

AUTUMN TERM

Writing:	Maths:	Reading:	Science:						
<p>Books we will be studying:</p> <table border="1"> <tr> <td data-bbox="114 344 309 576">  The Lion and the Mouse </td> <td data-bbox="309 344 504 576">  The Hare and the Tortoise </td> <td data-bbox="504 344 698 576">  The Incredible Book Eating Boy </td> </tr> <tr> <td data-bbox="114 576 309 807">  Stone Age Boy </td> <td data-bbox="309 576 504 807">  Cave Baby </td> <td data-bbox="504 576 698 807">  How to Wash a Woolly Mammoth </td> </tr> </table> <p>Genres of writing taught:</p> <ul style="list-style-type: none"> • Retells • Diary • Poetry • Instructions <p>Skills we will be focusing on: Describing characters and settings. Experimenting with different tenses. Using paragraphs for new events. Using adverbs as openers. Using ambitious vocabulary. Revising use of commas in list for nouns. Writing question, statement, exclamatory and command sentences. Using a range of subordinating and co-ordinating conjunctions at the start and in the middle of sentences.</p>	 The Lion and the Mouse	 The Hare and the Tortoise	 The Incredible Book Eating Boy	 Stone Age Boy	 Cave Baby	 How to Wash a Woolly Mammoth	<p>We follow the Maths No Problem scheme of learning:</p> <p>This term, pupils' learning will focus on:</p> <p>Number:</p> <ul style="list-style-type: none"> • Place value (representing and partitioning numbers to 1000, finding 1/10/100 more/less, estimating, comparing, and ordering to 1000) • Addition and subtraction (number bonds to 10, add and subtract 1s/10s/100s, adding and subtracting crossing 10s and 100s, adding and subtracting no exchange, add/subtract 2-digit numbers, estimating and inverse) • Multiplication and division (using arrays, multiples of 2,5,10, sharing and grouping, multiply and divide by 3, 4 and 8. Consolidate times tables 2,3,4,5,8) 	<p>Books we will be enjoying:</p>  <p>Skills we will be focusing on:</p> <ul style="list-style-type: none"> • Word reading (using root words to understand meaning, prefixes, and suffixes) • Vocabulary (to check the meaning of words and discuss words that have captured their interest) • Explaining choice and viewpoint (discuss features of a wide range of text types) • Retrieval (using the contents page and subheadings) • Interpret and infer (studying character's thoughts, feelings, and motivations) • Predict (justifying using evidence) • Sequence/summarise (summarising main points) • Perform (using appropriate tone) 	<p>Animals This unit teaches pupils how animals, including humans, get nutrition, and how skeletons and muscles support, protect and enable movement. Children investigate different diets, compare animal structures, and explore how the body uses food for energy and growth.</p> <p>Rocks In this unit, children explore the different types of rocks, their properties, and how they are formed. They investigate how fossils provide evidence of living things from the past and examine how soils are created from rocks and organic matter.</p>
 The Lion and the Mouse	 The Hare and the Tortoise	 The Incredible Book Eating Boy							
 Stone Age Boy	 Cave Baby	 How to Wash a Woolly Mammoth							

<p>Using adverbs of manner as openers.</p> <p>Using apostrophes for contractions.</p> <p>Using similes to add description to my writing.</p> <p>Understanding word classes.</p> <p>Using verb tenses correctly.</p> <p>Changing the place of the adverb in the sentence.</p> <p>Focussing on letter joins, size and orientation.</p> <p>Using 'Show Not Tell' to convey character's emotions.</p> <p>Using genre specific features.</p>			
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Geography:	History:	RE & PSHE:	PE:
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<p>Hills and Settlements</p> <p>In this unit, pupils explore how physical features—particularly hills—influence where and how people build settlements. Children learn to identify hills and highlands on maps, understand why early and modern settlements were located in particular places, and investigate how land use changes over time. They build their understanding of both <i>human geography</i> (settlements, land use, population patterns) and <i>physical geography</i> (hills and relief).</p>	<p>Prehistory</p> <p>This unit introduces pupils to <i>prehistory</i>—the period before written records—and helps them understand how life in Britain changed from the Stone Age through the Bronze Age and into the Iron Age. Children explore technological innovations, early farming, settlements such as Skara Brae, and how archaeologists use evidence to discover what life was like. They learn how tools developed, how communities changed, and how these advancements shaped Britain's early history.</p>	<p>PSHE</p> <p>What makes a good friend? This unit helps pupils understand what friendship is, what good friends do, and how healthy relationships contribute to wellbeing. Children explore how to treat others with kindness and respect, how to communicate well, and how to resolve disagreements. They also learn how to recognise when a friendship feels unsafe or unkind and how to seek help.</p> <p>What keeps us safe? This unit teaches pupils how to keep themselves physically and emotionally safe in a range of situations including inside the home. It aims to help children understand risks, how to respond safely, who helps keep them safe, and how to seek help when they feel unsure, worried or unsafe. Pupils learn essential safety concepts including personal</p>	<p>Pupils have 2 PE lessons per week and two units are taught in a week.</p> <p>Game Sense The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing, moving and shooting. Pupils will learn how to keep possession and eventually score in order to win a modified game.</p> <p>Mindfulness The unit of work will explore how we feel in our minds and in our bodies, when we experience various emotions. Pupils will learn how to execute meditative balances and relaxation techniques to help combat feelings of anxiety. Pupils will gain an awareness of how to apply these techniques in day-to-day life.</p> <p>Handball The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving. Pupils will learn how to keep</p>
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SPRING TERM

