

Termly Planning Overview: 2025-26 Autumn Term 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
<i>School events</i>	3/10/25 Term Starts Remembrance Service	Anti-Bullying Week Trip to Science Oxford	Prayer Spaces RE Focus Week	Assessment Week Open Afternoon D&T Focus			Christmas Service St Mary's Church 19/12/25 Term Ends	
<i>Outdoor Learning</i>	PSHE warm ups, Maths games, French games.							
<i>Zones of Regulation</i>	Expected and Unexpected Behaviours	Our Behaviour impacts the feelings of those around us	The Zones in Video	Me in my Zones Understanding Different Perspectives	How do I feel?	My Zones Across the Day	Caution! Triggers Ahead	
<i>Growth Mindset</i>	Bounce! Strategies for persevering and learning. When we make a mistake, we can describe how it makes us feel and how we can respond to this.							
ENGLISH	<i>Text: Gran Can You Rap</i>	<i>Text: Inside the Villains</i>	<i>Text: Inside the Villains</i>	<i>Text: Inside the Villains</i>	<i>Text: Inside the Villains</i>	<i>Text: Flipped Fairy Tales</i>	<i>Text: Flipped Fairy Tales</i>	
Phonics/Spelling	Common Words –Words children are expected to spell correctly at all times	Statutory word list and adding prefixes and suffixes to these where appropriate	Prefixes and More Prefixes in im il	More Prefixes ir sub	More Prefixes dis mis	Suffix –ous	Review and assessment of spelling taught this half term	
Reading	Participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and	Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination.	Participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and	Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly	Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination.	Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly	Participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and	

	listening to what others say.		listening to what others say	taken from the text.		taken from the text.	listening to what others say	
Composition	Writing to entertain. Performance Poetry – collaborative write a new verse & perform.		Writing to entertain. To take the voice of a villain – write their perspective character description in the style of the book e.g. evil stepmother etc		Writing to inform. Write an information text on a character / villain, developing and improving the information in the fact file. (short write – develop an aspect from the fact file, long write – apply to a new character)		Writing to entertain. Write the true story of Goldilocks / little Red Riding Hood Wolf with lots of excuses. Flipped fairy tales in guided reading. NB ask families to read a range of fairy tales.	
Handwriting	Practising joining to the letter e: he Practising joining to the letter k: ck Practising the second join: ch	Practising the second join: ch Practising joining from the letter e: ei Practising the horizontal join: ous	Practising the horizontal join: ous Practising joining from the letter a: ap Practising with punctuation: !	Practising diagonal joins to the letter y: ly Practising joining to and from the letter r: ure Practising joining from the letter w: wh	Practising joining from the letter w: wh Practising forming numerals correctly Practising writing silent letters: wr	Practising writing silent letters: wr Practising joining from the letter f: ft Assessment book 3	Assessment book 4 Practising joining from the letter e Practising joining to and from the letter s.	
Vocabulary, Grammar & Punctuation	Using repetition for effect in poetry (pronouns).	Choosing nouns or pronouns appropriately for clarity and		Indicating possession by using the possessive		Extending the range of sentences with more than one		

	Standard English – use of colloquialisms and slang in raps.	cohesion and to avoid repetition.		apostrophe with plural nouns.		clause by using a wider range of conjunctions, including when, if, because, although.		
SPAG Starters	Mixed skills	Expanded Noun Phrases	Speech Punctuation	Fronted adverbials	Mixed skills	Pronouns	Fronted adverbials	
MATHS								
Fluency	Times Tables Rockstars. Fluent in 5.	Times Tables Rockstars. Fluent in 5.	Times Tables Rockstars. Fluent in 5.	Times Tables Rockstars. Fluent in 5.	Times Tables Rockstars. Fluent in 5.	Times Tables Rockstars. Fluent in 5.	Times Tables Rockstars. Fluent in 5.	
Mastering Number	9 Times Tables	Becoming familiar with the core multiplication facts (CMF) and commutativity.	Connect 10×11 to 10×10 , and to 11×11 and solving problems.	Practise recalling the product for 5×9 and 3×4 using the oral pattern and gestures. Recall multiplication facts already learned.	Practise recalling the product for 3×9 and 7×8 using the oral pattern and gestures. Recall multiplication facts already learned.	Practise recalling the product for 5×7 and 4×8 using the oral pattern and gestures. Recall multiplication facts already learned.	Practise recalling the product for 3×7 and 6×7 using the oral pattern and gestures. Recall multiplication facts already learned.	
Main Learning Focus	Addition & Subtraction TP7 Subtract two 4-digit numbers - more than one exchange TP8 Efficient subtraction	Addition & Subtraction End of Unit Assessment Measurement: Area TP1 What is area	Measurement: Area End of Unit Assessment Multiplication & Division: TP1 Multiples of 3	Multiplication & Division: TP5 9 times-table and division facts TP6 The 3, 6 and 9 times-tables TP7 Multiply and divide by 7	Multiplication & Division: TP 10 12 times-table and division facts TP11 Multiply by 1 and 0	Multiplication & Division: TP1 Factor Pairs TP2 Use factor pairs TP3 Multiply by 10 TP4 Multiply by 100	Multiplication & Division: TP6 Divide by 100 TP7 Related facts – multiplication and division	

	Opportunities for children to learn a basic biscuits recipe and adapt it to suit a target audience
Music:	Body and tuned percussion (Theme: Rainforests) A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer.
French:	Portraits- describing in French Identify a person correctly from a description of their hair and eye colour. Place word cards in the correct order, with the adjectives following the noun. Compose a spoken sentence to describe a friend. Write four sentences accurately with the correct adjectival agreement, helped by a support sheet. Clothes- getting dressed in France Remember and pronounce some of the new words, recognising that some are masculine and take un , some feminine and take une and some plural and take des . Understand how to convert the indefinite article to a possessive adjective. Correctly identify items of clothing based on the written word. Say the words for items of clothing with accurate pronunciation. Make an intelligible attempt to spell new words. Write accurately using a support and selecting the correct form of the adjective most of the time, understanding why other forms of the adjective are wrong. Compose a sentence using j'aime or je n'aime pas . Use il/elle correctly and place the adjective in the correct position in relation to the noun.
PSHE/RSE:	Jigsaw: Celebrating Differences: Accept that everyone is different Include others when working and playing Know how to help if someone is being bullied Try to solve problems Try to use kind words Know how to give and receive compliments

RE:	Strand: Beliefs and Questions -Theology Key Question: Who do Christians believe Jesus is? Religion: Christianity
PE:	Tennis I can watch, track, and catch a tennis ball successfully. I can move effectively to get in a good position. I can perform a basic forehand action with increasing accuracy. I can perform a basic backhand shot with increasing accuracy. I can hit a tennis ball into space (at different speeds and heights) to try beat an opponent. I can keep a rally going using a range of shots. Netball I can pass/ send a ball with increasing accuracy and appropriate pace. I can choose the right pass for the situation. I can demonstrate a correct bounce pass. I can find and use space well to keep possession. I know simple tactics to help achieve success. I can play in small sided games, employing simple tactics.

Hit the Button



BBC SuperMovers



TTRS



TimesTables.co.uk

