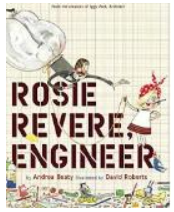
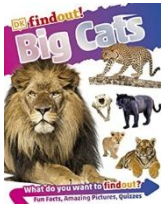
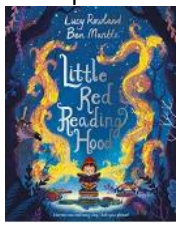
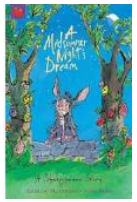
	Autumn Term	Spring Term	Summer Term
Term Dates	**3rd September – 18th December** **Autumn 1: 8 weeks** **Autumn 2: 7 weeks** **Inset: 1st and 2nd September 2026** **Friday, Friday 27th November 2026**	**Monday 4th January-Thursday 26th March.** **-Spring 1: 6 weeks** **Spring 2: 5 weeks** **Inset: Monday 22nd February**	**Monday 12th April- Wednesday 21st July** **Summer 1: 7 weeks** **Summer 2: 7 6 ½ weeks** **Inset: Thursday 6th May 2027**
Theme	**Bright Lights, Big City**	**To Boldly Go…**	**Enchanted**
Stunning Start Term 1	Living in the past – Great Fire of London: Friday 11th September 2026 Books and Biscuits: Friday 18th September 2:30	Safari – Steve Backshall Dress up as explorers- Tuesday 5th January 2027 Books and Biscuits: TBC	Story Telling – Dress up as fairytale characters- Tuesday 13th April 2027 Books and Biscuits: TBC
Fabulous Finish Term 2	Great Fire of London workshop: Friday 11th December 2026	Science day World book day	End of Year Production/Leaver's Assembly
Assessment	SATS practise- week beginning 14th December 2026 Little Wandle Reading Fluency and Spelling Sonar: Maths, Reading, Writing and Foundation subjects (termly)	SATS practise- week beginning 8th February 2026 Little Wandle Reading Fluency and Spelling Sonar: Maths, Reading, Writing foundation subjects (termly)	SATs practise week beginning Monday 12th April 2026 SAT 2 weeks – May 2027 Phonics Screening – June 2027 End of Year reports- July 2027

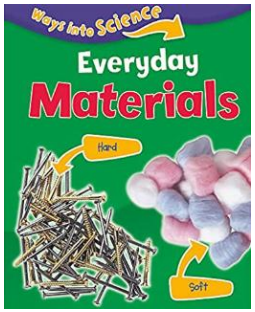
English	**Non Fiction** The Great Fire of London Recount 	**Fiction** Rosie Revere, Engineer Characterisation 	**Poetry** Description poem – In my bag of brilliance	**Non Fiction** Big Cats Non-chronological report 	**Fiction** Ocean Meets Sky Settings Ocean Meets Sky ? 	**Poetry** Cinquain poems	**Fiction** Little Red Reading Hood Dilemma – suspense 	**Non-Fiction** The Three Little Wolves and the Big Bad Pig Newspaper Report 	**Drama** Midsummer Night's Dream 
Phonics/ SPaG	Little Wandle Phase 5 Review (5 weeks) LW Bridge to Spelling (5 Weeks) Daily 25-30 minutes			LW Bridge to Spelling (5 Weeks) Little Wandle Spelling Units 4 times a week 15-20 minutes			Little Wandle Spelling Units 4 times a week 15-20 minutes		
Maths	**Number** Place Value, Addition and Subtraction **Geometry** Properties of Shape			**Number** Multiplication and Division, Fractions			**Measurement** Money, Time, Mass, Capacity and Temperature		
	NCETM – Number Mastery, daily input								

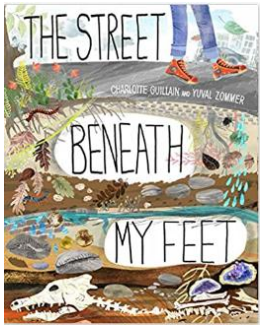
<table>
<tr>
<td>Science</td>
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Uses of Everyday Materials

Purpose and suitability of different materials for a house to survive a fire.

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.





Living Things and their Habitats
Animals, including Humans

British Science Week 2024: Time

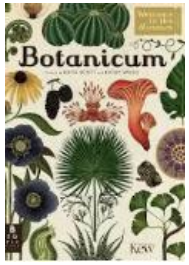
- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including micro-habitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

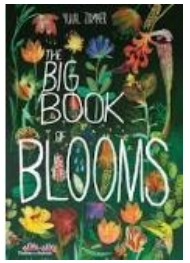


Plants

Plan and implement a long term investigation into conditions required for plants to grow

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.



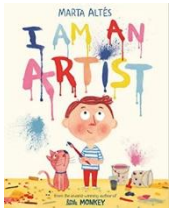


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Working Scientifically

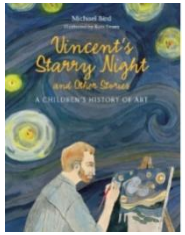
- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

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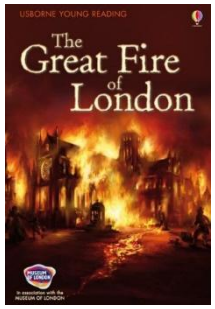
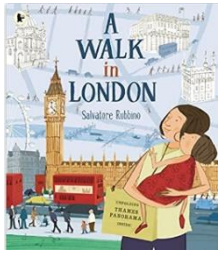
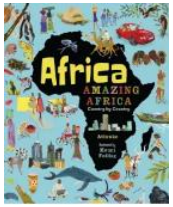
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<tr><td rowspan="2">Art and Design</td><td>Working in Three Dimensions
Sculptures of people escaping a fire.


