Term: Autumn 1**

**Year:**

*'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'*

| Church school value of the term:             | British value of the term: |
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| <i>Koinonia – 'Community and Fellowship'</i> | <i>Democracy</i>           |

**WOW Day:** Dress-up as an animal; making flowers and bumble bees using recycled bottles; planting herbs; making outdoor games e.g. noughts and crosses with painted stones. Creating bunting – linked to our make do and mend theme from WW11.

| <b>Dream big</b><br>Vocabulary and language enrichment<br>Reading for enjoyment<br>Our local community<br>Global learning  | <b>Love God</b><br>Church School Values<br>Christian Distinctiveness<br>Social, Moral, Spiritual, Cultural<br>Caring for our environment  | <b>Live well</b><br>Healthy lifestyles<br>Emotional wellbeing<br>Staying safe<br>Healthy Relationships                                  |
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| <ul style="list-style-type: none"> <li>Vocabulary focus linked to: WW11 and the Battle of Britain; animals and humans (the skeletal, circulatory and digestive systems) and 'What does it mean if God is holy and loving?'</li> <li>Using the school library and promoting a love of reading (Focus on a variety of genres)</li> <li>Texts linked to WW11 – 'Goodnight Mr Tom, Carrie's war, Letters from the Lighthouse, The Silver Sword.</li> <li>English text: Wonder</li> <li>Trip to the International Bomber Command</li> </ul> | <ul style="list-style-type: none"> <li>Koinonia – Collective worship focus</li> <li>Class collective worship book</li> <li>Class reflection area – why is community and fellowship important and what can we do to encourage it?</li> <li>Outdoor 'ECO' area – continue to develop this area throughout the term with a focus on recycling and re-using.</li> <li>P4C: Responding to images that focus on local environmental issues from First News</li> </ul> | <p>Online safety<br/>Classroom routines and behaviour<br/>Class charter<br/>PSHE/RSE links to healthy relationships<br/>Mindfulness</p> |

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| <p>Centre (IBCC)<br/>Global learning: Should we spend more time with people who are older than us?</p> |  |  |
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| English  | Mathematics  | Science   |
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| <p><b>'Wonder by RJ Palacio'</b></p> <p><b>Grammar</b><br/>Expanded noun phrases<br/>Extending range of sentences<br/>Modal verbs<br/>Homophones<br/>Conjunctions</p> <p><b>Writing</b><br/>Character description<br/>Persuasive speech<br/>Character's perspective</p> <p><b>Reading</b><br/>Checking the book makes sense<br/>Making predictions<br/>Asking questions to improve understanding<br/>Distinguishing between fact and opinion<br/>Summarising</p> | <p><b>Number: Place Value</b><br/>Numbers to 10 million<br/>Compare and order any number<br/>Round any number<br/>Negative numbers</p> <p><b>Number: Addition and Subtraction</b><br/><b>Measurement : Area and Volume</b><br/><b>Statistics</b></p> | <p><b>'Animals Including humans'</b><br/>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> |

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| <p style="text-align: center;"><b>Religious Education</b></p> <p><b>‘What does it mean if God is holy and loving?’</b></p> <ul style="list-style-type: none"> <li>. Identify some different types of biblical texts, using technical terms accurately.</li> <li>. Explain connections between biblical texts and Christian ideas of God, using theological terms</li> <li>. Make clear connections between Bible texts studied and what Christians believe about God: for example through how churches are designed.</li> <li>. Show how Christians put their beliefs into practice in worship</li> <li>. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own</li> </ul> | <p style="text-align: center;"><b>History</b></p> <p style="text-align: center;"><b>‘WW11 – The Battle of Britain’</b></p> <ul style="list-style-type: none"> <li>. Can I place a key event from the past in a historical context and understand the experiences of people in this time?</li> <li>. Can I appreciate that WW11 happened in the 20<sup>th</sup> century (1935 – 1945)?</li> <li>. Can I understand that the war is within living memory – it ended 73 years ago?</li> <li>. Can I respond in role to the news of the 3<sup>rd</sup> September 1939?</li> <li>. Can I include reference to the emotions/feelings of people alive at that time?</li> </ul> | <p style="text-align: center;"><b>Physical Education</b></p> <p style="text-align: center;"><b>‘Gymnastics’</b></p> <p style="text-align: center;">‘Sports Leaders Playmaker Award’</p> |
| <p style="text-align: center;"><b>Design Technology</b></p> <p style="text-align: center;"><b>Textiles</b></p> <p>Combining different fabric shapes including computer aided design – Make do and mend.</p>  | <p style="text-align: center;"><b>Music</b></p> <p style="text-align: center;"><b>Charanga</b></p> <p style="text-align: center;">‘I’ll be there’</p> <p>Music in the style of Michael Jackson<br/>How Michael Jackson played a huge part in the development of Pop music and the studio.<br/>Quincy Jones</p>  | <p style="text-align: center;"><b>PSHE/RSE</b></p> <p style="text-align: center;"><b>Class rules</b></p> <p>Global Project – Habitats and Environment<br/>Personal Hygiene/Puberty</p>  |
| <p style="text-align: center;"><b>ICT</b></p> <p style="text-align: center;"><b>Online safety</b><br/><b>Networks</b></p>  | <p style="text-align: center;"><b>SMSC</b></p> <p style="text-align: center;"><b>Relationships</b></p>  | <p style="text-align: center;"><b>MFL</b></p> <p style="text-align: center;">Language of the moment – greeting<br/><b>French</b> – classroom routines, clothes vocabulary,</p>          |

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|  |  | expression of opinions, family members,<br>occupations |
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**Parental engagement: The year ahead meeting. Parental workshop on reading for enjoyment.**