

Autumn 2

English

Maths

Experiences

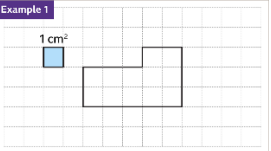
Texts
The Tunnel

Writing Genres
Recount
Poetry

Non-negotiables
Correct sentence structure - capital letters and full stops
Joined legible handwriting
To join sentences using a range of coordinating conjunctions.
Use adverbial phrases for time and place.

Measurement - Area
Know what area is. Count area in squares.
Make shapes with a specified area and compare areas.

Example 1



Multiplication and Division
Multiples of 3 recap
Multiply and divide by 6, 7 and 9
Multiplication and division facts for the 6, 7 and 9 times tables
11 and 12 times table and division facts
Multiply by 1 and 0
Divide a number by itself and 1
Multiply 3 numbers

Non-negotiables
Times Tables - all times tables (2 - 12) up to the 12th multiple
Number bonds to 100
Counting on and back in 10, 100, 1000
Place value to 10,000
To add and subtract numbers with up to 4 digits with one for more exchange.

Hathersage

Geography - Rivers

Science - States of Matter

Computing - Scratch

Key Knowledge
To know some of the different features of a river.
To know that the River Derwent is a tributary of the River Trent.
To map the course of the River Derwent with its human features . (reservoirs, dams, mills stately homes)
To know the different aspects of the water cycle.
To know how the river Trent helped Nottingham grow.
To know the causes and effects of pollution in our rivers, seas and oceans.
To know the causes and effects of flooding at home and in other countries.
To know the major river of each continent.

Vocabulary
source
mouth
delta
meander
erosion
tributary
estuary
course
pollution
confluence
evaporation
condensation
precipitation
run-off

Key Knowledge
To identify solids, liquids and gases and explain the properties of each.
To use correct scientific vocabulary when explaining the effect of temperature on state.
To explain the water cycle.
To know the boiling and freezing point of water.
To know that different materials change state at different temperatures to each other.







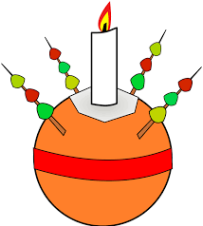
Vocabulary
matter state
solid
liquid
gas evaporation
condensation
particles
temperature
freezing heating
melt
solidify


Key Knowledge
To understand that a variable is a value that can change (depending on conditions) and know that you can create them in Scratch.
To know what a conditional statement is in programming.
To understand that variables can help you to create a quiz on Scratch.



Vocabulary
block
code blocks
conditional
coordinates
decomposition
game
numbers
orientation
position
program
project
script
sprite
stage
tinker
variables

RE Spiritual Expression		DT		PSHE - Relationships How do we show respect?	
<p>Key Knowledge To experience a range of music from Christianity; famous hymns, Christmas carols, the hallelujah chorus, contemporary worship music and Christian songs for children. To listen and respond to different examples of the music of the Christian community. To explore in depth how music is used as spiritual expression and in worship. Compare Christian songs/music with other music that the children enjoy or music that means something to them.</p>  <p>Christmas To know what a Christingle service is and why we participate in them. To know about the different journeys that Mary and Joseph undertook before and after the birth of Jesus.</p>	<p>Vocabulary spirituality spiritual Christian worship devotion belief self-expression Christingle nativity</p>			<p>Key Knowledge To know the term British Values. To know some of the different aspects of British Values. (Respect, Tolerance, Diversity) To know the difference between, safe and unsafe secrets. To know how to show kindness and respect to adults and your peers. To know what discrimination is and how to recognise it. To know 'Pantosaurus - 5 Rules to Stay Safe'. To understand that everyone has choices to make about how they act.</p> 	<p>Vocabulary respect tolerance diversity inclusion discrimination safe secrets</p>
Art- Painting and mixed media- Light and dark		Spanish - Commands and Our local Area		Music- Christingle	
<p>Key Knowledge Know how to apply paint in different ways. Know how to mix tints and shades of colour. Know how to use tints and shades to create a three-dimensional effect. Know what is meant by proportion and composition.</p>	<p>Vocabulary portrait landscape shadow tint shade texture contrasting</p>	<p>Key Knowledge I can read and understand simple classroom commands. I can use the Spanish phrase for "Where is?" I know the names of at least 4 different types of shop in Spanish. I classify nouns as masculine or feminine.</p>	<p>Vocabulary mira escucha repite levanate sientate cuenta conmigo canta conmigo</p>	<p>Key Knowledge To know how pulse, rhythm and pitch work together. Pulse: finding the pulse - the heartbeat of the music. Rhythm: the long and short patterns over the pulse. Pitch: high and low sounds that create melodies.</p>	<p>Vocabulary rhythm melody pitch dynamics tempo verse chorus</p>

<p>Know how to combine colour mixing and painting techniques to create a final piece of artwork.</p> 	<p>vivid muted formal patterned detailed abstract figurative</p>		<p>encuentra enseñame</p> <p>el cine el restaurante el supermercado el estadio la carnicería la panadería la cafetería la pastelería la farmacia la escuela</p>	<p>To know that singing in a group can be called a choir. To know what a conductor or music leader is. Songs can make you feel different things: happy, energetic or sad. Singing as part of a group is fun, but that you must listen to each other. Texture: how a solo singer makes a thinner texture than a large group To know why you must warm up your voice.</p> 	<p>bridge musical notes g a and b breathing posture crotchet quaver conductor perform audience</p>
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Area of learning	Skills and Knowledge	Vocabulary for learning
<p>Basketball</p> <p>The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity</p> 	<p>Be able to apply a secure understanding of passing, moving, dribbling and shooting in order to score points against another team. Demonstrate a growing understanding of the difference between attack and defence as well as when, where and why we execute certain skills. Develop life skills such as respect and cooperation as they collaborate with others and apply the rules of the game. Continue to develop and apply life skills such as resilience and self discipline as they strive to improve their own performance and understanding.</p> <p>Refine dribbling Refine passing and receiving Develop passing and dribbling creating space Combine passing and dribbling to create shooting opportunities Introduce marking Refine dribbling and passing creating attacking opportunities Develop marking and shooting</p>	<p>Possession: is when we have physical control of the ball. This could be as an individual or when working as part of a team. It is when we have 'possession' that we can create the opportunity to score. Marking: Marking is when the attacking player has received the ball and you are making it difficult for them to pass the ball on by restricting their options. Space: is an open area on the court that is unoccupied by a defender or the defending team. The team in possession of the ball need to identify open spaces to move into to enable them to create opportunities to score.</p> <p>Sport specific vocabulary</p> <p>Bounce Pass: A bounce pass is a short pass that enables the player to find a teammate in a crowded area. The height of the ball makes it difficult for the opposition to reach and intercept. Pivot: A pivot is used to allow the attacker in possession of the ball the opportunity to change direction without committing an offence. One foot must remain on the ground known as the pivot foot. The attacker can step with their other foot, using their pivot foot to change direction.</p>