Writing:

Maths:

Reading:

Science:

Books we will be studying:



Genres of writing taught:

- Retells
- Biographies
- Character Descriptions
- Non-Chronological reports
- Explanation texts
- Poetry

Skills we will be focusing on:

Using similes.
 Using fronted adverbials for place and manner.
 Using powerful adjectives and powerful verbs.
 Using paragraphs to organise writing.
 Including simple speech with inverted commas.
 Writing detailed description of character and setting.
 Including simple speech with inverted commas.

We follow the Maths No Problem scheme of learning:

This term, pupils' learning will focus on:

Number:

- **Multiplication and division** (multiplies of 10, reasoning, 2d x 1d no exchange, multiply with exchange, divide 2d by 1d with remainders,

Measurement

- **Using scales** to measure mass in g/kg
- **Volume and capacity** (measuring in ml/l, equivalents, adding)

Measurement

- **Length** in mm, cm, and m, comparing and adding lengths,
- **Perimeter** – measuring and calculation

Books we will be enjoying:



Skills we will be focusing on:

- **Word reading** (using tone, intonation and volume when reading aloud, reading independently)
- **Vocabulary** (identify how language choices help to build meaning)
- **Explaining choice and viewpoint** (identify how language, structure and presentation contribute to meaning)
- **Retrieval** (using skimming and scanning)
- **Interpret and infer** (ask and answer inference questions)
- **Predict** (using prior knowledge to inform predictions)

Light

In this unit, pupils develop foundational understanding of how light enables us to see, how it interacts with objects, and how shadows are formed. They learn through hands-on enquiry—testing materials, observing patterns, and exploring the behaviour of light in everyday situations. Children also learn important sun safety principles to protect their eyes.

Plants

In this unit, pupils deepen their understanding of how flowering plants grow, function, reproduce, and survive. They explore the roles of different plant parts, investigate what plants need to stay healthy, observe how water travels through plants, and learn how flowers

<p>Including genre specific textual features.</p> <p>Starting a new paragraph to show a change in time in narrative writing.</p> <p>Beginning to vary the range of verbs used in the reporting clause to avoid repeating, 'said'.</p> <p>Using conjunctions for cause (because, as, so).</p> <p>Using short sentences to make key points in non-fiction writing.</p> <p>Changing the place of the adverb in the sentence.</p> <p>Beginning to extend sentences to add more detail by using a variety of subordinating conjunctions in the middle of a sentence to write a complex sentence e.g. before, after, while, as (+ Year 2 conjunctions.)</p> <p>Focussing on letter formation, size, orientation and joins.</p> <p>Changing the place of the adverb in the sentence.</p> <p>Using prepositions and prepositional openers.</p> <p>Beginning to extend sentences to add more detail by using a variety of subordinating conjunctions in the middle of a sentence to write a complex sentence: before, after, while, as plus year 2 conjunctions.</p>	<ul style="list-style-type: none"> • Money (£, p, adding and subtracting amounts, finding change) • Time (Roman numerals, telling the time to the minute, converting past and to the hour, am/pm, years, months, and days, problem-solving with time) 	<ul style="list-style-type: none"> • Sequence/summarise (identifying themes from a range of texts) • Perform (using appropriate tone and volume) 	<p>support pollination, fertilisation and seed dispersal. Pupils engage in enquiry skills such as fair testing, observing over time, classifying, and using evidence to explain their findings.</p>
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Geography:	History:	RE & PSHE:	PE:
<p>Rivers</p> <p>In this unit, pupils explore what rivers are, how they form, and why they are important, using the River Nile as a detailed case study. They learn the key physical features of rivers—from source to mouth—and deepen their locational knowledge by identifying where Egypt is and why the River Nile shaped life there. Pupils also investigate the human uses of rivers and how settlements, farming, trade, and culture depend on them.</p>	<p>Ancient Egypt</p> <p>In this unit, pupils explore the civilisation of Ancient Egypt, learning when and where it developed, how people lived, and why it remains historically significant. Children study key features such as the River Nile, pharaohs, religion, tombs, pyramids, writing systems, and archaeological discoveries. They build chronological understanding, interpret historical evidence, and compare aspects of life in Ancient Egypt with life today.</p>	<p>PSHE</p> <p>What are families like?</p> <p>This unit helps pupils understand what families are, the different forms they can take, and the qualities that make family life caring and supportive. Children learn that families are diverse, that they may look different from one another, and that family relationships should make them feel safe, loved, and protected. They explore how families support their wellbeing, the importance of respect within families, and what to do if they feel unsafe or worried.</p>	<p>Pupils have 2 PE lessons per week and two units of PE are taught per week.</p> <p>Basketball</p> <p>The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving, dribbling and shooting. Pupils will learn how to keep possession and eventually score in order to win a modified game.</p> <p>Communication and Tactics</p> <p>The unit of work will explore what makes an effective team through different problem-solving challenges. Throughout the unit, there will be a focus on pupils</p>



