

Meridian Primary School - Foundation Stage - Autumn Term Overview Year A - We are Meridian / Where in the World are We?

Our curriculum this term will focus on Understanding the World and becoming part of the Meridian community. Foundation Stage children will be guided to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment, including the achievements of Black Britons.

Understanding the World Focus -

As geographers we will:

- Identify, name and describe some local landmarks.
- Be curious and notice and comment on features of objects in our environment.
- Ask questions about the place we are in, where we live or the natural world.
- Create simple maps to reflect where we live and go to school.
- Begin to understand the world is bigger than where we live.

As scientists we will:

- Use our senses to explore the natural world around us.
- Observe seasonal change in our environment (autumn).
- Explore light and dark and talk about the changes in daylight that occur throughout the season.
- Understand that people grow and change.
- Use technology purposefully to record the changes we observe.
- Use non-fiction books and technology to find out answers to our questions.
- Explain our ideas and connect events.
- Talk about our families and other people we know.
- Think about how we develop and grow (what we can do now compared to when we were babies).

Personal, Social and Emotional Development (Self-confidence and Self-awareness; Managing feelings and behaviour; Making relationships) -

As Meridian learners we will:

- Form positive relationships with children and key adults in our setting (e.g co-operating and turn taking).
- Know that ourselves and our families are valued.
- Enjoy and celebrate our achievements.
- Learn about famous Black Britons who have achieved significant things.
- Be willing to 'have a go' and develop persistence when learning new things.
- Show increasing independence throughout our school day.
- Understand boundaries and follow the school behaviour plan in the Foundation Stage and throughout the wider school.
- Learn about kindness and friendships during Anti-Bullying Week.

Communication and Language (Speaking, Listening and Understanding) -

As communicators we will:

- Develop self-confidence to enjoy conversations about things that interest us.
- Listen and respond to other people's ideas and explanations and enjoy being listened to.
- Ask 'how' and 'why' questions to find answers and clarify our thoughts and ideas.
- Use talk in our play and daily interactions throughout the school day.
- Have fun playing with sounds and words.
- Listen to and follow a story, answering simple questions about characters and plots.
- Learn and recite nursery rhymes and poems.

Physical Development (Moving and handling; Health and self-care) -

We will develop and grow by:

- Understanding the importance of good personal hygiene by taking good care of ourselves.
- Being aware of and meeting our own needs, e.g. having a drink of water when thirsty.
- Enjoying learning outside and relishing the freedom and challenges it brings.
- Developing our strength and good control over our gross physical movements - experimenting with different ways of moving, challenging ourselves and showing a 'can do' attitude.
- Repeatedly using tools such as scissors and small hammers to develop precision and good hand-eye coordination.

Literacy (Reading and Writing) -

As readers we will:

- Choose from a range of books, poems and stories to enjoy.
- Know that pictures are important and help us tell a story.
- Use information books and to find out interesting facts about the world and other things that interest us.
- Participate in small reading groups and enjoy whole class stories which celebrate other cultures and languages.

As writers we will:

- Give meaning to the marks we draw and paint.
- Learn to write our name independently.
- Use our knowledge of letters and sounds to write simple labels on our local maps.
- Be able to identify, draw and label some local landmarks in Greenwich.

Phonics (Little Wandle Letters and Sounds):

- Identify and compare different sounds we hear in the environment.
- Clap syllables in words.
- Hear and say the sounds in simple words such as c-a-t.
- Begin to join some of these sounds together to make words.
- Read and write some common words.

Expressive Arts and Design (Exploring and using media and materials; Being imaginative) -

As creative people we will:

- Develop self-expression through exploring a range of media and materials, finding new ways to do things.
- Work cooperatively as part of a group, introducing our own ideas into our play - acting out familiar themes and scenarios from our own lives.
- Work as a class in drama sessions that are inspired by stories of the world.
- Explore and make sounds through using and identifying a variety of musical instruments.
- Talk about, recognise, match and mix colours associated with autumn and know where these colours can be found in the environment.
- Learn about the work of the environmental artist Andy Goldsworthy and use it to inspire our own 3D works of art in the outdoor area.
- Experiment and explore natural objects (e.g. pine cones and autumn leaves), placing and arranging them to make changeable works of art.
- Create a greeting card.

Mathematics (Numbers; Shape, space and measures) -

As mathematicians we will:

- Develop fluency in counting in lots of fun ways such as chanting, learning number rhymes and playing games.
- Understand what is meant by the words more and less (fewer).
- Learn that each number matches to a corresponding numeral and a quantity of objects.
- Know that there are many different ways to make the same number, e.g. $2 + 3 = 5$ and $1 + 4 = 5$.
- Identify patterns and create our own using numbers, shapes and objects.
- Find shapes in our environment and begin to name and describe them.
- Develop our understanding of shape and reasoning by creating and building for a purpose.
- Begin to represent and record our mathematical ideas.
- Know and use mathematical language appropriately in our creative play.

Meridian Primary School - Year 1 - Autumn Term Overview Year A - We are Meridian / Where in the World are we?