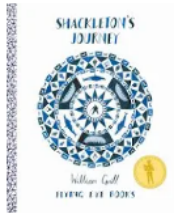
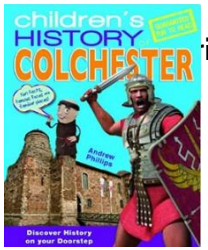
Chris Kenny,</td><td>Print, Colour, Collage
Mark making and exploration to create a mono print
Xgaoc’o X’are, Leonardo Da Vinci, Jamie Dodds (local artist)

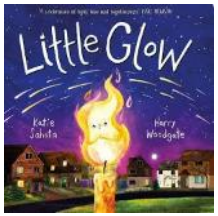
</td><td>Paint, Surface, Texture
Mark making and colour mixing to develop an expressive painting

Marela Zacarias, Charlie French, Vincent Van Gogh, Paul Cezanne

</td></tr>
<tr><td></td><td colspan="3">Sketchbooks
Drawing Journey activities to be completed in sketchbooks throughout the year</td></tr>
<tr><td rowspan="2">Design and Technology</td><td>Mechanisms
Fire engine with an axel and wheels</td><td>Textiles
Using templates and joining techniques to make and decorate a bag for a Massai tribe member for shopping</td><td>Food
Preparing fruit and vegetables to make something suitable to eat/drink at the theatre</td></tr>
<tr><td colspan="3">Christmas Craft – children to apply their skills from Art and D&T to create</td></tr>
</table>

Computing	**Information Technology** Computing Systems and Networks **Programming** Algorithms – Beebots **Project Evolve** Online Safety	**Information Technology** Media – Digital Photography **Digital Literacy** CEOP and Safer Internet Day 2025 **Information Technology** Data	**Programming** Quizzes – Scratch Jnr Music Lab
The Information Technology Strand – Skills should be consolidated throughout the year through use of ICT in other subjects			

Geography	**Human and Physical Geography** London – changes over time  	**Place Knowledge** Comparison of UK and Africa **Human and Physical Geography** Seasonal changes/weather – Africa and Antartica 	**Fieldwork** Site survey and project – sensory garden
	Geographical Skills Position and direction (4 points of the compass) maps, atlases, online mapping technology		

History	**Chronological Understanding** Timeline – Great Fire of London/Plague **Knowledge and Interpretation** London – before and after the Fire	**Historical Enquiry** Ernest Shackleton **Chronological Understanding** Key events of Antarctic exploration **Knowledge and Interpretation** Knowledge of exploration 	**Historical Enquiry** Colchester Castle Why is Colchester Castle important?  **ip**
PE	**Movement** Gymnastics (Floor) **Team Games** Multi Sports **Enhanced Provision** Forest School	**Movement** Dance **Team Games** Attacking and Defending	**Movement** Yoga **Team Games** Athletics
PSHE	**Families and Friendships** Making friends, feeling lonely and getting help **Safe Relationships** Managing secrets, resisting pressure and getting help, recognising hurtful behaviour **Respecting Ourselves and Others** Recognising things in common and differences, playing and working cooperatively, sharing opinions	**Belonging to a Community** Belonging to a group, roles and responsibilities, being the same and different in the community **Media Literacy and Digital Resilience** Internet in everyday life, online content and information **Money and Work** What money is, needs and wants, looking after money	**Physical Health and Mental Well-Being** Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help **Growing and changing** **RSE** Growing older; naming body parts; moving class or year **Keeping safe** Safety in different environments; risk and safety at home; emergencies Medicines

<table>
<tr><td>RE</td><td colspan="2">Philosophy Lens
Why do people have different views about the idea of God?
Theology Lens
Why is light an important symbol?
</td><td colspan="2">Human/Social Science Lens
How do Christians belong to their faith family?
Theology Lens
Why does Easter matter to Christians?</td><td colspan="2">Philosophy Lens
What's the Big Idea?</td></tr>
<tr><td>Music</td><td>Timbre: comparing different vocal and instrumental sounds
Class Story: Peter and the Wolf
Keeping the beat
Singing in a two part round</td><td>Texture: listening to layers of sounds
Ensemble percussion: following the leader
Christmas Music</td><td>Pitch: introducing B
Composing and Playing music on tuned percussion
Composing and Improvising on untuned percussion</td><td>Structure: The order of sounds
Class Story: Once Upon an Ordinary School Day
The Nutcracker
Listening Diary: Music from Western history
Listening Diary: Music from different cultures and traditions</td><td>Using my voice creatively: The Duck Song
Reading simple standard notation: Minims
My First Recorder Lesson</td><td>African Drum Circle: improvising
Finding the pulse
Using Technology: The Kandinsky Project</td></tr>
</table>

British Values	**Democracy** Making decisions together The right to an opinion/voice **Rule of Law** Understanding rules and why they are important Following the rules to develop order	**Individual Liberty** Freedom of speech for all The right to make our own choices	**Mutual Respect** Treating others as you want to be treated Respect for each other Working together **Tolerance** Learning about different cultures and faiths Listen to other viewpoints Learning about diversity