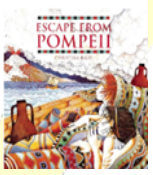
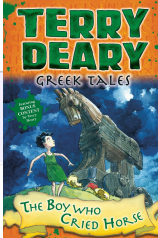
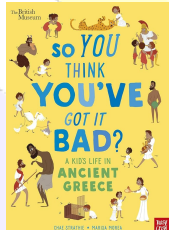
		<p>What makes a community? This unit introduces pupils to the idea of community, helping them understand the groups they belong to, the roles people play, and why communities need shared values, rules, and cooperation. Pupils explore the diversity within communities, the responsibilities individuals have, and how they themselves can contribute positively. They also learn about inclusion, respect, and how communities support their members.</p> <p>RE: Pupils will be learning about world religions and their teachings via the following dispositions:</p> <ul style="list-style-type: none"> • Being fair and just • Being accountable and living with integrity • Remembering roots • Being loyal and steadfast 	<p>developing their communication skills, essential to working within a team to complete the activities.</p> <p>Tag Rugby The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving to score a try. Pupils will develop their understanding of when, where and why they need to create space when they are attacking.</p> <p>Football The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving and dribbling. Pupils will learn how to keep possession and eventually score in order to win a modified game.</p>
Computing:	Music:	Art & Design:	Design & Technology:
<p>Pupils will be completing two computing units this half term:</p> <ul style="list-style-type: none"> • Sequencing sounds • Branching databases. 	<p>During music lessons this term, pupils will complete two units from Charanga.</p> <ul style="list-style-type: none"> • Three little birds • The dragon song <p>During each unit, pupils will be using their voices, recorders, glockenspiels, and keyboards. They will compose, improvise, and perform their pieces.</p>	<p>Drawing</p> <p>This unit develops pupils' drawing skills through focused practice with line, tone, shape, texture and form. Children learn to observe closely, use sketchbooks to develop ideas, and experiment with different drawing materials such as graphite, charcoal and coloured pencils. They build confidence in representing objects, figures, textures and</p>	<p>2D shape to 3D product</p> <p>In this unit, pupils learn how 2D fabric shapes (templates/pattern pieces) can be joined to create a 3D textile product, such as a purse. Pupils explore existing textile products, develop a design based on user needs, create a template, cut fabric accurately, and learn hand-sewing</p>

simple forms while learning vocabulary and techniques that support progression into more complex drawing later in KS2.