Our curriculum this term will focus on strengthening our Meridian community and nurturing children's sense of belonging. With a focus on PSHE and Geography, Y1 children will develop their understanding of what is special about Meridian, about Greenwich and about London, and how where they currently live and learn fits within a wider geographical context. Children will consider how the achievements of Black Britons throughout history have contributed to making our country richer.

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Geography - as geographers we will:

- Identify the Meridian Line on maps.
- Know that the school sits beside a World Heritage site.
- Know where things are in the local area and draw picture maps of our local area, using our own symbols.
- Identify the world's 7 continents and 5 oceans on a globe and in picture maps, knowing Europe as the continent in which we live.
- Know the countries that make up the UK and the surrounding seas.
- Know the differences between a city, town and village.
- Know the capital cities of UK countries and locate them on a map.
- Find where we live and other important places on a map of London - describe our journeys to school using simple directions like up/down, left/right, forwards/backwards
- Find key human / physical features of Greenwich and London in aerial photographs and plan view maps e.g. River Thames, Observatory.

PSHE and RSE - we will:

- Learn about the values of our school and understand the learning muscles we use to be effective resilient learners.
- Celebrate Black History Month (History, Arts and Culture with a focus on Black Britons).
- Learn about positive relationships in Anti-Bullying Week.
- Be able to respond appropriately to unfamiliar adults whom we meet in person and online.
- Name people at home and in school that we can go to if we feel unsafe.

RE - we will:

- Draw on our understanding of what it means to belong, and begin to relate this to other religions.
- Further our understanding of why Christmas is a special time for Christians and begin to learn about how the stories in the Bible teach of Jesus and his life.

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Maths - as mathematicians we will:

Further improve our fluency and reasoning in -

- counting, reading and writing numbers to 20;
- recognising the place value of each digit in a number within 20 (tens and ones);
- comparing and ordering numbers to 20, including zero and finding one more and one less than a given number;
- counting in multiples of twos, fives and tens;
- reading and writing number sentences using addition (+), subtraction (-) and equals (=) signs;
- recalling and using number bonds and their subtraction facts within 20;
- recognising, naming and sorting 2D and 3D shapes.

Science - as scientists we will:

Explore materials and the seasons by -

- distinguishing between an object and the material from which it is made;
- identifying and naming a variety of everyday materials, including wood, plastic, glass, metal, water and rock;
- describing the simple physical properties of a variety of everyday materials;
- comparing and grouping together a variety of everyday materials on the basis of their simple physical properties;
- observing changes across the four seasons;
- describing weather associated with the seasons and how day length varies.

DT - as designers we will:

Design, make and evaluate a product to sell during Enterprise Week.

Computing - as programmers we will:

- Explore technology in our lives by -
- recognising the ways we use technology in our classroom and at home, including Google Classroom;
 - follow safe links to websites to find information;
 - begin to identify some of the benefits of using technology.
- Develop and apply our understanding of E-safety by -
- keeping our passwords private;
 - explaining what personal information is;
 - telling an adult when we see something unexpected or worrying online;
 - following our SMART rules.

A r t s & S p o r t s	<p><u>Music - as musicians we will:</u></p> <p>Use the songs <i>Hey You!</i>, <i>Rhythm In The Way We Walk</i> and <i>Banana Rap</i> to:</p> <ul style="list-style-type: none"> • Learn how we can enjoy moving to music by dancing, marching, being animals or pop stars! • Learn about voices, singing notes of different pitches (high and low). • Learn that we can make different types of sounds with our voices - we can rap or say words in rhythm. • Help to create a simple melody using one, two or three notes. 	<p><u>Art - as artists we will:</u></p> <p>Explore line through self-portraits.</p> <p>Develop prints from shapes and patterns in local historical buildings by -</p> <ul style="list-style-type: none"> • studying the work of architect Christopher Wren; • observing local buildings/London landmarks from the school roof; • drawing aspects of buildings from first hand observations; • making a simplistic/stylized copy as a base for a printing block; • building up a printing block; • printing designs; • taking part in an artist workshop. 	<p><u>PE - as gymnasts and sportspeople we will:</u></p> <ul style="list-style-type: none"> • Develop skills with bouncing, jumping and landing. • Develop throwing, catching and aiming skills with a large ball.
E n g l i s h	<p><u>English - as readers, writers and communicators we will:</u></p> <p>Study phonics, reading, writing, grammar and spelling objectives through a focus on -</p> <ul style="list-style-type: none"> • reading and exploring the themes of a range of high quality books: 'The Snail and the Whale' by Julia Donaldson, 'A Walk in London' by Salvatore Rubbino and 'Claude in the City' by Alex T. Smith; • writing to entertain by writing recounts of the story 'The Snail and the Whale'; • writing to persuade through creating a tourist brochure for London and a persuasive text advertising our Enterprise Week product; • writing to inform through creating a newspaper article about the robbery in 'Claude in the City' and a 'Wanted' poster for the thief. 		
<p>When writing this term, we will be -</p> <ul style="list-style-type: none"> • sitting letters on the line; • leaving spaces between words; • forming lower-case letters in the correct direction; • starting and finishing letters in the right place; • learning to spell more of the first 100 high frequency words correctly. 		<p>When reading this term, we will be -</p> <ul style="list-style-type: none"> • taking account of full stops when reading aloud to make the meaning clear; • reading the first 100 high frequency words by sight; • linking what we have read to our own experiences; • retelling familiar stories such as fairy stories and traditional tales. 	

