Termly Planning Overview: 2026-27 Autumn Term 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
School events	INSET Day Visit from British Legion	Remembrance Service U11 Hockey Tournament Photographer		U11 Boccia Fire Safety Talk	Pioneer Residential	RE Week Rock Steady Concert Xmas lunch & jumper Day	Church Service Glow Dodgeball	
Outdoor Learning	PSHE starter	French starter PSHE starter	French starter PSHE starter	French starter PSHE starter	French starter PSHE starter	French starter PSHE starter	French starter PSHE starter	
Zones of Regulation	Expected and Unexpected Behaviours	Expected and Unexpected Behaviours	Our Behaviour impacts the feelings of those around us	Our Behaviour impacts the feelings of those around us	The Zones in Video	The Zones in Video	The Zones in Me	Understanding Different Perspectives
Growth Mindset	*Diamond Minds: Identifying what is important for them as an individual learner; identifying barriers to their learning and how they might overcome them using the diamond nine array.*							
ENGLISH	***Text: Letters from the Lighthouse & I am David***	***Text: Letters from the Lighthouse & I am David***	***Text: Literacy Shed video clips – The Piano & I am David***	***Text: Literacy Shed video clips – The Piano & I am David***	***Text: Mementoes***	***Text: Mementoes***	***Text: The Nowhere Emporium***	
Phonics/Spelling	Year 5 / 6 CEW Words ending in -able	Year 3 / 4 CEW Year 5 / 6 CEW Words ending in -able	Year 3 / 4 CEW Year 5 / 6 CEW Words ending in -ably	Year 3 / 4 CEW Year 5 / 6 CEW Word families based on common words, showing how words are related in form and meaning	Year 3 / 4 CEW Year 5 / 6 CEW Word families based on common words, showing how words are	Year 3 / 4 CEW Year 5 / 6 CEW Creating diminutives using prefixes micro- or mini	Year 3 / 4 CEW Year 5 / 6 CEW Review Week	

					related in form and meaning			
Reading	Maintain positive attitudes to reading and understanding of what they read by reading books that are structured in different ways, continuing to read and discuss a range of books, making comparisons across books and recommending books to their peers.	Repeated reading of familiar texts to improve fluency. Understand by identifying how language and structure contribute to meaning.	Maintain positive attitudes to reading and understanding of what they read by reading books that are structured in different ways, continuing to read and discuss a range of books, making comparisons across books and recommending books to their peers.	Maintain positive attitudes to reading and understanding of what they read by reading books that are structured in different ways, continuing to read and discuss a range of books, making comparisons across books and recommending books to their peers.	Maintain positive attitudes to reading by continuing to read and discuss a wide range of poetry, preparing poems to perform. Understand what they read by identifying how language & structure contribute to meaning, recommending poems they have read to their peers, giving reasons for their choices.	Maintain positive attitudes to reading by continuing to read and discuss a wide range of poetry, preparing poems to perform. Understand what they read by identifying how language & structure contribute to meaning, recommending poems they have read to their peers, giving reasons for their choices.	Maintain positive attitudes to reading by read books structured in diff ways, identify conventions across books. Understand by identifying how language and structure contribute to meaning.	
Composition		To write a recount of an evacuation train trip / billeting either		To write a letter home or diary extract depicting an		To create a haunting atmosphere of decay.	To write a narrative journey through a door into a	

		letter home or diary extract.		event from the battlefield.			new world with speech.	
Handwriting	Practising keeping letters in correct proportion	Practising keeping letters in correct proportion	Practising writing fluently and legibly	Practising writing fluently and legibly	More practice forming and joining descenders	Forming and joining the letter t	Practising joining to and from the letter o	
Vocabulary, Grammar & Punctuation	Using relative clauses beginning with obvious (and implied) relative pronouns. Use of passive verbs to affect the presentation of information.		Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive form.		Figurative language focus on metaphors, similes, alliteration, assonance and personificatio n.		Speech layout, using relative clauses beginning with obvious (and implied) relative pronouns and using the perfect form of verbs to mark relationships of time and cause.	
MATHS								
Fluency	Fluent in Five Go through SATs Paper 3	Fluent in Five Go through Arithmetic Paper	Fluent in Five X 10, 100, 1000	Fluent in Five X 10, 100, 1000	Fluent in Five ÷ 10, 100, 1000	Fluent in Five Formal division written methods	Fluent in Five Formal division written methods	
Main Learning Focus	**Calculating using knowledge of structures**	**Calculating using knowledge of structures**	**Calculating using knowledge of structures**	**Calculating using knowledge of structures**	**Multiples of 1,000** TP4 Read and write	**Multiples of 1,000** TP9 Explain that 100,000	**Understand place value within**	

