

# Bitterns - Half Termly Overview – Autumn 2 2024 – Happy Healthy Me

CORE SUBJECTS (SEE WEEKLY PLANS FOR MATHS AND ENGLISH OUTCOMES)				
	Maths	English Theres no place like home	RE (Mrs Hodkinson)	SCIENCE Animals including humans
04.11.	Counting multiplication and sorting Multiplication tables 3 x 4 x	Folk Tales To be able to generate appropriate vocabulary. To be able to recognise and use inverted commas. To be able to raise and answer questions linked to characters. To be able to respond in role using appropriate vocabulary from the text.	I know that Jesus is called Emmanuel and that means God with us.	I can identify how sounds are made, associating some of them with something vibrating. I can Find patterns between the volume of a sound and the strength of the vibrations that produced it. I can ask relevant questions and use different types of scientific enquiries to answer them.
11.11.24	Statistics Multiplication	Folk Tales To be able to discuss and sequence events. To be able to orally retell a folk tale. To be able to create a visual story map for key events in the tale. To be able to identify prepositions. To be able to identify themes and conventions in folk tales. To be able to identify the plot structure of a folktale. To be able to identify key features of folktales.	I know that Christians believe Jesus is God's son.	I can identify how sounds are made, associating some of them with something vibrating. I can recognise that vibrations from sounds travel through a medium to the ear I can et up simple practical enquiries and comparative and fair tests. I can make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. I can gather, record, classify and present data in a variety of ways to help answer questions.
18.11.24	Fractions Division	Folk Tales To be able to identify and use prepositions in a sentence. To be able to develop ideas for a new folktale. To be able to plot new ideas within a story planner.	I know that Christians believe the presence of God changes lives.	I can identify how sounds are made, associating some of them with something vibrating I can recognise that vibrations from sounds travel through a medium to the ear. I can set up simple practical enquiries and comparative and fair tests. I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
25.11.24	Capacity and volume Money Time	Folk Tales To be able to write a folktale, with a series of events, which includes: - prepositions. - dialogue which is punctuated using inverted commas.	I can describe the ways in which Christians believe that their actions show Jesus' presence in the world.	I can identify how sounds are made, associating some of them with something vibrating. I can find patterns between the volume of a sound and the strength of the vibrations that produced it. I can recognise that sounds get fainter as the distance from the sound source increases. I can identify differences, similarities or changes related to simple scientific ideas and processes. I can use straightforward scientific evidence to answer questions or to support findings.
02.12.2	Time 3D shape	Recount: Biography To be able to describe an event including detail to engage the audience.	I can ask good questions and describe the ways in which Christians believe that their actions show Jesus' presence in the world.	I can identify how sounds are made, associating some of them with something vibrating. I can find patterns between the pitch of a sound and features of the object that produced it. I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
09.12.24	Assess and review week	Recount: Biography To be able to identify clauses in sentences. To be able to identify main and subordinate clauses in sentences. To be able to raise and answer research questions. To be able to use point and evidence (true/false) To be able to discuss and sequence events. To be able to orally recount a series of events using conjunctions and linking words/phrases.	I can make links between my experience and the experience of others.	I can identify how sounds are made, associating some of them with something vibrating. I can recognise that vibrations from sounds travel through a medium to the ear. I can find patterns between the pitch of a sound and features of the object that produced it. I can find patterns between the volume of a sound and the strength of the vibrations that produced it. I can recognise that sounds get fainter as the distance from the sound source increases. I can ask relevant questions and use different types of scientific enquiries to answer them. I can identify differences, similarities or changes related to simple scientific ideas and processes.
16.12.24	Christmas Maths	Recount: Biography To be able to identify the purpose of paragraphs. To be able to identify the structure of a biography. To be able to identify the features of a biography. To be able to research information for a biography. To be able to record information using notes. To be able to select and organise information into appropriate sections. To be able to write a biography including: - headings and sub headings. - paragraphs. - conjunctions to create complex sentences	I can ask good questions and describe the ways in which Christians believe that their actions show Jesus' presence in the world. I can make links between my experience and the experience of others.	Christmas Activities

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## FOUNDATION SUBJECTS

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	Creative Curriculum		Other curriculum subjects				
	History/Geography	Art/DT	Computing	PE	Music	PSHE	French
4.11.24	To name the seven continents and 5 oceans. To locate the equator and discuss climate in relation to this.	To explain why food comes from different places around the world.	Introducing databases.  To sort objects using just YES/NO questions.	To demonstrate jumping actions with different shapes in the air.	Tempo: 104 bpm (Andante, a walking pace)	Pre Unit Assessment - What makes people different from each other? What do people have in common?	I can name classroom objects in French.
11.11.24	To locate Great Britain and name each of the countries which make it. To have a basic knowledge of the term GB and the term UK. To use an OS map to explore the Silverdale area, locating a range of physical and human features.	To explain the benefits of seasonal foods.	To complete a branching database using 2question.	To show travelling actions using hands and feet. To demonstrate balancing on large body parts.	Tempo: 104 bpm (Andante, a walking pace)	I can reflect on listening skills; Give examples of respectful language; I can give examples of how to challenge another's viewpoint, respectfully.	I can name classroom objects in French.
18.11.24	To locate Mexico on a map of the world. To explore significant human and physical geographical features of Mexico (including landmarks, rivers, mountains and cities etc).	To develop cutting and peeling skills.	To complete a branching database of the children's choice	To show an egg roll, pencil and teddy bear roll.  To create and demonstrate a sequence using rolling, jumping and travelling.	Time Signature: 2/4 (2 crotchets in every bar)	I can recognise that there are many different types of family; I can understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.	I can name colours in French.
25.11.24	To explore Mexican Christmas traditions.	To evaluate seasonal ingredients.	To review previous coding knowledge. • To understand what a flowchart is and how flowcharts are used in computer programming	To perform jumping and rolling actions.  To create a sequence using rolling, jumping and travelling.	Time Signature: 2/4 (2 crotchets in every bar)	I can define the term 'community'; I can identify the different communities that I belong to; I can recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing..	I can name colours in French.
2.12.24	To locate Germany on a map of the world. To explore significant human and physical geographical features of Germany (including landmarks, rivers, mountains and cities etc)	To design a mock-up using criteria.	To understand that there are different types of timers. • To be able to select the right type of timer for a purpose.	To create a sequence using travelling, balancing rolling, and jumping.	Simple rhythmic patterns using minims, crotchets, quavers and their rests	I can explain that people living in the UK have different origins; I can identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; I can identify some of the qualities that people from a diverse range of backgrounds need in order to get on together	I can say how old I am in French.
9.12.24	To explore German Christmas traditions.	To evaluate a dish.	To understand how to use the repeat command.	To create a sequence using travelling, balancing rolling, and jumping.	Key Signature: C major (no sharps/flats)	I can recognise the factors that make people similar to and different from each other; I can recognise that repeated name calling is a form of bullying; I can suggest strategies for dealing with name calling (including talking to a trusted adult)	I can understand classroom instructions in French.
16.12.24	To explore traditional Christmas crafts from Mexico and Germany	To make a mini traditional Christmas cake.	To use coding knowledge to create a range of programs.  • To understand the importance of nesting.	To create a sequence using travelling, balancing rolling, and jumping.	Simple melodic patterns using the notes C D E	Post Unit Assessment - What makes people different from each other? What do people have in common?	I can understand classroom instructions in French.