Meridian Primary School - Year 2 - Autumn Term Overview Year A - We are Meridian / Where in the World are we?

Our curriculum this term will focus on strengthening our Meridian community and nurturing children's sense of belonging. With a focus on PSHE and Geography, Y2 children will develop their understanding of what is special about Meridian, about Greenwich and about London, and how where they currently live and learn fits within a wider geographical context. Children will consider how the achievements of Black Britons throughout history have contributed to making our country richer.

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Geography - as geographers we will:

- Identify the Meridian Line on maps and understand east and west in relationship to this.
- Know that the school sits beside a World Heritage site.
- Know where things are in the local area and draw maps of our local area, using class agreed symbols.
- Review the world's 7 continents and 5 oceans on a globe and in an atlas, knowing Europe as the continent in which we live.
- Know the countries that make up the UK and the surrounding seas.
- Know the differences between a city, town and village. Know the capital cities of UK countries and locate them on a map.
- Find where we live and other important places on a map of London - describe our journey to school using NSEW.
- Find key human/physical features of Greenwich and London in aerial photographs and plan view maps including large scale OS maps e.g. River Thames, Observatory.

PSHE and RSE - we will:

- Learn about the values of our school and understand the learning muscles we use to be effective resilient learners.
- Celebrate Black History Month (History, Arts and Culture with a focus on black Britons).
- Learn about positive relationships in Anti-Bullying Week.
- Be able to talk about some of the differences between male and female babies.
- Begin to understand that some people have fixed ideas about what boys and girls can do.

RE - we will:

- Draw on our understanding of what it means to belong and begin to relate this to other religions.
- Further our understanding of why Christmas is a special time for Christians and begin to learn about how the stories in the Bible teach of Jesus and his life.

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Maths - as mathematicians we will:

Further improve our fluency and reasoning in -

- reading and writing numbers to at least 100 in numerals and words;
- recognising the place value of each digit in a two-digit number (tens and ones);
- comparing and ordering numbers up to 100, including zero, and using <, > and = signs;
- recalling and using addition and subtraction facts up to 20 and then 100;
- recalling and using multiplication and division facts for the 2, 5 and 10 times tables including recognising odd and even numbers;
- solving problems using addition, subtraction, multiplication and division using objects, arrays and mental methods, including problems involving money.

Science - as scientists we will:

- Notice that animals, including humans, have offspring which grow into adults.
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

DT - as designers we will:

- Design, make and evaluate a product to sell during Enterprise Week.

Computing - as programmers we will:

Explore technology in our lives by -

- Talking about why we use technology, including Google Classroom, at home and school.
- Starting to understand that other people have created the information on websites we use and know how they can be different to things like books.
- Identifying benefits of using technology including finding information, creating and communicating.

Learn about E-safety by -

- Explaining why we need to keep our passwords and personal information private.
- Naming things that might happen online that we must tell an adult about.
- Talking about why we should go online for a short amount of time.
- Talking about why it is important to be kind and polite online and in real life.
- Knowing that not everyone is who they say they are on the internet.

A r t s & S p o r t s	<p><u>Music - as musicians we will:</u></p> <p>Use the songs <i>Hands, Feet and Heart</i> and <i>Ho, Ho, Ho</i> to:</p> <ul style="list-style-type: none"> • Learn how songs can tell a story or describe an idea. • Learn that we can make different types of sounds with our voices - we can use spoken words with rhythm to rap. • Learn to find a comfortable singing position. • Help create three simple melodies with three or five different notes. 	<p><u>Art - as artists we will:</u></p> <p>Explore line through self-portraits.</p> <p>Develop prints from shapes and patterns in local historical buildings by -</p> <ul style="list-style-type: none"> • studying the work of architect Christopher Wren; • observing local buildings/London landmarks from the school roof; • drawing aspects of buildings from first hand observations; • making a simplistic/stylized copy as a base for a printing block; • building up a printing block; • printing designs. 	<p><u>PE - as gymnasts and sportspeople we will:</u></p> <ul style="list-style-type: none"> • Experiment with high and low levels when jumping and balancing. • Experiment with zig-zagging and curving when running. • Invent individual games for throwing, catching, aiming, hitting and kicking.
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E n g l i s h	<p><u>English - as readers, writers and communicators we will:</u></p> <p>Study phonics, reading, writing, grammar and spelling objectives through a focus on -</p> <ul style="list-style-type: none"> • reading and exploring the themes of a range of high quality books: 'The Snail and the Whale' by Julia Donaldson, 'A Walk in London' by Salvatore Rubbino and 'Claude in the City' by Alex T. Smith. • writing to entertain by writing recounts of the story 'The Snail and the Whale'. • writing to persuade through writing a tourist brochure for London a persuasive text advertising our Enterprise Week product; • writing to inform through creating a newspaper article about the robbery in 'Claude in the City' and a 'Wanted' poster for the thief. 	
	<p>When writing this term, we will be -</p> <ul style="list-style-type: none"> • leaving spaces between words which reflect the size of the letters; • using capital letters, full stops and question marks to demarcate sentences; • using the vocabulary noun, adjective, verb and adverb to discuss writing; • spelling more of the next 200 high frequency words correctly. 	<p>When reading this term, we will be -</p> <ul style="list-style-type: none"> • reading on sight the next 200 high frequency words; • sounding out most unfamiliar words accurately without undue hesitation; • self-correcting our reading.

