

Termly Planning Overview: 2026-27 Autumn Term 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<i>School events</i>		Meet the Team Didcot Railway Trip	Junior Citizen	NSPCC Assembly	Harvest Festival School Photos U11 Cross Country National Archives Visit from a Soldier	NSPCC Workshop	U11 Girls & Boys Football Parent Meetings	
<i>Outdoor Learning</i>	PSHE starter	French starter PSHE starter Photography	French starter PSHE starter	French starter PSHE starter Photography	French starter PSHE starter	French starter PSHE starter Photography	French starter PSHE starter	French starter PSHE starter
<i>Zones of Regulation</i>	Create a Class ZoR wall poster.	Zones Bingo	Expected and Unexpected Behaviours	Our Behaviour impacts the feelings of those around us	The Zones in Video	The Zones in Me	Understanding Different Perspectives	
<i>Growth Mindset</i>	'Don't say...Say...' The impact of words and phrases on mind-sets.							
ENGLISH	<i>Text: Until I Met Dudley</i>	<i>Text: Until I Met Dudley</i>	<i>Text: Automne video clip</i>	<i>Text: In Flanders Fields</i>	<i>Text: Dulce et Decorum Est</i>	<i>Text: In Flanders Fields & Dulce et Decorum Est</i>	<i>Text: The Nowhere Emporium</i>	<i>Text: The Nowhere Emporium</i>
Phonics/Spelling	Year 3 / 4 CEW test Literacy Gold	Year 5 / 6 CEW Test Ambitious Synonyms for Adjectives	Year 3 / 4 CEW Year 5 / 6 CEW Homophones (ce/cy nouns and se/sy verbs)	Year 3 / 4 CEW Year 5 / 6 CEW Adjectives with -ant and nouns with -ancy or -ance	Year 3 / 4 CEW Year 5 / 6 CEW Words ending in ent,	Year 3 / 4 CEW Year 5 / 6 CEW Prefix Words with Hyphens	Year 3 / 4 CEW Year 5 / 6 CEW Hyphenated Compound Adjectives	Year 3 / 4 CEW Year 5 / 6 CEW Review Week

		Literacy Gold			ence and ency			
Reading	Pupils should be taught to: participate in discussion about books they have read retrieve, record and present information from non-fiction.	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 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.	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 create complex blueprinted manuals.	To describe a season or seasonal change using		To write a poem in response to Siegfried Sassoon or	To write a narrative depicting an attack from		To write a narrative journey through a door into a

	TP1 Explain how a combination of different parts can be equivalent to the same whole and can represent this in an expression.	TP2 Identify structures within stories and use knowledge of structures to create stories TP3 Identify the missing part using knowledge of relationships and structures TP4 Use a model to interpret a	TP6 Use knowledge of additive structure to solve problems TP7 Use mental strategies and known facts to calculate the value of a missing part TP8 Use written strategies and known facts to calculate the value of a missing part TP9 Represent an equation in a part-part-whole model correctly TP10 Use part-part-whole structures to solve additive	TP11 Using redistribution with addition of integers TP12 Using redistribution with addition of decimal fractions TP13 Using balanced equations to calculate redistribution TP14 Use a balanced equation to calculate unknown parts	TP15 Explain how adjusting one part affects the sum 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	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 difference: partitioning	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
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	Exploring the key features of pop music, including harmony, rhythm and ensemble performance, and how music can express shared feelings and experiences. Pupils develop vocal and instrumental skills before combining bass lines, chords, rhythms and harmonies to perform confidently as a pop band.
French:	French Sport and the Olympics Conjugating the verb aller – to go, identifying correct prepositions, learning sports vocabulary, expressing preferences plus the infinitive; revisiting nouns for countries and learning how to contract articles when using the verb faire.
PSHE/RSE:	Jigsaw - Being Me in My World In this Puzzle, children reflect on the year ahead, identifying goals, worries and fears and exploring how to feel welcome and valued. Across the six Pieces, children explore what it means to be a global citizen, comparing wants and needs, learning about children’s rights, and considering how their choices affect people locally and worldwide. Children then explore how rights, responsibilities, rewards and consequences connect to the Learning Charter, working collaboratively to agree shared expectations and safe behaviour. By the end of the Puzzle, children understand how democracy and modelling positive choices support a strong school community, with the whole-school Learning Charter as the shared outcome.
RE:	Strand: Human and Social Science – Community and Identity Key Question: How and why do Christians try and make the world a better place? Religion: Christianity
PE:	Hockey To play games understanding different positions and roles. To dribble a ball at speed whilst changing direction. To use different passes whilst on the move. To decide the best way to defend in a game situation. To shoot with confidence and control. To decide the best way to attack in a game situation. Football To pass the ball to team mates in game situations. To compete in games. To dribble with the ball whilst under pressure. To decide on ways to attack when playing games. To defend in a team. To decide on ways to defend in games.