
























2025/26
Year Group




	Autumn Term		Spring Term		Summer Term	
	Inset Monday - Tuesday	Monday inset	Monday inset	Monday inset		
	3 days + 7wks	4 days + 6wks	4 days + 5 wks	4 days + 4 wks	6wks - 1BH	7 wks + 1 day
Reading	What a Waste (2weeks) The Queen's Nose (4 weeks) The Girl Who Stole an Elephant (1 week)	The Girl Who Stole an Elephant (5 weeks)	Young, Gifted and Black (6 weeks)	Varjak Paw (5 weeks)	Varjak Paw (1 week) Boy at the Back of the Class (5 weeks)	Boy at the Back of the Class (1 week) The Borrowers (6 weeks)
Writing	Strong Start (1 week) A Poems which explore form (1 week) A Persuasive Writing Adverts (2 weeks) A First Person Diary Entries (Imaginative) (2 weeks) A Critical Analysis of Narrative Poetry (1 week)	A News Reports (2 weeks) A Third Person Adventure Stories (3 weeks)	Stories from other cultures (3 weeks) B Persuasive Writing Adverts (2 weeks)	A Explanatory Texts (2 weeks) B Third Person Adventure Stories (3 weeks)	B Poems that explore form (1 week) B Stories from other cultures (3 weeks) B First Person Diary Entry (Imaginative) (2 weeks)	B Explanatory Texts (2 weeks) B Critical Analysis of Narrative Poetry (2 weeks) B News Reports (2 weeks)
Spelling	Block 1, 2 and 3	Block 4, 5 and Spelling assessment	Block 6, 7 and 8	Block 9 and 10 Spelling assessment	Block 11, 12 and 13.	Block 14, 15 and 16 Spelling assessment
Handwriting	Week 1- ai and at Week 2 – an and am Week 3 – ap and aw Week 4 – er and ip Week 5 – ie and in Week 6 – ew and en Week 7 – assess and review	Week 1 – be and br Week 2 – um and un Week 3 – ux and xe Week 4 – se and ze Week 5 – ch and ck Week 6 – Assess and review	Week 1 – at and gh Week 2 – sh and th Week 3 – il and it Week 4 – if and ff Week 5 – ef and ff Week 6 – assess and review	Week 1 – bl and ut Week 2 – ed and nd Week 3 – ea and ig Week 4 – ng and eg Week 5 – as and as	Week 1 – assess and review Week 2 – ac and fo Week 3 – oe and oi Week 4 – on and or Week 5 – ou and ov Week 6 – re and ve	Week 1 – oa and on Week 2 – wa and wo Week 3 – oh and wh Week 4 – wl and rl Week 5 – on and ok Week 6 – of Week 7 – assess and review

<p>Maths</p>	<p>Place Value (4 weeks)</p> <p>Addition and subtraction (2 weeks)</p> <p>Addition and subtraction (1 week)</p>	<p>Area (1 week)</p> <p>Multiplication and Division A (3 weeks)</p> <p>Multiplication and Division B (3 week)</p>	<p>Length and perimeter (2 weeks)</p> <p>Fractions (4 week)</p>	<p>Decimals (3 weeks)</p> <p>Decimals B (2 weeks)</p>	<p>Money (2 weeks)</p> <p>Time (2 week)</p> <p>Shape (2 weeks)</p>	<p>Statistics (1 week)</p> <p>Position and direction (2 weeks)</p> <p>Assessment (1 week)</p>
<p>Fluency Bee</p>						
<p>Science</p>	<p>STATES OF MATTER</p>  <p>10 lessons</p> <p>Sound</p>  <p>3 lessons</p>		<p>SOUND</p>  <p>3 lessons</p>  <p>2 lessons</p>	<p>ELECTRICITY</p>  <p>4 lessons</p>	<p>ANIMALS, INCLUDING</p>  <p>HUMANS</p> <p>6 lessons</p>	<p>LIVING THINGS & THEIR HABITATS</p>  <p>6 lessons</p>
<p>RE</p> 	<p>L2.3 why is Jesus inspiring to some people?</p>		<p>L2.6 why do some people think that life is like a journey and what significant experiences mark this?</p>		<p>L2.8 what does it mean to be a Hindu in Britain today?</p>	
 <p>History</p>		<p>Why was Rome an Empire and how did this impact Britain?</p>		<p>What did the Anglo Saxons do to shape Modern day Britain?</p>		