Meridian Primary School - Year 3 - Autumn Term Overview Year A - We are Meridian / Where in the World are we?

Our curriculum this term will focus on strengthening our Meridian community and nurturing children's sense of belonging. With a focus on PSHE and Geography, Y3 children will build on their previous learning about what is special about Meridian and their place in the world. They will learn about the physical and human geography of their wider world - the Amazon rainforest - and consider how people impact on their environment. They will also consider how the achievements of Black Britons throughout history have contributed to making our country richer and begin to consider how people can bring about change.

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Geography - as geographers we will:

- Recap on the following core knowledge -
 - The world's 7 continents and 5 oceans.
 - The countries that make up the UK and the surrounding seas.
 - The capital cities of UK countries and their locations on a map.
 - The differences between city, town and village.
 - The four compass directions - NSEW.
- Identify the position and significance of the Prime Meridian Line and time zones (including day and night) and understand how this is significant for telling the time.
- Name the countries of South America and identify the countries and cities of South America within the Amazon rainforest using junior atlases, Google Earth and aerial photographs.
- Match boundaries of countries on different scales.
- Identify the physical and human features of the Amazon rainforest.
- Understand why communities settle by rivers.
- Describe everyday life for the Yanomami tribe and compare this to lives of people in the city of Manaus.
- Identify the climate of the Amazon rainforest by analysing maps and graphs.
- Understand the significance of the Equator, Northern/Southern Hemisphere, Tropic of Cancer/Capricorn in relation to the world's climate/seasons.
- Use NF books, atlases and the internet to find why the rainforest is important to people who live there, the rest of the world and how it is changing over time.
- Recognise how and **why** people seek to improve and sustain the rainforest environment.

PSHE and RSE - we will:

- Remind ourselves about the values of our school and develop a deeper understanding of the learning muscles we use to be effective resilient learners.
- Celebrate Black History Month (History, Arts and Culture with a focus on black Britons).
- Learn about positive relationships in Anti-Bullying Week.
- Understand that people are unique and to respect those differences.
- Know and respect the body differences between ourselves and others.
- Name the male and female body parts using agreed words.

RE - we will:

- Learn what Sikhs believe about God and how the teachings of Guru Nanak focus on equality.
- Further develop our knowledge of Christianity by learning about the values Christians believe in and how these were taught by Jesus.

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Music - as musicians we will:

- Sing in unison and in simple two-parts.
- Enjoy exploring singing solo.
- Sing with awareness of being 'in tune'.
- Take part in 'Wider Opportunities' sessions with musicians - learning to play a range of instruments, singing and exploring rhythms.

Art - as artists we will:

- Explore cultural identity and symbolism through self-portraits.
- Become familiar with the work of Henri Rousseau and his rainforest paintings and create a mixed media rainforest composition:
 - Select and arrange plants to be used and observed in still life.
 - Work directly from observation considering scale, colour and overlapping shapes.
 - Be able to mix and match tonal colour using oil pastels.
 - Compare ideas, methods and approaches in our own and others' work and say what we think and feel about them.
 - Adapt our work according to our views and describe how we might develop it further.

PE - as gymnasts and sportspeople we will:

- Develop stretching and curling skills in gymnastics.
- Explore symmetry and asymmetry in gymnastics.
- Develop our passing and receiving ball skills.

S Maths - as mathematicians we will:

T Further improve our fluency and reasoning in -

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- **recalling and using multiplication and division facts (3, 4 and 8 times table);**
- reading, writing, ordering and comparing numbers up to 1000;
- recognising the place value of each digit in a three-digit number (hundreds, tens and ones);
- adding and subtracting numbers with up to three digits using the column method;
- understanding that dividing means sharing and making equal groups;
- multiplying and dividing by 2, 5, 3, 4 and 8 using arrays and applying this to solve problems.

Science - as scientists we will:

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
- Recognise that soils are made from rocks and organic matter.
- Recognise that we need light in order to see things and that dark is the absence of light.
- Notice that light is reflected from surfaces.
- Recognise that light from the sun can be dangerous and that there are ways to protect our eyes.
- Recognise that shadows are formed when the light from a light source is blocked by an opaque object .
- Find patterns in the way that the size of shadows change.

DT - as designers we will:

Design, make and evaluate a product to sell during Enterprise Week.

Computing - as programmers we will:

Explore technology in our lives by-

- submitting and retrieving our work on Google Classroom;
- talking about the parts of a computer;
- describing ways to communicate with others online;
- using search tools to find and use an appropriate website.

Continue to learn about E-safety by -

- describing what makes a secure password and why they are important;
- protecting our personal information when we do different things online;
- using the safety features of websites as well as reporting concerns to an adult;
- recognising websites and games appropriate for our age;
- making good choices about how long we spend online;
- asking an adult before downloading files and games from the internet.

