



Autumn

Topic Intent

During this topic the children are able to familiarise themselves with their new year group and teaching staff, whilst also sharing information about themselves and focusing on the changing seasons. This allows children to settle and demonstrate their skills, knowledge and personality through a real topic which all children are able to access without requiring prior knowledge. To help us gather more information about the changing season we venture outside our school and explore the local area, this also helps us to establish ground rules regarding road safety and behaviour outside school. The topic allows children to demonstrate a more creative side through linked art and craft activities for example leaf rubbings and autumn lanterns, we also build upon prior knowledge from KS1 regarding native animals and their behaviours e.g. hibernation. There is a focus on descriptive writing and extended vocabulary, especially in regards to colour words and this links to art lessons where children look at colour mixing and also self portraits.

English – National Curriculum and skills

Composition

- plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
- draft and write by:
 - composing and rehearsing sentences orally
 - Use a range of effective vocabulary
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors

Overview

All about me – non-chronological report

3d writing – all about me

Descriptive writing – Autumn

- *similes
- * verbs
- * fronted adverbials
- *expanded noun phrases

Sentence level work – composition, re-reading to check, editing, punctuation



- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Handwriting and Presentation

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting

Vocabulary, grammar & punctuation

- Punctuate sentences accurately *
- Use capital letters appropriately *
- Use fronted adverbials followed by a comma
- extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- Use a range of appropriate, specific vocabulary relevant to the topic/genre



History - National Curriculum and skills	Overview
<p>Study an aspect of local history</p> <p>Changes over time</p> <p>Answering questions about change, cause, similarity, difference and significance</p> <p>Construct responses that draw upon what they have learnt</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Remembrance Day –</p> <p>Why do we pause for reflection every year?</p> <p>What are we remembering?</p>

Geography - National Curriculum and skills	Overview
<p>Locational Knowledge:</p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Human and Physical Geography:</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Regions of the UK</p> <ul style="list-style-type: none">- What food comes from different regions?- What is harvested in different parts of the UK? <p>Continents, countries and oceans – revisit from Y2</p>

Art - National Curriculum and skills	Overview
<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p>	<p>Self portraits – proportion</p> <p>Sketching</p> <p>Colour mixing</p>



- *to create sketch books to record their observations and use them to review and revisit ideas
- * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- * about great artists, architects and designers in history.

Key Questions	Wider Experiences	Vocabulary
<ul style="list-style-type: none"> • What signs of Autumn can we see around us? • Why do some trees lose their leaves? • What vocabulary can we use to describe colours and textures? • Why do we pause and remember on Remembrance Day? 	Local autumn walk to local parks Leaf rubbing Salt dough mobile Autumn lanterns	Leaf, acorn, conker, horse-chestnut, deciduous, decay, evergreen, bark, sycamore, lantern, glaze, Chlorophyll, leaf rubbing, hibernate, nocturnal, region, harvest, local, native, colour words

Linked Texts	Home Learning Opportunities
	Autumn Walk / Photographs Create an Autumn picture Keep a weather diary Make a bird feeder Make a donation for the Harvest festival

Other subjects
PE – Invasion Games Music – Charanga – Mamma Mia MfL – French (Y3 – About Me Y4 - Going to School) Science – Sound Maths - Place Value, Addition & Subtraction Computing – Y3 Simulations Y4 Spreadsheets RSHE – Relationships RE – Hinduism