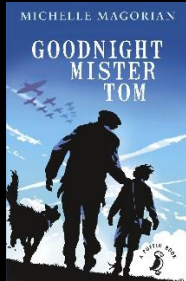


Rashford Overview Autumn 2

Text			
Home Learning	Read to an adult 4 times a week	Spelling booklet	TT rockstars
Literacy	<ul style="list-style-type: none"> • Story • Letter • Various spelling patterns • Comprehension skills 	Maths	Y5 - multiplication, division, fractions Y6 – fractions, converting units
Subject	Topic	Vocabulary	Knowledge / Skills
Science	Our bodies	<ul style="list-style-type: none"> • Circulatory system • Heart • Veins • Arteries • Blood • Blood vessels • Capillaries • Oxygenated blood • Deoxygenated blood 	<ul style="list-style-type: none"> • Identify the main parts of the human circulatory system. • Describe the functions of the heart, blood vessels and blood. • Understand how water and nutrients are transported throughout the body. • Investigate the effect of exercise on pulse rates. • Know the impact of diet, exercise and drugs on the way our bodies function.
Religious Education (RE)	If God is everywhere why go to a place of worship? (Christianity, Islam, Judaism and Hinduism)	<ul style="list-style-type: none"> • Pilgrimage • Worship • Values • Community • Mandir • Shrine • Orthodox • Mezuzah 	<ul style="list-style-type: none"> • Make connections between how believers feel about places of worship in different traditions. • Select and describe the most important functions of a place of worship for the community. • Give examples of how places of worship support believers in difficult times, explaining why this matters to believers. • Present ideas about the importance of people in a place of worship, rather than the place itself

		<ul style="list-style-type: none"> • Kosher • Similarities • Differences 	<ul style="list-style-type: none"> • Explain how and why places of worship fulfil special functions in the lives of believers. • Comment thoughtfully on the value and purpose of places of worship in religious communities.
History	World War II	<ul style="list-style-type: none"> • Allies • Atomic bomb • Axis • Evacuation • Nazi party • Persecution • Rationing • Blitz 	<ul style="list-style-type: none"> • 1939 1st September German troops invade Poland. • 1939 3rd September Britain and France declare war on Germany. • 1940 10th May The Battle of France begins. • 1940 26th May Allied forces are evacuated from Dunkirk in France. • 1940 10th July The Battle of Britain begins. • 1940 7th September The Blitz begins. • 1941 7th December Japan bombs Pearl Harbor in the US. • 1944 6th June The D-Day landings. • 1945 7th and 8th May Germany surrenders to the Allies. • 1945 VE Day (Victory in Europe Day) is celebrated the next day. • 1945 6th and 9th August The US drops atomic bombs on two cities in Japan. • 1945 2nd September Japan formally surrenders, ending the war
PSHE	Bullying Matters	<ul style="list-style-type: none"> • Bullying • Kindness • Bully • Victim • peer pressure • cyberbullying • support • feelings • emotions • awareness 	<ul style="list-style-type: none"> • Recognise the importance of seeking support if feeling lonely or excluded. • Identify positive strategies that may help to resolve disputes in friendships. • Recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable. • Recognise the impact of bullying and the consequences of hurtful behaviour. • Suggest strategies to respond to hurtful behaviour. • Understand what discrimination means and how to challenge it. • Identify strategies to respond to unwanted touch. • Recognise that our own behaviour can affect other people.
PE	Gymnastics	<ul style="list-style-type: none"> • Complex • Sequence • Action • Balance • Shape • Timings 	<ul style="list-style-type: none"> • make complex extended sequences • combine action, balance and shape • perform consistently to different audiences • combine own work with that of others • perform sequences to specific timings
Design and Technology (DT)	Shelters	<ul style="list-style-type: none"> • modelling • scale model 	<ul style="list-style-type: none"> • recognise the use of tubes as a material from which to make a framework

		<ul style="list-style-type: none"> • rolling • strengthening • reinforcing • triangulation • diagonal • rigid 	<ul style="list-style-type: none"> • reinforce and strengthen frameworks using triangulation have chosen to make an appropriate scale • investigate several framework structures including shelters and others showing a thorough understanding of materials used and methods of construction • understand why they need to have set out a step-by-step approach to how their shelter will be made and listed tools and materials to be used • use a wider range of materials and techniques • to evaluate their shelter
French	Let's visit a French town	<ul style="list-style-type: none"> • habitier • je/j' • tu • il • elles • ils • plus que • moins que • pre 	<ul style="list-style-type: none"> • Choose the correct form to go with the subject of the sentence. • Talk about what there is to do in a town. • Use simple prepositional phrases. • Ask/answer questions about where a place is. • Use appropriate words for number operations. • Recognise and use ordinal numbers. • Identify a spelling pattern.
Computing	Spreadsheets	<ul style="list-style-type: none"> • Cell • chart • column • formula • function • range • row • worksheet 	<ul style="list-style-type: none"> • Enter text and numbers into a spreadsheet. • Identify and refer to cells by row and column. • Begin to enter formulae with the SUM function. • Enter formulae into cells. • Edit data and discuss the effect on results. • Use further functions including AVERAGE, MIN and MAX. • Create graphs. • Design their own spreadsheet for a specific purpose.
Art, Music, Geography	Taught Autumm 1, Spring 1, Summer 1		