L English - as communicators we will:

a Study reading, writing, grammar and spelling objectives through a focus on -

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- exploring the book 'The Great Kapok Tree' by Lynn Cherry;
- writing to entertain by creating a setting description and poetry about the Amazon Rainforest;
- writing to inform by creating a discussion text on the theme of deforestation;
- writing to persuade through creating a persuasive text advertising our Enterprise Week product.

When **writing** this term, we will be -

- using the diagonal and horizontal strokes needed to join letters;
- spelling words on the Meridian Year 3 word list;
- composing sentences orally, building on a rich vocabulary and an increasing range of sentence structures;
- using paragraphs to organise writing.

When **reading** this term, we will be -

- using a range of strategies to read unknown words;
- reading books that are structured in different ways and reading for a range of purposes;
- explaining the meaning of new words and putting them into context;
- asking questions to further an understanding of a text.

French - as linguists we will:

Explore the topic 'Bonjour', Rigolo 1 unit 1, by

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- greeting and saying goodbye to someone;
- asking someone's name and saying our own;
- asking how someone is and responding;
- learning some basic nouns;
- counting numbers 1-10.

Explore the topic 'En classe', Rigolo 1 unit 2, by

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- identifying classroom objects;
- identifying colours and describing an object's colour.

Meridian Primary School - Year 4 - Autumn Term Overview Year A - We are Meridian / Where in the World are we?

Our curriculum this term will focus on strengthening our Meridian community and nurturing children's sense of belonging. With a focus on PSHE and Geography, Y4 children will build on their previous learning about what is special about Meridian and their place in the world. They will learn about the physical and human geography of their wider world - the Amazon rainforest - and consider how people impact on their environment. They will also consider how the achievements of Black Britons throughout history have contributed to making our country richer and begin to consider how people can bring about change.

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Geography - as geographers we will:

- Recap on the following core knowledge -
 - The world's 7 continents and 5 oceans.
 - The countries that make up the UK and the surrounding seas.
 - The capital cities of UK countries and their locations on a map.
 - The differences between city, town and village.
 - The four compass directions - NSEW.
- Identify the position and significance of the Prime Meridian Line and time zones (including day and night) and understand how this is significant for telling the time.
- Name the countries of South America and identify the countries and cities of South America within the Amazon rainforest using junior atlases, Google Earth and aerial photographs.
- Match boundaries of countries on different scales.
- Identify the physical and human features of the Amazon rainforest.
- Understand why communities settle by rivers.
- Describe everyday life for the Yanomami tribe and compare this to lives of people in the city of Manaus.
- Identify the climate of the Amazon rainforest by analysing maps and graphs.
- Understand the significance of the Equator, Northern/Southern Hemisphere, Tropic of Cancer/Capricorn in relation to the world's climate/seasons.
- Use NF books, atlases and the internet to find why the rainforest is important to people who live there, the rest of the world and how it is changing over time.
- Recognise how and **why** people seek to improve and sustain the rainforest environment.

PSHE and RSE - we will:

- Remind ourselves about the values of our school and develop a deeper understanding of the learning muscles we use to be effective resilient learners.
- Celebrate Black History Month (History, Arts and Culture with a focus on black Britons).
- Learn about positive relationships in Anti-Bullying Week.
- Explore the human lifecycle.
- Understand that puberty is an important stage in the human lifecycle.
- Be able to talk about some of the changes that happen during puberty.

RE - we will:

- Learn what Sikhs believe about God and how the teachings of Guru Nanak focus on equality.
- Further develop our knowledge of Christianity by learning about the values Christians believe in and how these were taught by Jesus.

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Music - as musicians we will:

- Know about musical dimensions working together.
- Use musical vocabulary when responding to music.
- Demonstrate good singing posture and rejoin a song when lost.
- Take part in 'Wider Opportunities' sessions with musicians - learning to play a range of instruments, singing and exploring rhythms.

Art - as artists we will:

- Explore cultural identity and symbolism through self-portraits.
- Become familiar with the work of Henri Rousseau and his rainforest paintings and create a mixed media rainforest composition:
 - Select and arrange plants to be used and observed in still life.
 - Work directly from observation considering scale, colour and overlapping shapes.
 - Be able to mix and match tonal colour using oil pastels.
 - Compare ideas, methods and approaches in our own and others' work and say what we think and feel about them.
 - Adapt our work according to our views and describe how we might develop it further.

PE - as sportspeople we will:

- Swim confidently, competently and proficiently over 25 metres.
- Learn some of the rules and key skills for cricket and apply these in group activities and class matches.
- Receive our body weight in different ways in gymnastics.
- Learn to think tactically when playing invasion games.

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Maths - as mathematicians we will:

Further improve our fluency and reasoning in -

- recalling multiplication and division facts for multiplication tables up to 12 x 12 and counting in multiples of 25 and 100;
- interpreting negative numbers and counting backwards through zero;
- reading, writing, ordering and comparing 4-digit numbers including decimals with two decimal places;
- rounding any number to the nearest 10, 100 or 1000 including decimals to the nearest whole number;
- adding and subtracting whole numbers with up to 4 digits including using formal written methods (column method);
- multiplying two and three-digit numbers by a one-digit number using column method;
- multiplying and dividing numbers by 10 and 100.