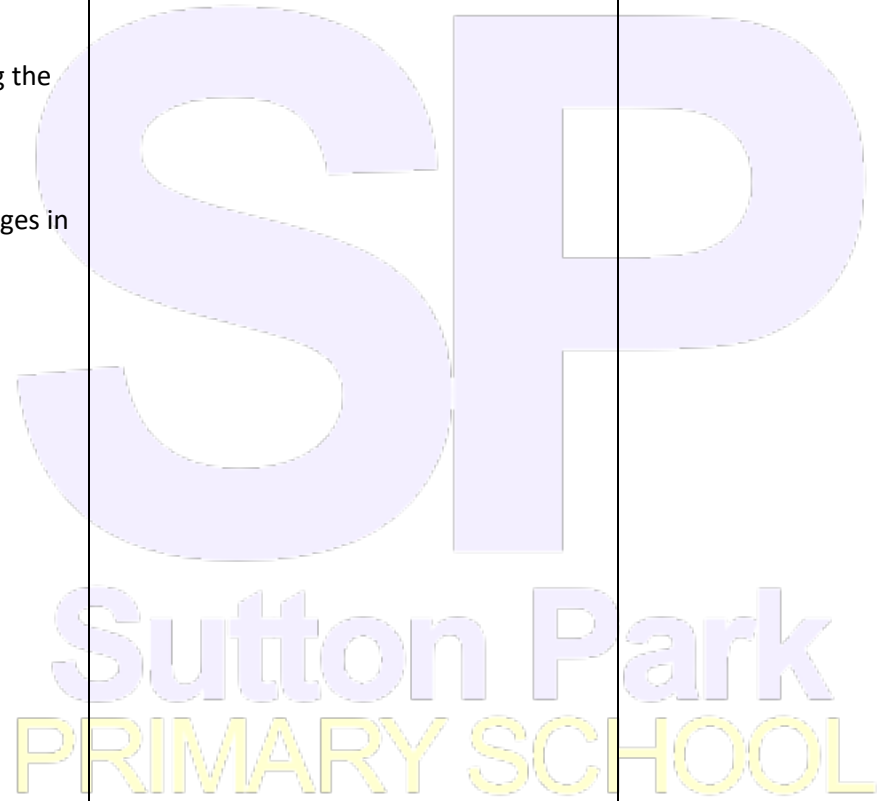
techniques to assemble their 3D item. They finish the unit by evaluating their product against their design criteria.



SUMMER TERM

Writing:	Maths:	Reading:	Science:
<p>Books we will be studying:</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Omar, the Bee's and Me</p> </div> <div style="text-align: center;">  <p>Lin Yi's Lantern</p> </div> <div style="text-align: center;">  <p>Escape from Pompeii</p> </div> </div> <p>Genres of writing taught:</p> <ul style="list-style-type: none"> • Retells • Diary • Instructions • Letter • Setting Description • Poetry <p>Skills we will be focusing on:</p> <p>Using paragraphs to organise my writing Including simple speech with inverted commas. Writing detailed description of characters and setting. Writing in the past perfect and present progressive tenses. Experimenting with future tense. Organising paragraphs for events. Varying language to convey thoughts and feelings. Using adverbs as openers. Including opinions and facts. Using Informal, chatty language. Including ambitious words to describe people and settings.</p>	<p>We follow the Maths No Problem scheme of learning:</p> <p>This term, pupils' learning will focus on:</p> <p>Fractions</p> <ul style="list-style-type: none"> • Compare and order unit fractions, numerators, and denominators, comparing and ordering, equivalent fractions on number lines and bar models) • Reasoning with fractions (adding, subtracting, unit and non-unit fractions) <p>Geometry</p> <ul style="list-style-type: none"> • Shape (comparing angles, right angles in shapes, measuring and drawing accurately, parallel, and perpendicular, recognise and describe 2D and 3D shapes, making 3D shapes) <p>Statistics</p> <ul style="list-style-type: none"> • Pictograms • Bar charts • Collecting and representing data • Two-way tables 	<p>Books we will be enjoying:</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>TERRY DEARY GREEK TALES</p> </div> <div style="text-align: center;">  <p>so YOU THINK YOU'VE GOT IT BAD? XANTHOS OF ANCIENT GREECE</p> </div> </div> <p>Skills we will be focusing on:</p> <ul style="list-style-type: none"> • Word reading (reading with meaning using cues, responding to punctuation) • Vocabulary (finding meaning of words using substitution) • Explaining choice and viewpoint (recognising authorial choice and its purpose) • Retrieval (applying retrieval skills to fiction and non-fiction) • Interpret and infer (make inferences about actions or events) • Predict (using details from the text to form new predictions) • Sequence/summarise (make simple notes from one source of writing) • Perform (using appropriate intonation, tone, volume, and action) 	<p>Forces and Magnets</p> <p>In this unit, pupils explore how forces affect movement, comparing how objects move on different surfaces, and learning the difference between contact forces (pushes and pulls) and non-contact forces such as magnetism.</p> <p>Pupils also learn how magnets behave, how they interact with different materials, and how to identify magnetic materials.</p> <p>Through hands-on enquiry, pupils develop their understanding of friction, magnet strength, magnetic poles, and prediction skills.</p>

Using paragraphs to organise events.
Including simple speech with inverted commas.
Using similes.
Using fronted adverbials for place and manner.
Using adjectives, and powerful verbs.
Writing in the past tense, including future tense.
Writing in the present perfect tense.
Writing question sentences.
Using a wider range of contractions. Considering the audience.
Using conjunctions to show when something happened-after, before, while).
Starting a new paragraph when the setting changes in narrative writing.
Using adverbs of time.
Using of a comma for rule of three.



