



	Week Beginning: 01.09.26	Week Beginning: 07.09.26	Week Beginning: 14.09.26	Week Beginning: 21.09.26	Week Beginning: 28.09.26	Week Beginning: 05.10.26	Week Beginning: 12.10.26
Diary Dates		07.09.26 - Inset Day (except Y6) 08.09.26 - Meet the Teacher		23.09.26 - Y3 to church (09:15 - 10:15)	29.09.26 - School Photos 02.10.26 - Flu vaccinations		13.10.26 - St Paulinus Day Mass (09:00 - 10:00) 16.10.26 - Wear Red Day for Show racism the Red card
Shared Text – during the day	Greta and the Giants	Greta and the Giants	Greta and the Giants	Pebble in my Pocket	Pebble in my Pocket	Pebble in my Pocket	Pebble in my Pocket
• Reading	Reading for pleasure	Greta and the Giants Focus on the narrative section of the core text Exploring Greta's character	Greta and the Giants Focus on the nonnarrative section of the core text Understanding climate change	Pebble in my Pocket Focus on summarising, scanning for retrieval and understanding vocabulary	Pebble in my Pocket Focus on comparing, inferring the meaning of vocabulary and personal response	Pebble in my Pocket Focus on comparison, retrieval of language and details and understanding key themes	Pebble in my Pocket Focus on summarising, comparing and offering personal responses
• Writing	Poetry on a Theme - emotions Explicit teaching of the grammatical structures and poetry conventions Writing, editing	Poetry on a Theme - emotions Explicit teaching of the grammatical structures and poetry conventions Writing, editing	First person narrative descriptions First person perspective Adjectives Expanded noun phrases Adverbs	First person narrative descriptions Model text study Use and sustain first person Use adjectives and adverbs to add detail	Non-chronological Reports Use of formal tone Organisational features Organise paragraphs around themes	Non-chronological Reports Conjunctions Vocabulary choices Structuring a non-chronological report	Non-chronological Reports Structuring paragraphs Pronouns to avoid repetition Conjunctions and sentence structure

	and performing a poem	and performing a poem	Coordinating conjunctions	Conjunctions and sentence structure	Pronouns to avoid repetition	Using a formal tone	Editing Presentational devices
Spelling	Common exception words - KS1 revisited	Common exception words - KS1 revisited	Adding –es to nouns and verbs ending in –y Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it - Y2 revisited	Adding –es to nouns and verbs ending in –y Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it - Y2 revisited	Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it and to words of one syllable ending in a single consonant letter after a single vowel letter - Y2 revisited	Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it and to words of one syllable ending in a single consonant letter after a single vowel letter - Y2 revisited	Autumn 1 Spellings revisited
Maths	Place Value Represent numbers to 100 Partition numbers to 100 Number line to 100	Place Value cont. Hundreds Represent numbers to 1,000 Partition numbers to 1,000 Flexible partitioning	Place Value cont. Hundreds, tens and ones Find 1, 10 or 100 more or less Number line to 1,000 Estimate on a number line to 1,000 Compare numbers to 1,000	Place Value cont. Order numbers to 1,000 Count in 50s Addition and Subtraction Apply number bonds within 10 Add and subtract ones Add and subtract tens	Addition and Subtraction cont. Add and subtract hundreds Spot the pattern Add ones across a ten Add tens across a hundred Subtract ones across a ten	Addition and Subtraction cont. Subtract tens across a hundred Make connections Add two numbers (no exchanging) Subtract two numbers (no exchanging)	Addition and Subtraction cont. Add two numbers (across a hundred) Subtract two numbers (across a ten) Subtract two numbers (across a hundred) Add 2-digit and 3-digit numbers

						Add two numbers (across a ten)	Subtract a 2-digit number from a 3-digit number
RE	Our Vision and Values	What is it like for someone to follow God? Which information about Bible stories can we get from different types of text?	What is it like for someone to follow God? What can we learn about Noah from reading the Biblical story?	What is it like for someone to follow God? What is the link between the story of Noah and the idea of covenant? What are the links between the story of Noah and how many Christian people live?	What is it like for someone to follow God? What is the link between a Christian wedding ceremony and the idea of a covenant?	What is it like for someone to follow God? Did Abram show he trusted God?	What is it like for someone to follow God? Is it always easy for Christians to try to follow God?
Science	Strong Start: What is a comparative test? What are variables?	Rocks: How are rocks formed?	Rocks: What types of rocks are there?	Rocks: Can rocks change?	Rocks: How can we test a rock to see if it is limestone or chalk?	Rocks: Is soil just dirt? What makes soil?	Rocks: How are fossils formed?
Computing		Computing systems and networks – Connecting computers	Computing systems and networks – Connecting computers	Computing systems and networks – Connecting computers	Computing systems and networks – Connecting computers	Computing systems and networks – Connecting computers Lesson 5:	Computing systems and networks – Connecting computers

			Lesson 1: How does a digital device work?	Lesson 2: Which parts make up a digital device?	Lesson 3: How do digital devices help us?	Lesson 4: How am I connected?	How are computers connected?	Lesson 6: What does our school network look like?
T o p i c	History				Changes in Britain from the Stone Age to the Iron Age: Introduce the three periods of time in the Stone Age	Changes in Britain from the Stone Age to the Iron Age: What were Palaeolithic times like? How do we know?	Changes in Britain from the Stone Age to the Iron Age: What were Mesolithic times like? How do we know?	Changes in Britain from the Stone Age to the Iron Age: What were the Neolithic times like? How do we know?
	Geography	Map and Fieldwork skills: Lesson 1 - What are the 8 points on a compass?	Map and Fieldwork skills: Where are physical and human features located in this place?	Map and Fieldwork skills: What physical features can you identify in the UK?				
	Art/D.T.		Drawing and Painting: Use graphic marks to depict the line and contour of a shape	Drawing and Painting: Use white to change the tint of a colour	Drawing and Painting: Understand how paint is mixed and applied to create effect	Drawing and Painting: Understand how paint is mixed and applied to create effect	Drawing and Painting: Use technical vocabulary to describe marks	Drawing and Painting: Reflect on how marks have been made
PE		Problem Solving in teams	Gymnastics: Introduction to unison Handball: Introduce passing and receiving	Gymnastics: Introduction to canon Handball: Introduce passing and creating space	Gymnastics: Application of sequences in ‘unison’ onto apparatus Handball:	Gymnastics: Application of sequences in ‘canon’ onto apparatus Handball:	Gymnastics: Combining canon and unison in groups Handball: Introduce shooting	Gymnastics: Sequence completion and performance Handball: Level 1 tournament

				Develop passing and moving	Combine passing and moving		
Music	TBC	TBC	TBC	TBC	TBC	TBC	TBC
MFL	La phonétique (Phonics and Pronunciation)	La phonétique (Phonics and Pronunciation)	La phonétique (Phonics and Pronunciation)	La phonétique (Phonics and Pronunciation)	J'apprends le français (I am learning French) Introduction to the Francophone world and French	J'apprends le français (I am learning French) Key greetings	J'apprends le français (I am learning French) What is your name?
PSHE <i>(Wellbeing, P4C, Circle time, Cultural capital)</i>		British Values: Democracy	New SoW pending TBC	New SoW pending TBC	New SoW pending TBC	New SoW pending TBC	New SoW pending TBC
Outdoor Learning							
Visits/visitors							