Science - as scientists we will:

- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.
- Identify common appliances that run on electricity.
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- Recognise some common conductors and insulators, and associate metals with being good conductors.

DT - as designers we will:

- Design, make and evaluate a product to sell during Enterprise Week.

Computing - as programmers we will:

Explore technology in our lives by -

- knowing whether a resource we are using is on the internet or our own device;
- identify and use key words when searching safely on the World Wide Web;
- thinking about the reliability of information I read on the World Wide Web;
- creating a hyperlink to a resource on the World Wide Web in a Google Doc.

Continue to learn about E-safety by -

- creating a secure password;
- describing the ways I can protect myself and my friends from harm online;
- using the safety features of websites as well as reporting concerns to an adult;
- knowing that anything I post online can be seen by others;
- choosing websites and games that are appropriate for my age;
- knowing why I need to ask a trusted adult before downloading files and games from the internet;
- commenting positively and respectfully online.

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English - as communicators we will:

Study reading, writing, grammar and spelling objectives through a focus on -

- exploring the book 'The Great Kapok Tree' by Lynn Cherry;
- writing to entertain by creating a setting description and poetry about the Amazon Rainforest;
- writing to inform by creating a discussion text on the theme of deforestation;
- writing to persuade through creating a persuasive text advertising our Enterprise Week product.

When **writing** this term, we will be -

- spelling words from the Year 3 and Year 4 Meridian word lists;
- using handwriting which is consistent, evenly sized and spaced with appropriately sized ascenders and descenders;
- composing and rehearsing sentences orally, building on a varied and rich vocabulary and an increasing range of sentence structures;
- organising paragraphs around a theme.

When **reading** this term, we will be -

- reading aloud with intonation to engage an audience;
- explaining the meaning of new words and putting them into context;
- asking questions to further an understanding of a text.

French - as linguists we will:

Explore the topic 'Encore!', Rigolo 1 unit 7, by -

- revising ways of describing people;
- describing someone's nationality;
- describe people using various adjectives.

Explore the topic 'Quelle heure est-il?' Rigolo 1 unit 8, by -

- telling the time;
- talking about activities and the time we do them;

We will also try to find the time to find out about famous French people!

Meridian Primary School - Year 5 - Autumn Term Overview Year A - We are Meridian / Where in the World are we?

Our curriculum this term will focus on strengthening our Meridian community and nurturing children's sense of belonging. With a focus on PSHE and Geography, Y5 children will deepen their understanding of what is special about Meridian and build on previous learning about their wider world. Having learnt about life on the Equator in Y3/4, they will now learn about the Poles! Children will also further consider how the achievements of Black Britons throughout history have contributed to making our country richer and how people can bring about change.

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Geography - as geographers we will:

- Recap on the following core knowledge -
 - The world's 7 continents and 5 oceans.
 - The countries that make up the UK and the surrounding seas.
 - The capital cities of UK countries and their locations on a map.
 - The differences between city, town and village.
 - The four compass directions - NSEW.
- Identify the position and significance of latitude and longitude, the prime Meridian line, and Arctic and Antarctic circles.
- Identify and name countries and capital cities in the Arctic and Antarctic regions using junior atlases, Google Earth and aerial photographs, reviewing the benefits and shortcomings of these different sources.
- Identify the physical and human features of the Arctic and Antarctic regions.
- Use climate and topographical maps to learn about the region.
- Investigate the physical features of mountain environments, how they are formed and the range of ways in which this land is used.
- Understand the difference between primary and secondary sources when investigating these environments.
- Look at historical temperatures of the regions and draw conclusions.
- Recognise and describe human and physical processes which have changed the regions and how these changes affect the lives of people and animals that live there **and** the wider world.

PSHE and RSE - we will:

- Deepen our understanding of the values of our school and the learning muscles we use to be effective resilient learners.
- Celebrate Black History Month (History, Arts and Culture with a focus on Black Britons).
- Learn about positive relationships in Anti-Bullying Week.
- Be able to explain the main physical and emotional changes that happen during puberty.
- Ask questions about puberty with confidence.

RE - we will:

- Build upon our prior learning of Christianity to further develop our knowledge of how Christians follow Jesus and his teachings in their daily lives.
- Explore our own ideas and experiences of peace and learn about how all religions place importance on living in a peaceful and harmonious society.

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Music - as musicians we will:

- Use the songs *Livin' on a Prayer*, *Dancing In The Street* and *Make You Feel My Love*:
- To identify and move to the pulse.
 - To compare two songs in the same style, talking about what stands out musically in each of them and their similarities and differences.
 - To find the pulse and copy back rhythms.
 - To sing in unison.
 - To improvise using instruments in the context of a song to be performed.

Art - as artists we will:

- Explore cultural identity and symbolism through self-portraits.
- Create 3D structures with representations of animals, plants and folklore from The Arctic and Antarctica:
 - Collect visual and other information to help develop ideas
 - Create storyboards and mood boards.
 - Plan design work to represent our ideas by creating sketches and choosing materials.
 - Design and begin to produce work to represent ideas.
 - Experiment using different materials and techniques.
 - Compare ideas, methods and approaches by evaluating our work.
 - Consider how best to display structures.

