## Termly Planning Overview: 2025-26 Autumn Term 2

|                        | Week 1   | Week 2  | Week 3  | Week 4   | Week 5  | Week 6   | Week 7  | Week 8 |
|------------------------|--|---|---|--|---|--|---|--------|
| School events          |  | Anti-Bullying<br>Week<br>Children in need   | Assessment Week 1 Prayer spaces RE Focus Week   | Assessment week 2 Bampton Garden Plants Choir Christmas Event  |   | Christmas Dinner<br>and Jumper day<br>FOBPS Christmas<br>fayre   | St Marys Church<br>Christmas<br>service<br>Glow dodgeball<br>End of term                                |        |
| Outdoor Learning       | OPAL, Guided Re  | eading (acting out se   | cenes from text)  |  |   |  |   |        |
| Zones of<br>Regulation | Understanding Different Perspectives Me in My Zones How do I feel? My Zones across the day Caution! Triggers ahead |   |   |  |   |  |   |        |
| Growth Mindset         | Firing Neurons –   | · What happens in y   | our brain when you  | u are learning someth  | ning?   |  |   |        |
| ENGLISH                | Text:  | Text:   | Text:   | Text:  | Text:   | Text:  | Text:   | Text:  |
| Phonics/Spelling       | Common words from key stage 1 and setting non negotiables  | Year 2 common exception words   | Year 2 common exception words   | Year 2 common exception words  | Year 2 common exception words   | Year 3/4 statutory<br>word list  | Year 3/4<br>statutory word<br>list  |        |
| Reading                | Guided Reading:  Whole class reading of various text linked to English outcomes.                                   | Guided Reading:  Whole class reading of various text linked to English outcomes.  Activities including: | Guided Reading:  Whole class reading of various text linked to English outcomes.  Activities including: | Guided Reading:  Whole class reading of various text linked to English outcomes.  Activities including: inference, | Guided Reading:  Whole class reading of various text linked to English outcomes.  Activities including: | Guided Reading:  Whole class reading of various text linked to English outcomes.  Activities including: inference, | Guided Reading:  Whole class reading of various text linked to English outcomes.  Activities including: |        |

|   | Activities including: inference, comprehension, freeze frame, echo reading, partner reading using prosody, making predictions, discussing character traits | inference, comprehension, freeze frame, echo reading, partner reading using prosody, making predictions, discussing character traits | inference, comprehension, freeze frame, echo reading, partner reading using prosody, making predictions, discussing character traits | comprehension,<br>freeze frame, echo<br>reading, partner<br>reading using<br>prosody, making<br>predictions,<br>discussing<br>character traits | inference,<br>comprehension,<br>freeze frame,<br>echo reading,<br>partner reading<br>using prosody,<br>making<br>predictions,<br>discussing<br>character traits | comprehension,<br>freeze frame, echo<br>reading, partner<br>reading using<br>prosody, making<br>predictions,<br>discussing<br>character traits | inference, comprehension, freeze frame, echo reading, partner reading using prosody, making predictions, discussing character traits |  |
|---|--|--|--|--|---|--|--|--|
| Composition                             |  | Non-<br>Chronological<br>report about an<br>animal   |  | Write a character<br>description for Mr<br>or Mrs Twit   |   | Write a poem in<br>the style of Green<br>Candles   |  |  |
| Handwriting                             | Daily practise:  Practising spacing between letters: ed  | Daily practise:  Practising writing with a slant: ake  | Daily practise:  Practising forming capital letters  | Daily practise:  Practising writing the letter t at the correct height: ti   | Daily practise:  Practicing spacing letters consistently: ew  | Daily practise:  Practicing forming double letters correctly: ff   | Daily practise:  Practicing joining to the letter e: he  |  |
| Vocabulary,<br>Grammar &<br>Punctuation | Use and understand paragraphs  Use and understand headings and sub-headings  |  | Use expanded noun phrases with prepositions for description.   |  | Inverted commas for direct speech  Personification  Prepositions of time, place and cause   |  | Perform your poem  |  |

| MATHS                  | Questions and statement sentence types  Fluent in five  | Fluent in five  | Fluent in five  | Fluent in five  | Fluent in five   | Fluent in five   | Fluent in five   |  |
|------------------------|---|---|---|---|--|--|--|--|
| Fluency                | Flash back 4 Mastering Number   | Flash back 4 Mastering number   | Flash back 4 Mastering number   | Flash back 4 Mastering number   | Flash back 4 Mastering number  | Flash back 4 Mastering number  | Flash back 4 Mastering number  |  |
| Main Learning<br>Focus | Addition  To use base 10/counters to learn addition with no exchange, exchanging from 1's into 10's, exchange from 10's into 100's  | Addition  To draw base 10/counters to learn addition with no exchange, exchanging from 1's into 10's, exchange from 10's into 100's | Addition  To use a formal method of column addition to add with no exchange, exchanging from 1's into 10's, exchange from 10's into 100's | Addition  To use a formal method of column addition to add with no exchange, exchanging from 1's into 10's, exchange from 10's into 100's | Subtraction  To use base 10/counters to learn subtraction with no exchange, exchanging from 10's into 1's, exchange from 100's into 10's | Subtraction  To draw base 10/ counters to learn subtraction with no exchange, exchanging from 10's into 1's, exchange from 100's into 10's | Subtraction  To use a formal method of column subtraction with no exchange, exchanging from 10's into 1's, exchange from 100's into 10's |  |
| Computing:             | Networks, Online safety lesson 1, Programming, Scratch, Online safety lesson 2  |   |   |   |  |  |  |  |
| Science:               | Forces and space: Forces and magnets By investigating motion on different surfaces, children learn about friction and compare its uses and disadvantages. They broaden their experience in working scientifically as they investigate contact and non-contact forces. Pupils explore the properties of different magnets and apply this to understand their uses. |   |   |   |  |  |  |  |

| History or<br>Geography: | Who lives in Antarctica? Learning about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton.   |  |  |  |  |  |  |
|--------------------------|---|--|--|--|--|--|--|
|                          | Painting and mixed media: Prehistoric painting (lessons 1 and 3)  |  |  |  |  |  |  |
|                          | Discovering how and why our ancient ancestors made art, experimenting with natural materials to make homemade paints and playing with scale to  |  |  |  |  |  |  |
| Art & Design or          | paint on a range of surfaces.   |  |  |  |  |  |  |
| Design                   | Sculpture and 3D: Abstract shape and space  |  |  |  |  |  |  |
| Technology:              | Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro.  |  |  |  |  |  |  |
|                          | Creating compositions in response to an animation   |  |  |  |  |  |  |
| Music:                   | Learning to tell stories through music. Listening to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch and tempo and how they change. Creating original compositions to match an animation, building up layers of texture |  |  |  |  |  |  |
| French:                  | French adjectives of colour, size and shape   |  |  |  |  |  |  |
| PSHE/RSE:                | Jigsaw - Celebrating Differences  |  |  |  |  |  |  |
|                          | Strand: Community & Identity  |  |  |  |  |  |  |
| RE:                      | Key Question: How does the worldwide Christian family celebrate, worship and mark key events? Religion: Christianity  |  |  |  |  |  |  |
| PE:                      | Netball and Dance   |  |  |  |  |  |  |