



	TERM 1 8 weeks 1.9.25 - 24.10.25 INSET 1 = 1st Sept INSET 2 = 2nd Sept INSET 3 = 24th Oct								TERM 2 7 weeks 3.11.25 - 19.12.25							TERM 3 6 weeks 5.1.26 - 13.2.26 INSET 3 = 5th Jan						TERM 4 6 weeks 23.2.26 - 2.4.26						TERM 5 5 weeks 20.4.26 - 22.5.26					TERM 6 7 weeks 1.6.26 - 18.7.26 INSET 4 = 20th July INSET 5 = 21st July						
	September				October				November				Dec			January			Feb			March			April		May			June			July						
	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	6	7
<b>British Values</b>	Democracy								Tolerance of those with different faiths and beliefs							Individual Liberty						Rule of Law						Mutual Respect					Protected Characteristics						
<b>SMSC</b>	Being Me in My World								Celebrating Difference							Healthy Me						Dreams and Goals						Relationships					Changing Me						
<b>CARE weeks</b>	Harvest - KS1 - 7th Oct KS2 - 8th Oct Reception 10th Oct								CARE Week: Celebrating Difference, Anti-Bullying, PSHE, RE, Speaking & Listening, Remembrance Anti-Bullying: 10-14 Nov 28 Nov - Christmas performance - Once upon a Winter (booked) T2: OPAL Stay and Play							Safer Internet: 10 Feb						CARE Week: Science, Reading, Hopes and Dreams Careers Fayre: tbc WBD: 5 March British Science week: 6th - 15th March T4: OPAL Easter Egg Hunt						Sports' day: tbc (week 5) T5: OPAL Stay and Play					CARE Week: Art, geography fieldwork and Writing Take 1 Picture T6: OPAL Summer Water Play						
<b>PSJ 50 Role Models</b>	<b>Mary Seacole</b> (Significant Victorians - History)								<b>Isambard Kingdom Brunel</b> (Significant Victorians - History)							<b>Dorothee Pullinger</b> (engineer - DT)																							
<b>Citizenship &amp; Character Award opportunities (in addition to those children complete at home)</b>	<b>Developing Me - Learn an instrument: music</b> (recorders) <b>Wellbeing Me - celebrate you:</b> PSHE <b>Local Me - work as a team:</b> Forest school								<b>Wellbeing Me - watch a performance:</b> Christmas <b>Local me - challenge stereotypes:</b> PSHE / CARE Week							<b>Developing Me - Use a Map:</b> Geography <b>Wellbeing Me - learn mental first aid:</b> PSHE						<b>Developing Me - find out about a job:</b> Careers Fayre <b>Physical me - cook something healthy:</b> DT wraps						<b>Local Me - help someone with an act of kindness:</b> PSHE					<b>Physical Me - Learn a new skill:</b> PE <b>Global Me - learn about another country:</b> Geography						
<b>Community links - local and global,</b>	Black History Month: Oct Harvest: 10 Oct								Diwali: 1 Nov Guy Fawkes Day: 5th Nov							CNY: 29 Jan						St David's Day: 1st Mar Ramadan: 1st March						St George's Day: 23 Apr					Father's Day: 15 June						

<b>diversity and commonality</b>	Halloween: 31 Oct	Remembrance: 11 Nov Advent - Christmas X-mas dinner: 18 Dec tbc St Andrew's Day: 30 Nov		Shrove Tue: 4th Mar Lent: 5 March Holi: 16 March St Patrick's Day: 17 Mar Mother's Day: 30 Mar Eid al-Fitr: 31 March Easter: 18/21 Apr	May Day	
<b>PD: drama / performance</b>	Church Services	Christmas performances				
<b>PD: trips / visitors</b>	Victoria Art Gallery (Victorian self-portraits)			Farmer visit (Bath and West Society)	We the Curious Materials workshop (TBC)	
<b>PD: music</b>		Carol singing		Spring Concert		
<b>PD: sport / outdoor learning</b>	Forest School	Forest School				Sports Day
<b>English - writing</b>	<b>Fiction</b> (traditional tale): Little Red Riding Hood  <b>Non-fiction</b> (non-chronological report): Hibernation	<b>Fiction</b> (narrative): My Christmas Star  <b>Non-fiction</b> (postcard): Meerkat Christmas Postcard to Santa (project with Y6)	<b>Fiction</b> (legend): George and the Dragon  <b>Non-fiction</b> (persuasive letter) The Day the Crayons Quit	<b>Fiction</b> (adventure): The Owl Who Was Afraid of the Dark  <b>Non-fiction</b> (diary): Great Fire of London	<b>Fiction</b> (fable): The Crow's Tale  <b>Non-fiction</b> (instructions): How to make a bird feeder	<b>Fiction</b> (narrative): Stardust  <b>Non-fiction</b> (non-chronological report): Big Cats
<b>English - reading, incl. class book</b>	The Extraordinary Gardener (ZPD 2.0) Anna Hibiscus' Song (ZPD 2.1)	One Snowy Night (ZPD 2.6) Ravi's Roar (ZPD 2.7)	George and the Dragon (ZPD 2.7) A Little Bit Brave (ZPD 2.8)	The Owl Who Was Afraid of the Dark (ZPD 2.7) Max and the Tag Along Moon (ZPD 2.8)	The Giraffe and the Pelly and Me (ZPD 4.7)	The Hodgeheg (ZPD 5.2)
<b>English - Speaking and Listening</b>	Harvest Festival Reader's Theatre	Christmas Performance Reader's Theatre	Reader's Theatre	Reader's Theatre	Reader's Theatre	Reader's Theatre
<b>English - SPAG</b>	<b>Y1 recap:</b> separation of words with spaces CL . ? ! to demarcate sentences Regular plural noun suffixes -s or -es Suffixes that can be added to verbs where no change is needed in the spelling of root words (helping, helped, helper)	<b>Y1 recap:</b> capital letters for names and personal pronouns Joining words and joining clauses using and Sequencing sentences to form short narratives <b>Y2:</b> Commas to separate items in a list	<b>Y1 recap:</b> How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] <b>Y2:</b> Apostrophes to mark where letters are missing in spelling and	<b>Y2:</b> Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example,	Recap all of Y2 objectives	Recap all of Y2 objectives

