

Termly Planning Overview: 2025-26 Autumn Term 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<i>School events</i>	4/9/25 Term Starts	9/9/25 Meet the Teacher Meeting 5.00 pm	Visit to the Park RE Week	24/9/25 Individual Photos Whole School Photo (Weather Permitting) 25/9/25 Group Photos			14/10/25 9.30 am Harvest Service St Mary's Church	20/10/25 Flu Vaccinations 21/10/25 Art Gallery Visit 24/10/25 Term Ends
<i>Outdoor Learning</i>	PSHE warm ups, Maths games, French games, visit to park.							
<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>	From Failure to Success: To identify how failure is an important part of the learning process. To define the term 'successful'.							
ENGLISH	<i>Text: The Word Collector by Peter H Reynolds</i>	<i>Text: The Word Collector by Peter H Reynolds</i>	<i>Text: Voices in the Park</i>	<i>Text: Voices in the Park</i>	<i>Text: The True Story of the 3 Little Pigs</i>	<i>Text: The True Story of the 3 Little Pigs</i>	<i>Text: The True Story of the 3 Little Pigs</i>	<i>Text: Revolting Rhymes</i>
Phonics/Spelling	Common Words –Words children are expected to spell correctly at all times.	Common Words –Words children are expected to spell correctly at all times.	Statutory word list and adding prefixes and suffixes to these where appropriate.	Revision of suffix –ly	The /ɪ/ sound spelt y elsewhere than at the end of words.	The /u/ sound spelt ou.	Suffix –ation.	Review and assessment of spelling taught this half term.
Reading	Change reading book – assessment of book band.	Understand what he/she reads independently by drawing	Participate in clear reasoned discussion about books, poems and other material that are read to	Understand what he/she reads independently by drawing inferences such as inferring characters' feelings,	Maintain positive attitudes to reading and understanding of what he/she reads by	Understand what he/she reads independently by drawing inferences such as inferring characters' feelings,	Participate in clear reasoned discussion about books, poems and other material that are read to	Participate in clear reasoned discussion about books, poems and other material that are read to him/her

		inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.	him/her and those he/she can read for himself/herself, taking turns and listening to what others say	thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.	discussing words and phrases that capture the reader's interest and imagination.	thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.	him/her and those he/she can read for himself/herself, taking turns and listening to what others say	and those he/she can read for himself/herself, taking turns and listening to what others say
Composition		Writing to inform. To can create a word museum of vocabulary that interests me and to be able to represent words through an object or artwork.		Writing to entertain. Write a simple recount of voices in the park in the first person.		Writing to inform. Create a biography for the wolf to go on his website	Writing to entertain. Write part of the story / an incident of the Story of the 3 little pigs with speech & narration.	Writing to entertain. Use the structure of the poem to re-write a version for the 'good' wolf.
Handwriting	Pen Grip and Posture Wide Wings Assessment book 3	Forming descenders accurately: sp. Forming ascenders accurately: al. Practising the diagonal join to	Practising joining to the letter y: ly Practising forming the letter s correctly: es	Practising forming capital letters Practising writing the letter t at the correct height: ti Practising spacing letters consistently: ew	Practising joining to the letter k: ck Practising the second join: ch Practising joining from the letter e: ei	Practising with punctuation: ! Practising diagonal joins to the letter y: ly Practising joining to and from the letter r: ure	Practising writing silent letters: wr Practising joining from the letter f: ft Practising writing	Practising joining from the letter e Practising joining to and from the letter s.

Mastering Number	Practice cards for home & school	Unitised Counters	Doubling – 5 and a bit	Doubling consolidation - syllables	Connections with x5 and x10	Array representation & practice cards	12 times table	12 times table consolidation – distributive property 11 times table
Main Learning Focus	Short maths tasks to set out expectations.	Place Value: TP1 Represent no to 1000 TP2 Partition no to 1000 TP3 No line to 1000 TP4 Thousands	Place Value: TP5 Represent nos to 10,000 TP6 Partition nos to 10,000 TP7 Flexible partitioning 10000 TP8 Find 1 10 100 1000 more & less	Place Value: TP9 No line to 10000 TP10 Estimate on no line to 10000 TP11 Compare nos to 10000 TP12 Order nos to 10000 TP13 Roman Numerals	Place Value: TP14 Round to nearest 10 TP 15 Round to nearest 100 TP16 Round to nearest 1000 TP17 Round to nearest 10 100 1000 End of Unit Assessment	Addition & Subtraction TP1 Add and subtract 1s, 10s, 100s and 1,000s TP2 Add up to two 4-digit numbers - no exchange TP3 Add two 4-digit numbers - one exchange	Addition & Subtraction TP4 Add two 4-digit numbers - more than one exchange TP5 Subtract two 4-digit numbers - no exchange TP6 Subtract two 4-digit numbers - one exchange TP7 Subtract two 4-digit numbers - more than one exchange	Addition & Subtraction TP8 Efficient subtraction TP9 Estimate answers TP10 Checking strategies End of Unit Assessment
Computing:	<p>Google: Computing systems and networks: Collaborative learning</p> <p>Understand the need to be thoughtful when working on a collaborative document. Use comments to suggest changes to a document and understand how to resolve comments. Use a variety of different slide styles to convey information, including images and transitions. Create a Google Form with a range of different question types that will provide different types of answers, e.g. text, multiple choice or numerical values. Export data to a spreadsheet, highlighting data, using conditional formatting and calculating averages and sums of numbers.</p>							

Science:	<p>Food and the Digestive System Using models, children describe the function of key organs in the digestive system. Pupils identify the types of human teeth and investigate factors that impact our dental health. They compare human teeth to other animals' and take on the role of a naturalist investigating animal faeces for clues about diet, digestion and dentition.</p>
History or Geography:	<p>How hard was it to invade and settle in Britain? Developing an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain.</p>
Art & Design or Design Technology:	<p>Art & Design Drawing: Exploring tone, texture and proportion Exploring tone, texture and proportion to create realistic drawings. Sculpture & 3D (lessons 1 & 5)) Technology: Exploring how different materials can be shaped and joined and learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp, children create their own sculptures.</p>
Music:	<p>Unit 2: Caribbean (Instrumental lessons) Learning about the history and features of Calypso music, performing a calypso style song with voices and tuned percussion in multiple parts and playing from staff notation.</p>
French:	<p>Portraits- describing in French Revisit French adjectives of colour, size and shape</p> <p>Understand that adjectives change depending on whether they are describing a boy or girl, for example: sérieux and sérieuse. 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.</p>
PSHE/RSE:	<p>Jigsaw - Being Me in My World Becoming a Class 'Team' Being a School Citizen Rights, Responsibilities and Democracy</p>

	Rewards and Consequences Our Learning Charter Owning Our Learning Charter
RE:	Strand: Beliefs and Questions -Theology Key Question: Who do Christians believe Jesus is? Religion: Christianity
PE:	Orienteering To work cooperatively as part of a team. To make a map with symbols. Participate in team games solving problems with others. To understand the compass points. To use thumbing and folding techniques. To take part in an orienteering event. Football To stop the ball with my feet. To pass the ball in different ways with increased accuracy. To dribble the ball using my feet, both if possible. To tackle safely and effectively. To shoot a football with success. To use tactics in games.

Hit the Button



BBC SuperMovers



TTRS



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