

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>		Meet the teacher	RE Week			Trip to Hill End	Class assembly Harvest at St Marys Church	Parents evenings
<i>Outdoor Learning</i>	OPAL, Hill End, Guided Reading (acting out scenes from text)							
<i>Zones of Regulation</i>	Develop the ability to identify a range of emotions and how they relate to a child's specific zone. Read their own body's cues regarding which zone they are experiencing. Develop insights on triggers and circumstances that influence their zones. Relate how their Zone and behaviours have changed others' perspectives							
<i>Growth Mindset</i>	How do we feel when we fail, how can we encourage someone to try.							
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	Revision of the alphabetic code - Phonics	Common words from key stage 1 and setting non negotiables	Statutory word list and adding prefixes and suffixes to these where appropriate	Revision of Suffixes. Revision from Y2, ing, ed, er, est and plurals (-s and -es)	Adding suffixes beginning with vowel letters to words of more than one syllable	The /ɪ/ sound spelt y elsewhere than at the end of words	Review and assessment of spelling taught this half term	Review and assessment of spelling taught this half term
Reading	Guided Reading: Whole class reading of various text linked to English outcomes. Activities including: inference, comprehension, freeze frame,	Guided Reading: Whole class reading of various text linked to English outcomes. Activities including: inference, comprehension, freeze frame,	Guided Reading: Whole class reading of various text linked to English outcomes. Activities including: inference, comprehension, freeze frame,	Guided Reading: Whole class reading of various text linked to English outcomes. Activities including: inference, comprehension, freeze frame, echo reading, partner	Guided Reading: Whole class reading of various text linked to English outcomes. Activities including: inference, comprehension, freeze frame,	Guided Reading: Whole class reading of various text linked to English outcomes. Activities including: inference, comprehension, freeze frame, echo reading, partner	Guided Reading: Whole class reading of various text linked to English outcomes. Activities including: inference, comprehension, freeze frame,	Guided Reading: Whole class reading of various text linked to English outcomes. Activities including: inference, comprehension, freeze frame, echo reading, partner

	freeze frame, echo reading, partner reading using prosody, making predictions, discussing character traits	echo reading, partner reading using prosody, making predictions, discussing character traits	echo reading, partner reading using prosody, making predictions, discussing character traits	reading using prosody, making predictions, discussing character traits	echo reading, partner reading using prosody, making predictions, discussing character traits	reading using prosody, making predictions, discussing character traits	echo reading, partner reading using prosody, making predictions, discussing character traits	reading using prosody, making predictions, discussing character traits
Composition		Compose a letter to the old man to cheer him up.		Write a setting description of the old man's garden from the perspective of the animals.		Write a character description of the old man		Write a poem in the style of James Carter – Tree
Handwriting	Daily practise: Forming descenders accurately: sp	Daily practise: Forming descenders accurately: sp	Daily practise: Forming ascenders correctly: al	Daily practise: Practising the diagonal join to a small letter: ci	Daily practise: Practising the diagonal join to a tall letter: mb	Daily practise: Practising joining to and from the letter l: ale	Daily practise: Practising joining to the letter y: ly	Daily practise: Practising forming the letter s correctly: es
Vocabulary, Grammar & Punctuation	Use a/an correctly and understand that you use an when the following word starts with a vowel. Use commands, exclamation marks and		Use expanded noun phrases for description. Use prepositions to describe where one thing is in relation to another. Use adverbs for time to describe		Use commas to create a list. Use exciting adjectives to build a picture of the old man and his personality. Use expanded noun phrases to		Consider how poems are set out. Identify the features of Tree by James Carter And look at the punctuation that James Carter uses	

History or Geography:	British history 1: Would you prefer to live in the Stone Age, Bronze Age or Iron Age? Looking at the chronology of mankind, children are introduced to Britain's story. They use archaeological evidence to find out about the Stone Age, Bronze and Iron Age
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:	Ballads Children learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad.
French:	French Greetings with puppets (4 lessons)
PSHE/RSE:	Jigsaw - Being Me in My World, Kapow Wellbeing Unit lesson 1
RE:	Strand: Belief and questions Key Question: How are different people inspired by the teachings of Jesus? Religion: Christianity Video "How special is your relationship with God?" -CofE & Baptist& Roman Catholic Providing for those less fortunate "When you harvest your grain, always leave some of it standing around the edges of your fields and don't pick up what falls on the ground. Leave it for the poor and for those foreigners who live among you." Leviticus 23:22
PE:	Football and Orienteering