

St Alban's C.E Primary School
Half term overview Autumn 1 Class: 2024-2025

My Identity

Class Spiritual Value: Peace

	4th Sept 2024 <i>Vision Week</i>	9th Sept 2024	16th Sept 2024	23rd Sept 2024	30th Sept 2024 Black History Month	7th Oct 2024 Black History Month	14th Oct 2024 Black History Month	21st October 2024 Black History Month
Collective Worship	Spiritual Value: Friendship							
Entry Point								
English Key Text and Learning	<p>Expectations</p> <p>Class author</p>	<p>Key texts: A Monster Calls- Patrick Ness</p> <p>Outcomes: to discuss a character's motivation.</p> <p>Outcomes: use prediction skills</p> <p>Outcomes: character description</p> <p>SMSC: Give opinions and listen Outcome: to the opinions of others.</p> <p>Text Type: Diary</p>	<p>Key texts: A Monster Calls- Patrick Ness</p> <p>Outcomes: to examine a character's response to an event in the text.</p> <p>Outcomes: write a diary entry</p> <p>Outcomes: use prediction skills</p> <p>SMSC: Learning how to celebrate difference and recognise it is a strength not a weakness.</p> <p><i>Initial Year 6 SATs Assessment to check knowledge from Year 5 and support planning Reading and Writing</i></p>	<p>Key texts: A Monster Calls- Patrick Ness</p> <p>Outcomes: to explore a character's extreme emotional state.</p> <p>Outcomes: write a split narrative</p> <p>Text Type: Split narrative</p> <p>SMSC: Understanding emotions and how they affect and influence us.</p>	<p>Key texts: A Monster Calls- Patrick Ness</p> <p>Outcomes: write a letter in role</p> <p>Text Type: Letter</p> <p>SMSC: Give opinions and listen Outcome: to the opinions of others.</p>	<p>Key texts: A Monster Calls- Patrick Ness</p> <p>Outcomes: rewrite a chapter</p> <p>SMSC: Understanding emotions and how they affect and influence us.</p>	<p>Key texts: A Monster Calls- Patrick Ness</p> <p>Outcomes: debate points of view</p> <p>Outcomes: write a balanced argument on whether or not the monster had a positive or negative impact on Connor's life</p> <p>Text Type: Balanced argument</p> <p>SMSC: Give opinions and listen Outcome: to the opinions of others.</p>	<p>Key texts: A Monster Calls- Patrick Ness</p> <p><i>Year 6 SATs Assessment</i></p>
								

English Grammar		Outcomes: to understand what makes a sentence.	Outcomes: to know the different types of sentences. Initial Year 6 SATs Assessment to check knowledge from Year 5 and support planning	Outcomes: to know the different types of sentences	Outcomes: to know a range of word classes.	Outcomes: to know a range of word classes.	Outcomes: to understand verb: noun agreement.	Year 6 SATs Assessment
English Spelling		Year 5 Spelling Rule Revision Endings which sound like /ʃəz/ spelt -cious or -tious Year 5/6 words to be sent home and tested	Year 5 Revision Endings which sound like /ʃəz/ (e.g. social, crucial... etc.) Year 5/6 words to be sent home and tested	Year 5 Revision Words ending in -ant, -ance/-ancy, -ent, -ence/-ency Year 5/6 words to be sent home and tested	Year 5 Revision Words ending in -ant, -ance/-ancy, -ent, -ence/-ency Year 5/6 words to be sent home and tested	Year 5 Revision Words ending in -able and -ible Words ending in -ably and -ibly Year 5/6 words to be sent home and tested	Year 5 Revision Adding suffixes beginning with vowel letters to words ending in -fer Year 5/6 words to be sent home and tested	Year 5 Revision Adding suffixes beginning with vowel letters to words ending in -fer Year 5/6 words to be sent home and tested
Extended Writing in KS2		Outcomes: to write from another character's perspective.	Outcomes: to use and apply key features of diary in independent writing.	Outcomes: to write a split narrative	Outcomes: to write a letter	Outcomes: rewrite a chapter	Outcomes: to use and apply key features of what makes a balanced argument to independent writing.	
Maths	Expectations	Place Value <ul style="list-style-type: none"> Numbers to 1,000,000 Numbers to 10,000,000 Read and write numbers to 10,000,000 Decimals 	Place Value <ul style="list-style-type: none"> Powers of 10 Number line to 10,000,000 Compare and order any integers Round any integers 	Addition, subtraction, multiplication and division <ul style="list-style-type: none"> Add and subtract integers Common factors Common multiples Rules of divisibility Primes to 100 	Addition, subtraction, multiplication and division <ul style="list-style-type: none"> Multiply up to a 4-digit number by a 2-digit number Solve problems with multiplication 	Addition, subtraction, multiplication and division <ul style="list-style-type: none"> Short division Division using factors Introduction to long division 	Addition, subtraction, multiplication and division <ul style="list-style-type: none"> Long division with remainders Solve problems with division Solve multi-step problems Mental Arithmetic Outcomes: addition and	Addition, subtraction, multiplication and division <ul style="list-style-type: none"> Order of operations Mental calculations and estimation