	TP16 Solve addition calculations mentally by using known facts TP17 Solve addition calculations mentally by using known facts in a range of contexts TP18 Solve calculations with missing parts	TP19 Use equivalence and compensation strategies to solve problems TP20 Use equivalence and compensation strategies to solve addition problems in a range of contexts TP21 Explain and represent constant difference for subtraction TP22 Explain how constant difference can make written calculations more efficient	TP23 Use constant difference to balance equations and find unknowns TP24 Explain how increasing or decreasing the minuend affects the difference TP25 Solve subtraction calculations mentally by using known facts TP26 Explain how adjusting the subtrahend affects the difference: reduction structure TP27 Explain how adjusting the subtrahend affects the	TP28 Calculate the difference using knowledge of an adjusted subtrahend: difference structure TP29 Use equivalence and compensation strategies to solve subtraction problems in a range of contexts **Multiples of 1,000** TP1 Explain how ten thousand can be composed TP2 Explain how one hundred thousand can be composed	numbers up to one million in a range of contexts TP5 Position five-digit multiples of 1,000 on a marked but unlabelled number line TP6 Position 6-digit multiples of 1,000 on a marked but unlabelled number line TP7 Count forwards and backwards in powers of 10 to and from any multiple of 1,000 TP8 Explain that 10,000 is composed of 5,000s, 2,500s and 2,000s	is composed of 50,000s, 25,000s and 20,000s TP10 Read the scales of graphs and measures using knowledge of the composition of 10,000 and 100,000 **Understand place value within numbers with up to 7 digits** TP1 Powers of 10 and their multiples TP2 Composition of one million and 10 million TP3 Problem solving using knowledge of the composition of powers of 10	**numbers with up to 7 digits** TP4 Read and write numbers up to 10 million TP5 Representing numbers up to 10 million **Order, compare and calculate with numbers up to 8 digits** TP1 Determine the value of digits in numbers up to 10 million TP2 Compare numbers with up to eight digits TP3 Use knowledge of the composition of seven-digit numbers to solve problems	

			difference: partitioning	TP3 Read and write numbers up to one million using a place value chart				
Computing:	**Computing systems and networks** Exploring AI Exploring what AI is and how it generates text, images and code. Pupils learn about creating and refining prompts to improve AI responses while also considering the ethical implications of AI and its potential to replace human roles.							
Science:	**Energy: Light and Reflection** Proving that light travels in a straight line, children use this information to explain observations of reflection and shadows. Pupils investigate the effect of moving an object away from the surface it casts a shadow on and the relationship between the incoming and reflected rays on a mirrored surface. Exploring real uses of mirrors allow children to apply what they have							
History or Geography:	**Why does population change?** Examining global population patterns by investigating why some places are more densely populated than others.							
Art & Design or Design Technology:	**Textiles: Bags** Designing pattern pieces, making a bag for a specific user and thinking about aesthetics and functionality.							
Music:	**Songs of WWII** Developing greater accuracy in pitch and control; identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.							
French:	**In my French house** Pupils learn how to describe a house, the different rooms and who lives there. They also learn about prepositions to explain where items are arranged in their bedrooms and consolidate the grammar and vocabulary they have learned by writing a letter to describe their family, home and bedroom.							
PSHE/RSE:	**Celebrating Difference** In this Puzzle, children explore what "normal" can mean and develop empathy for people who are different. They examine prejudice, discrimination and protected characteristics, reflecting on their own attitudes and the importance of equality and respect. Across the six Pieces, children learn about power imbalances, why bullying might happen, and how to manage feelings and solve problems safely. They explore inspirational individuals, including disabled athletes, and reflect on perseverance and achievement.							

RE:	**Strand:** Reality and Truth **Key Question:** How do people make valid judgements about how and why the world is as it is? **Religion:** Christianity
PE:	**Dance** To move in a way that reflects the music. To show ideas through dance. To combine movements fluently. To apply basic compositional principles when creating dances. To share ideas in groups to create a routine. To perform with rhythm and confidence. **Fitness** To perform squat jumps with good technique. To perform lunge jumps with good technique. To compete against others. To compete against yourself to improve. To perform plank walks with control. To perform physical tasks for longer periods. **OAA (3 day residential)**