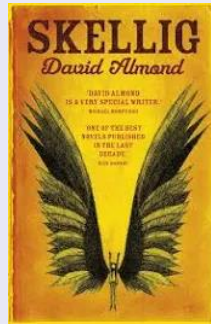
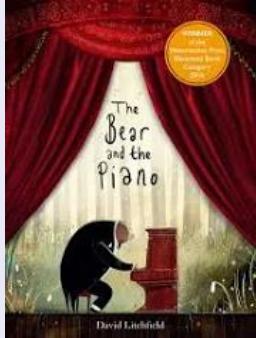


# Autumn 1 2023



## Spiritual Development

Prayer time and physical prayer spaces within school focus upon our Christian value of friendship and help to develop children's spirituality. We will reflect on our relationship with the church and who walks with us in our spiritual journey together. Children learn how to relate well to others through our friendship focus.

## Christian Values

Through collective worship and within our curriculum we will be investigating the Christian value of Friendship. What are the qualities of a good friend? How do we make friends? Are there criteria for choosing a friend? Why do we need friends? How can we become/be good friends? How do we keep our friends? What nourishes friendships/

## Our Community

We will invite families from the local community to join us for our harvest festival. We will share harvest prayers with the community. We will continue to learn about sustainability in our community with the use of our biodome with crops helping to support our harvest effort. We will continue to promote our Eskdale foodbank- a venture between church and school. Eskdale information regarding littering and the environment. Talking to Wasdale Wombles and their reaction to the littering in the valleys.

Core Areas of Learning		
English	Mathematics	Science
<p>Grammar Y5/6 Ready to write and Relative Clauses Grammar Y3/4 Ready to write and Determiners Read in to Writing- Our texts to cover this half term will help us to explore the Christian value of friendship further through storytelling, drama and written work. Y5/6 This six-week unit is a study of David Almond's Skellig. It will develop children's understanding of the story, characters, themes and language. The unit teaches reading, including fluency, vocabulary and comprehension, and meaningful writing, for a range of form, purpose and audience. The teaching of grammar and punctuation is embedded within analysis of the language and structures used to tell the story; through activities that explore the effect these might have on readers. The children are taught to apply what they have learnt to their own writing, making choices to affect their reader's thoughts and feelings. All learning in the unit builds towards a final piece of writing, where the children can use everything they have learned, in this case to write a story of their own. Y3/4 This six-week unit is based on David Litchfield's heart-warming story The Bear and the Piano. The learning journey will develop pupils' understanding of the story – its characters, themes and language. Pupils make connections between the characters and themes on a personal level with the bear, to create varied, meaningful writing outcomes for a range of audiences and purposes. Grammar and punctuation teaching points are embedded within the context of the text, with pupils taught to apply what they have learned in their own writing around such themes as home, friendship, perseverance and fame. The unit culminates in a final piece of writing where pupils apply all that they have learned to produce a new adventure story of their own Handwriting</p>	<p>Y3 - Place value and Addition and Subtraction.</p> <p>Y4 - Place value and Addition and Subtraction.</p> <p>Y5/6 - Place Value, Addition and Subtraction and Multiplication and Division.</p> <p>All year groups will also complete weekly Arithmetic Dojo tasks.</p> <p>There will also be Maths activities available through Prodigy, Times Table Rock Stars and Purple Mash Maths.</p>	<p>LKS2 Forces and Magnets To explore what forces are and notice that some forces need contact between two objects. To compare how things move on different surfaces. To explore how magnetic forces work. To be able to identify magnetic materials. To investigate uses for magnets.</p> <p>UKS2 Viking Science To learn about the science behind some Viking food production methods, and find out about the modern production of dairy foods. To identify, describe and classify micro-organisms. To devise and conduct tests to compare the effectiveness of glue, reporting findings. To plan and conduct scientific enquiries, presenting findings. To plan and conduct scientific enquiries, presenting findings To use observations and test results to make predictions and to set up further tests on a model boat.</p>

## Worldviews and Religious Education

Inspiring RE Living without God Why don't some people believe in God?

Emerging • Define the words 'atheist', 'agnostic' and 'theist'. • Outline one reason why someone might not believe in God.

Expected • Explain the difference between an atheist and agnostic outlook. • Outline two different reasons for holding atheistic beliefs.

• Explain what atheists do believe in, if not God.

Exceeding • Explain the ideas that lead to a strong atheist outlook. • Explain the ideas that lead to an agnostic outlook

French	PSHE	History/Geography
<p>Petit Chaperon Rouge To introduce the new topic and storytelling in French using Petit Chaperon rouge. To listen to the story again and use word cards and picture cards together to help remember vocabulary. To read the story again but with a focus to learn parts of the body in French. To consolidate parts of the body in French and create a "flexible" rabbit in card, labelled in French. To consolidate and use all the new language independently from the fairy tale by mind mapping. To revise all language covered so far and complete assessment for the unit.</p>	<p>A World Without Judgement- Inclusion and Acceptance A World Without Judgement supports children in exploring and celebrating the diverse world we live in. Students will have the opportunity to research British values and the laws that exist to protect us. This module helps children to focus on people's strengths, celebrate differences, and understand that everyone has the right to live the life they choose as long as they are not hurting others. The video topics look at differences in religion, discriminating against others due to disability, and supports children in becoming more accepting of others.</p>	<p>To explore what Britain was like before the first Viking invasions. To find out about the Viking invasions of Britain. To find out about the Viking settlement of Britain and how this affected the Anglo-Saxons. To find out why King Alfred was dubbed 'Alfred the Great'. To explore what life was like for Vikings living in Britain. To find out how and when England became a unified country. To find out about the end of the Anglo-Saxon and Viking era in Britain.</p>
Using ICT	Art/ Design Technology	Physical Education
<p>LKS2 Unit 3.5 Email- including email safety To think about the different methods of communication. To open and respond to an email. To write an email to someone from an address book. To learn how to use email safely To add an attachment to an email. To explore a simulated email scenario</p> <p>UKS2 Year 6 Coding Crash Course Revision of coding already completed before moving on. Intro to Coding: Objects, Actions and Events Different Object Types and Buttons Using Repeat command Using IF and IF/ELSE Statements Using Number Variables Friction and Functions Coding Efficiently</p>	<p>Viking Art</p> <p>To explore Viking art and identify its key characteristics and features. To be able to draw Viking patterns. To be able to create a piece of Viking animal artwork. To be able to accurately sketch a Viking dragon head. To be able to draw a portrait of a Viking warrior. To be able to create a piece of Viking jewellery.</p>	<p>Hockey</p> <p>To pass the hockey ball to team mates. To apply skill in a competitive environment. To develop control of the hockey ball. To develop the ability to dribble with a stick.</p> <p>Netball</p> <p>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping) Work with team mates in order to gain points or possession. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations.</p>