PE - as sportspeople we will:

- Swim confidently, competently and proficiently over 25 metres, mastering our skills with different strokes.
- Create different bridges in gymnastics.

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Maths - as mathematicians we will:

Further improve our fluency and reasoning in:

- Reading, writing, and comparing numbers to at least 1,000,000.
- **Recalling multiplication and division facts for multiplication tables up to 12 x 12.**
- Rounding any number up to 1 million to powers of 10 and decimal places.
- Interpreting negative numbers in context and counting forwards and backwards through zero.
- Adding and subtracting whole numbers with more than 4 digits including using formal written methods (column method).
- Multiplying and dividing numbers with decimals by 10, 100 and 1000.
- Multiplying numbers up to 4 digits by one or two-digit numbers using the formal written method, including long multiplication.
- Dividing numbers up to 4 digits by a one-digit number using a formal method of short division and interpreting the remainders within the context.
- Recognising and using factors, multiples, square and cube numbers when calculating.

Science - as scientists we will:

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
- Use knowledge of solids, liquids and gasses to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- Demonstrate that dissolving, mixing and changes of state are reversible changes.
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
- Describe the movement of Earth, and other planets, relative to the Sun in the solar system.
- Describe the movement of the Moon relative to the Earth.
- Describe the Sun, Earth and the Moon as approximately spherical bodies.
- Use the idea of Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.

DT - as designers we will:

Design, make and evaluate a product to sell during Enterprise Week.

Computing - as programmers we will:

Explore technology in our lives by -

- Using different online communication tools for different purposes.
- Using a search engine to find appropriate information and check its reliability.
- Recognising and evaluating different types of information we find on the World Wide Web.
- Describing the different parts of a webpage.
- Finding out who the information on a webpage belongs to.

Continue to learn about E-safety by -

- Protecting our passwords and other personal information.
- Explaining why we need to protect ourselves and our friends online and the best ways to do this, including reporting concerns to an adult.
- Knowing that anything we post online can be seen, used and may affect others.
- Describing the dangers of spending too long online or playing a game.
- Explaining the importance of communicating kindly and respectfully.
- Explaining the importance of choosing an age-appropriate website or game.
- Explaining why we need to protect our computer or device from harm (like viruses).

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English - as communicators we will:

Study reading, writing, grammar and spelling objectives through a focus on:

- exploring the book 'Shackleton's Journey' by William Grill;
- writing to entertain by creating a recount in role to describe setting sail and poetry to describe the pack ice of Antarctica;
- writing to inform by creating a job application letter to join Shackleton's crew and a biography of Ernest Shackleton;
- writing to persuade through creating a text to promote our Enterprise product.

When **writing** this term, we will be -

- spelling words from the Year 5 Meridian word list;
- maintaining legibility in cursive handwriting throughout an extended piece of writing.

When **reading** this term, we will be -

- checking a book makes sense, discussing our understanding and working out the meaning of new words using the context of what we are reading;
- inferring characters' feelings, thoughts and motives based on what they say and do and justify this with evidence;
- predicting what might happen based on details stated and implied.

French - as linguists we will:

Explore the topic 'Salut, Gustave!', Rigolo 2 unit 1, by -

- greeting people and giving personal information;
- asking and talking about brothers and sisters;
- using the 3rd person of *avoir* to say what people have/have not;
- using the 3rd person of *être* to describe people, including the negative.

Explore the topic 'A l'école', Rigolo 2 unit 2, by -

- naming school subjects;
- giving opinions about school;
- asking and saying the time;
- talking about the school day (times).

We will also try to find the time to find out about school in France.

Meridian Primary School - Year 6 - Autumn Term Overview Year A - We are Meridian / Where in the World are we?

Our curriculum this term will focus on strengthening our Meridian community and nurturing children's sense of belonging. With a focus on PSHE and Geography, Y6 children will deepen their understanding of what is special about Meridian and build on previous learning about their wider world. Having learnt about life on the Equator in Y3/4, they will now learn about the Poles! Children will also further consider how the achievements of Black Britons throughout history have contributed to making our country richer and how people can bring about change.

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Geography - as geographers we will:

- Recap on the following core knowledge
 - The world's 7 continents and 5 oceans.
 - The countries that make up the UK and the surrounding seas.
 - The capital cities of UK countries and their locations on a map.
 - The differences between city, town and village.
 - The four compass directions - NSEW.
- Identify the position and significance of latitude and longitude, the prime Meridian line, and Arctic and Antarctic circles.
- Identify and name countries and capital cities in the Arctic and Antarctic regions using junior atlases, Google Earth and aerial photographs, reviewing the benefits and shortcomings of these different sources.
- Identify the physical and human features of the Arctic and Antarctic regions.
- Use climate and topographical maps to learn about the region.
- Investigate the physical features of mountain environments, how they are formed and the range of ways in which this land is used.
- Understand the difference between primary and secondary sources when investigating these environments.
- Look at historical temperatures of the regions and draw conclusions.
- Recognise and describe human and physical processes which have changed the regions and how these changes affect the lives of people and animals that live there **and** the wider world.