		Mental Arithmetic Outcome: place value	Mental Arithmetic Outcome: place value Initial Year 6 SATs Assessment to check knowledge from Year 5 and support planning	Square and cube numbers Mental Arithmetic Outcomes multiply by powers of 10	Mental Arithmetic Outcome: addition	Mental Arithmetic Outcome: subtraction	subtraction using decimals	Reason from known fact Mental Arithmetic Outcome: addition and subtraction using decimals Year 6 SATs Assessment
Outcome: topic Science - Living things, classifying big and small		Carl Linnaeus and classification Outcome: To explain how organisms are classified using the Linnaean system	Cold-blooded vertebrates Outcome: To classify the cold-blooded vertebrate groups using their common characteristics	Warm-blooded vertebrates Outcome: To classify the warm-blooded vertebrate groups using their common characteristics.	Invertebrates Outcome: To classify invertebrates	Plants Outcome: To describe how the plant kingdom is organised (based on shared characteristics). Working scientifically: To produce a working classification key.	Micro-organisms Outcome: To describe and classify micro- organisms.	
Outcome: topic History- Civil Rights		Outcome: What was the United States of America like in the 1950s? Writing: Research and write fact sheet about key figures: Millicent Fawcett, Mahatma Ghandi, Nelson Mandela and Harvey Milk	Outcome: Why did Oliver Brown take the Board of Education to the Supreme Court? Writing: Write an argument in the role of Oliver Brown giving reasons why his daughter should be able to attend school Present argument	Outcome: Why didn't Rosa Parks give up her seat on the bus? Writing: Write a diary entry in the role of Rosa Parks	Outcome: What was Martin Luther King's dream? Writing: Write own speech	Outcome: Why did 3,200 people march from Selma to Montgomery? Writing: Write from the point of view of a member of the crowd explaining feelings and emotions	Outcome: What is the Black Lives Matter movement and why is it needed?	Outcome: Art project: screen printing Create a banner

Art Painting and mixed media: Artist study DT Food- stir fry		Outcome: David Hockney	Outcome: Paula Rego - The Dance	Outcome: John Singer Sargent - The Front Line	Outcome: Abstract Painting- Fiona Rae or Frank Bowling	Outcome: Lubaina Himid	Outcome: Research and planning	Outcome: Making art!
RE Big question: What might the journey of life and death look like from a Christian perspective?	School Vision Our School Saint	Revise Biblical Timeline	Entry: How is life like a journey?	Visit to church and talk from Father Christopher Outcome: How is the sacrament of baptism significant to a believer's life	Outcome: How is the sacrament of confirmation significant to a believer's life?	Outcome: What does marriage mean for a believer?	Outcome: What do Christians believe happens after we die?	Outcome: What do Christians believe happens after we die?
Computing		We are computational thinkers: Outcome: Online safety refresh	We are computational thinkers: Outcome: to understand random, linear and binary searches	We are computational thinkers: Outcome: to understand random, linear and binary searches	We are computational thinkers: Outcome: to understand random, linear and binary searches	We are computational thinkers: Outcome: to understand random, linear and binary searches	We are computational thinkers: Outcome: to understand random, linear and binary searches	We are computational thinkers: Outcome: to understand random, linear and binary searches
French		Outcome: to ask and answer questions about where we live in French.	Outcome: to ask and answer questions about where we live in French.	Outcome: to give directions in French.	Outcome: to give directions in French.	Outcome: to learn French phrases linked Outcome: to school.	Outcome: to learn French phrases linked Outcome: to school.	Outcome: to learn French phrases linked Outcome: to school.

PE - Indoor Gymnastics PE - Outdoor SDT		Outcomes: to review of forward and backward rolls - identify the correct skills required.	Outcomes: to revisit leaps and jumps applying the correct skills.	Outcomes: to review of balancing applying the correct skills.	Outcomes: to review of vaults applying the correct skills.	Outcomes: to join Outcome: together balances and rolls with leaps and jumps, applying the correct skills to each movement.	Outcomes: to create sequences in groups that are high are quality and fluidity.	Outcomes: to Perform sequences.
PSHE	Goals Behaviour expectations	To learn how to talk about mental health and wellbeing. To know who can help us and how to ask for help. To know the difference between a big and a small feeling. To learn how to be a good listener.	To recap how to keep ourselves healthy.	To explain some of the health benefits of being active.	To learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs.	To learn about assessing the level of risk in different situations involving drug use.	To learn about assessing the level of risk in different situations involving drug use.	To learn about ways to manage risk in situations involving drug use.
Music Music and Technology		Outcomes: to listen and appreciate a piece of music (pop music with a soul influence).	Outcomes: begin to recognise the style indicators of a Pop song with a Country groove	Outcomes: begin to recognise the style indicators of a cappella Pop music	Outcomes: to begin to recognise the style indicators of Soft Rock from the 1980s.	Outcomes: to begin to recognise the style indicators of Big Band music from the 1940s and 1950s.	Outcomes: to begin to recognise the style indicators of Soul with a Latin groove.	Outcomes: to begin to recognise the style indicators of Soul with a Latin groove.
Enrichment Opportunities				Visit to church Year 6 Trip to Parliament		Visitor in RE		Art Week exhibition
Outcome	Performance in Collective Worship						RE artwork	Art Week exhibition