	How words can combine to make sentences Sequencing sentences to form short narratives <b>Y2:</b> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Subordination (using when, if, that, because) and co-ordination (using or, and, but)	Formation of adjectives using suffixes such as –ful, –less Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]	to mark singular possession in nouns [for example, the girl’s name] Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	she is drumming, he was shouting]		
<b>Maths</b>	<b>Place value</b> (4 weeks) <b>Addition &amp; Subtraction</b> (4 weeks)	<b>Multiplication and Division</b> (3 weeks) <b>Shape</b> (3 weeks)	<b>Addition and Subtraction</b> (2 weeks) <b>Multiplication and division</b> (3 weeks)	<b>Fractions</b> (3 weeks) <b>Shape</b> (1 week) <b>Mass, capacity and temperature</b> (2 weeks)	<b>Time</b> (2 weeks) <b>Money</b> (2 weeks) <b>Statistics</b> (2 weeks)	<b>Length and Height</b> (2 weeks) <b>Position and Direction</b> (2 weeks) <b>Consolidation</b> (2 weeks)
<b>Science (weekly)</b>	<b>Biology</b> Living things and their habitats A	<b>Biology</b> Animals, including humans A	<b>Biology</b> Animals, including humans B	<b>Biology</b> Plants	<b>Chemistry</b> Materials	<b>Biology</b> Living things and their habitats B
<b>History (3 terms)</b>	<b>Significant Victorians</b> (incl. Brunel and Seacole)			<b>The Great Fire of London</b>		
<b>Geography (3 terms)</b>			<b>Street Detectives</b>		<b>Continents and Oceans</b>	
<b>RE (over 2 terms) (PPA)</b>	<b>Judaism</b> Torah		<b>Christianity</b> Gospel	<b>Christianity</b> Salvation	<b>Humanism</b> What is Humanism?	
<b>Art (3 terms)</b>		<b>Drawing</b> Self portraits Leonardo Da Vinci Renaissance		<b>Painting</b> Still life David Hockney Pop Art		<b>Printing</b> Dreamtime Dorothy Napangardi Aboriginal Art
<b>DT (3 terms)</b>	<b>Structures</b> Baby Bear’s Chair		<b>Mechanical Systems</b> Moving Monster <b>Nutrition</b> Healthy Wraps		<b>Textiles</b> Pouches	
<b>Computing (over 2 terms)</b>	<b>Computing Systems and Networks</b> IT Around Us		<b>Programming A</b> Robot Algorithms		<b>Creating Media</b> Digital Music	<b>Data &amp; Information</b>

						<b>Pictograms</b>
<b>Music (over 2 terms) (PPA)</b>	Singing seasonal songs. Changing dynamics and controlling pitch of voice. Playing a recorder. Learn the instrument families of the orchestra.	Sing a round in two parts. Sing Christmas Songs. Play recorders from standard notation. B and A	Sing songs and add accompaniment Play from standard pitch and rhythm notation on recorders, notes BAG.	Sing songs and rhythm patterns accompaniment based on topic words. Play from simple standard notation. Class band on xylophones, recorders and percussion	Sing songs from around the world. To recognise how the inter-related dimensions can be used to create music. Tempo, dynamics, timbre	To recognise how the inter-related dimensions can be used to create music. Compose music with images from Australia as the stimulus. Tempo, dynamics timbre pitch
<b>PE EVO / CT</b>	Fundamentals	Sending & Receiving	Ball Skills	Fitness	Athletics	Striking & Fielding
<b>PE CT</b>	Team Building	Gymnastics	Yoga	Maypole dancing	Maypole dancing	Dance
<b>PSHE</b>	<b>Being Me in My World</b> Impact of Behaviour	<b>Celebrating Difference</b> Bullying and gender stereotypes	<b>Healthy me</b> Healthy eating	<b>Dreams and Goals</b> Co-operation and strengths	<b>Relationships</b> Safe or uncomfortable?	<b>Changing Me</b> Male and female difference, safe touch Money
<b>MFL (French) KS2 only</b>						