

Termly Planning Overview: 2025-26 Autumn Term 2

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
|----------------------------|--|---|---|--|---|--|---|---------------------|
| <i>School events</i> | | Anti-Bullying Week Children in need | Assessment Week 1 Prayer spaces RE Focus Week | Assessment week 2 Bampton Garden Plants Choir Christmas Event | | Christmas Dinner and Jumper day FOBPS Christmas fayre | St Marys Church Christmas service Glow dodgeball End of term | |
| <i>Outdoor Learning</i> | OPAL, Guided Reading (acting out scenes from text) | | | | | | | |
| <i>Zones of Regulation</i> | Understanding Different Perspectives Me in My Zones How do I feel? My Zones across the day Caution! Triggers ahead | | | | | | | |
| <i>Growth Mindset</i> | Firing Neurons – What happens in your brain when you are learning something? | | | | | | | |
| ENGLISH | <i>Text:</i> | <i>Text:</i> | <i>Text:</i> | <i>Text:</i> | <i>Text:</i> | <i>Text:</i> | <i>Text:</i> | <i>Text:</i> |
| 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 word list | Year 3/4 statutory word 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: | |

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| | 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, 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, 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 | |
| Composition | | Non-Chronological report about an animal | | Write a character description for Mr or Mrs Twit | | Write a poem in the style of Green 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: Practising spacing letters consistently: ew | Daily practise: Practising forming double letters correctly: ff | Daily practise: Practising joining to the letter e: he | |
| Vocabulary, Grammar & 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 | |

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| History or 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. |
| Art & Design or Design Technology: | 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 paint on a range of surfaces. Sculpture and 3D: Abstract shape and space 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. |
| Music: | Creating compositions in response to an animation 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 |
| RE: | Strand: Community & Identity Key Question: How does the worldwide Christian family celebrate, worship and mark key events? Religion: Christianity |
| PE: | Netball and Dance |