Geography:	History:	RE & PSHE:	PE:
<p>Greece - Human and Physical Features.</p> <p>In this unit, pupils explore Greece as a contrasting European country, studying its physical features (mountains, islands, seas, climate) and human features (settlements, culture, economy, landmarks). Pupils learn how Greece's geography has shaped how people live, work and travel. They compare Greece with the UK and develop geographical skills such as using maps, atlases, and identifying human and physical features in context.</p>	<p>Ancient Greece</p> <p>In this unit, pupils explore the Ancient Greek civilization, including when and where it existed, its city-states, daily life, beliefs, achievements, and its lasting influence on the western world. Children build chronological understanding, compare Athens and Sparta, investigate Greek myths, study the Olympic Games, and explore the legacy of Greek democracy, language, architecture, and storytelling.</p>	<p>PSHE</p> <p>Why should we eat well and look after our teeth? This unit helps pupils understand why healthy eating and good oral hygiene are essential for physical wellbeing. Children learn what makes a balanced diet, how sugar and acidic foods affect their teeth, how to maintain healthy brushing routines, and why dental check-ups matter. They also learn how habits (good and bad) impact long-term health and how to seek help or advice about healthy eating and dental care.</p> <p>Why should we keep active and sleep well? This unit helps pupils understand why regular physical activity and good sleep routines are essential for maintaining physical and mental wellbeing. Children explore how exercise supports their bodies, how sleep helps with growth, learning, and emotional regulation, and how habits can affect health both positively and negatively. They also learn how to make informed decisions about health, recognise early signs of tiredness, and know where to seek help if they are worried about their health.</p>	<p>Pupils have 2 PE lessons per week and 2 units are taught each week.</p> <p>Tennis The unit of work will explore how to apply the principles of attack vs defence in order to win a game of tennis. Pupils will understand where and why we throw/hit the ball on the court and be introduced to basic shot techniques.</p> <p>Dance The unit of work will challenge pupils to respond to different stimuli, being able to add drama and emotion to the dance. Pupils will create a performance which will include; stage presence, timing, rhythm and sustaining character.</p> <p>Cricket The unit of work will explore how to apply the principles of attack vs defence in a cricket context. Pupils will learn how to utilise fielding skills to keep the batter's score as low as possible. Pupils will also explore batting skills to outwit the fielders and score as many runs (points) as possible.</p> <p>Athletics The unit of work will explore how we can use our bodies to run as fast as possible, exploring the correct technique individually and within teams. Pupils will also begin to examine how to jump as far as possible and compare throwing accurately with throwing for distance.</p>

		<p>RE: Pupils will be learning about world religions and their teachings via the following dispositions:</p> <ul style="list-style-type: none"> • Being open, honest, and truthful • Being attentive to the sacred as well as the precious • Being courageous and confident • Being hopeful and visionary 	
<p>Computing:</p>	<p>Music:</p>	<p>Art & Design:</p>	<p>Design & Technology:</p>
<p>Pupils will be completing two computing units this half term:</p> <ul style="list-style-type: none"> • Desktop publishing. • Events and actions in programmes. 	<p>During music lessons this term, pupils will complete two units from Charanga.</p> <ul style="list-style-type: none"> • Bringing us together • Reflect, Rewind, Replay 	<p>Painting</p> <p>This unit develops pupils' painting skills by exploring colour mixing, brush control, composition, texture and paint application techniques. Pupils study selected artists to understand how colour and brushwork can express mood, emotion and meaning. They use sketchbooks to experiment with techniques and plan a final painted piece, improving their artistic decision-making and confidence.</p>	<p>Food – Healthy and Varied Diet</p> <p>In this unit, pupils learn about where food comes from, how to prepare simple dishes safely, and what makes a healthy, varied diet. They explore the eat well plate/food groups, practise basic cooking and preparation techniques, and design a simple recipe aimed at a specific user. Pupils also build awareness of hygiene routines, seasonality, and how ingredients contribute to health.</p>