 Geography	Fieldwork: Environmental (Waste)- Argentina (3) Qualitative Data LYFTA		Fieldwork: Human and Physical – Italy (3+) Mapwork Grid references		Fieldwork: Human and Physical - World Biomes (6) Mapwork	
Forest school Computing	 Keynote	 The Internet	 Course D	 Clips & GarageBand 2	 Stories Unit	 Branching Databases
Digital learning Music	<p>Intro to the Trumpet Learning to Play the Trumpet perform with increasing accuracy, fluency, control and expression. Create and control sounds on instruments</p> <p>Mama Mia As well as learning to sing, play, improvise and compose with the well known song Mamma Mia, children will listen and appraise more ABBA hits.</p>		<p>Learning to Play the Trumpet Cont... Perform using the clarinet with increasing accuracy, fluency, control and expression Create and control sounds on instruments From memory, stay in tune, control of voice, awareness of others Plus...</p> <p>SOUL/GOSPEL - Lean on MeThe material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. Children will be encouraged to keep focused on musical learning; the integration of musical learning/practice is key when delivering. Music must be taught musically; pupils and teachers need to be active musicians. (link to Trumpets) In addition, use Stop! For extra resources.</p>		<p>Blackbird – use trumpets Learning to Play the Trumpet and perform; using the trumpet with increasing accuracy, fluency, control and expression Create and control sounds on instruments</p> <p>Reflect, Rewind and Replay</p> <ul style="list-style-type: none"> • Listen and Appraise Classical music • Continue to embed the foundations of the interrelated dimensions of music using voices and instruments • Singing • Play instruments within the song • Improvisation using voices and instruments • Composition • Share and perform the learning that has taken place <p>The very end of this term consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>	
DT 		Roman Catapults Structures & Architecture Materials		Bright lights- Torches Electrical systems & Programming	La Pizza Cookery and Nutrition	
Art	Abstract Art		City Scope Art			Art Deco

	Megan Coyle 		Richard Estes 			Tamara De Lempicka 
Languages: French	RIGOLO 1 UNIT 4 <u>Les Animaux</u> - Identify animals and pets - Recognise and use numbers 11-20 - Give someone's name - Describe someone		RIGOLO 1 UNIT 5 <u>La Famille</u> - Identify family members - Recognise and spell with letters of the alphabet - List household items Use basic prepositions <i>sur</i> and <i>dans</i> to describe position		RIGOLO 1 UNIT 6 <u>Bon Anniversaire</u> - Recognise and ask for snacks - Give basic opinions about food - Use numbers 21-31 - Recognise and use the months - Form dates	
PE	Games Benchball/Endball	Games Football	Dance	Gymnastics	Athletics	Games Batting & Bowling
 RSHE	Regulation Zones (2) Lesson from Ch 3 Time for refuelling p 48 Lesson 9 Setting Ground Rules (1) Family and Relationship (1-3)	Regulation Zones (1) Family and Relationship (4-8) Antibullying week (1) Assembly	Health and Wellbeing (1-4) LGBTQ Assembly (1) First aid (1) Trip to City Hall 09.03.26 13.03.26	Regulation Zones (3) Lessons 10, 11 and 12 Health and Wellbeing (5) Rail Safety online assembly	Regulation Zones (1) Lesson 13 Health and Wellbeing (6 and 7) Safety and changing Body (1-5 not lesson 3 first aid) Dog's Trust Safety workshop	Safety and changing Body (6-8) Economic wellbeing (2-4) Transition (1) International Day of Families assembly Water Safety assembly
Trips and Visitors	Science Museum – 15.10.25	Lullingstone Visit 26/28.11.25		City Hall – 09.03.26 and 13.03.26	Pizza Express 28/04/26 and 05/05/26	Bushcraft 03/07/26 – 04/07/26

				<u>Fairfield Hall performance</u>		<u>Eltham Palace Art Deco</u>
Power of Me	Digital me Responsible me Inspired me Adventure me	Digital me Different me Safe me Caring me Inspired me Adventure me Performer me	Responsible me Giving back me Different me Safe me Performer me	Safe me Inspired me Different me Performer me Responsible me	Safe me Responsible me Creative me Money me Adventure me	Safe me Responsible me Money me Creative me Adventure me
Power of We	I do		We do		You do	
	<p>Hook: rubbish dump in the classroom</p> <p>Outcome: Children to create a presentation on waste and the different aspects of waste management, on Keynote</p> <p>School wormery and composting area created in Forest School.</p> <p>SWAC links – Rubbish raps</p>		<p>Outcome: Regular - Litter picking in the community and sorting litter into general waste, recyclable etc</p> <p>Children from each class to collect a tally of the total litter picked – competition between the 2 classes</p> <p>Create a class charter and populate the types of litter they are picking up</p> <p>Create social media post/community letter to encourage the reduction of waste and to encourage people to reuse or recycle.</p>		<p>Possible outcomes: Reuse and Recycle at home For example:</p> <ul style="list-style-type: none"> • Get recyclable items in the supermarket • Label bins at home • check it before you chuck it to make sure it matches the bin you are putting it in (sort waste into the correct bins) • flatten boxes before recycling them. <p>Encourage people to reduce, reuse and recycle. For example:</p> <ul style="list-style-type: none"> • write a letter to your neighbours, encouraging them to do this. <p>Make bin labels for your neighbours and community.</p> <p>Recycling clothes to the charity shop</p> <p>Parent/Carer sustainable café For parents/carers/children to enjoy free food and textile activities together.</p>	