PSHE and RSE - we will:

- Deepen our understanding of the values of our school and the learning muscles we use to be effective resilient learners.
- Celebrate Black History Month (History, Arts and Culture with a focus on Black Britons).
- Learn about positive relationships in Anti-Bullying Week.
- Describe how and why the body changes during puberty in preparation for reproduction.
- Talk about puberty and reproduction with confidence.

RE - we will:

- Build upon our prior learning of Christianity to further develop our knowledge of how Christians follow Jesus and his teachings in their daily lives.
- Explore our own ideas and experiences of peace and learn about how all religions place importance on living in a peaceful and harmonious society.

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Music - as musicians we will:

Use the songs *Happy, You've Got A Friend* and *Music and Me*:

- To compare two songs in the same style, talking about what stands out musically in each of them and their similarities and differences.
- To make musical decisions about developing a composition.
- Improvise using instruments in the context of a song to be performed.
- To sing in a group setting.

Art - as artists we will:

- Explore cultural identity and symbolism through self-portraits.
- Create 3D structures with representations of animals, plants and folklore from The Arctic and Antarctica:
 - Collect visual and other information to help develop ideas
 - Create storyboards and mood boards.
 - Plan design work to represent our ideas by creating sketches and choosing materials.
 - Design and begin to produce work to represent ideas.
 - Experiment using different materials and techniques.
 - Compare ideas, methods and approaches by evaluating our work.
 - Consider how best to display structures.

PE - as sportspeople we will:

- Explore the concepts of and develop our skills in matching, mirroring, synchronisation and canon in gymnastics.
- Develop our skills with implements and kicking in invasion games.
- Develop our confidence in net and wall games.

S T E M	<p><u>Maths - as mathematicians we will:</u> Further improve our fluency and reasoning in:</p> <ul style="list-style-type: none"> • Reading, writing, ordering and comparing numbers up to 10,000,000 and determining the value of each digit, including decimal numbers with up to 3 decimal places. • Rounding any whole number to a required degree of accuracy. • Using negative numbers in context and calculate intervals across zero. • Adding and subtracting whole numbers with more than five digits using formal written methods, including decimals, and solving multi-step problems. • Recalling multiplication and division facts for multiplication tables up to 12 x 12. • Multiplying and dividing numbers with decimals by 10, 100 and 1000. • Multiplying and dividing numbers up to 4 digits by a two-digit whole number and, when dividing, interpreting the remainder as whole numbers, fractions or decimals. • Recognising and using common factors, common multiples and prime numbers when calculating. • Adding and subtracting fractions with different denominators and mixed numbers, using equivalent fractions. 	<p><u>Science - as scientists we will:</u></p> <ul style="list-style-type: none"> • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. • Give reasons for classifying plants and animals based on specific characteristics. • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. • Use recognised symbols when representing a simple circuit in a diagram. <p><u>DT - as designers we will:</u> Design, make and evaluate a product to sell during Enterprise Week.</p>	<p><u>Computing - as programmers we will:</u> Explore technology in our lives by -</p> <ul style="list-style-type: none"> • describing how information is transported on the internet; • selecting an appropriate tool to communicate and collaborate online; • describing the way search results are selected and ranked; • checking the reliability of a website; • being able to talk about copyright and acknowledging the sources of information that we find online. <p>Continue to learn about E-safety by -</p> <ul style="list-style-type: none"> • protecting my password and other personal information; • explaining the consequences of sharing too much about myself online; • supporting my friends to protect themselves and make good choices online, including reporting concerns to an adult; • explaining the consequences of spending too much time online or on a game; • explaining the consequences to myself and others of not communicating kindly and respectfully; • protecting my computer or device from harm (like viruses).
L a n g u a g e s	<p><u>English - as communicators we will:</u> Study reading, writing, grammar and spelling objectives through a focus on -</p> <ul style="list-style-type: none"> • exploring of the book 'Shackleton's Journey' by William Grill; • writing to entertain by creating a recount in role to describe setting sail and poetry to describe the pack ice of Antarctica; • writing to inform by creating a job application letter to join Shackleton's crew and a biography of Ernest Shackleton; • writing to persuade through creating a text to promote our Enterprise product. <p>When writing this term, we will be -</p> <ul style="list-style-type: none"> • spelling words from the Year 5 and Year 6 Meridian word lists; • maintaining legibility in joined handwriting when writing at speed. <p>When reading this term, we will be -</p> <ul style="list-style-type: none"> • checking a book makes sense, discussing our understanding and working out the meaning of new words using the context of what we are reading; • explaining and discussing our understanding of what we have read, drawing inferences and justifying these with evidence; • predicting what might happen from details stated and implied, giving evidence from the text. 	<p><u>French - as linguists we will:</u> Explore the topic 'Le week-end!', Rigolo 2 unit 7, by -</p> <ul style="list-style-type: none"> • asking and talking about regular activities; • saying what we don't do; • asking and saying what other people do; • talking about what we like/dislike doing. <p>Explore the topic 'Les vêtements!', Rigolo 2 unit 8, by -</p> <ul style="list-style-type: none"> • asking and saying what clothes we'd like. • giving opinions about clothes. • saying what clothes we wear. • asking and talking about prices (including numbers from 60-80). 	