Term 1
2026

Science - Healthy Bodies

Y3/4 children will identify and group a variety of foods. They will know what a balanced diet is for humans and other animals. Children will identify bones in the human skeleton and how they support and protect organs. They will explore how muscles help us move and how they do this.
In addition, **Y5/6** children will describe how the circulatory system works and the function of the heart. They will know that when muscles exercise they need an increased flow of blood because the muscles are working harder, and why their pulse rate increases during exercise. They will learn how drugs can affect our minds and body and why diet and exercise are so important for a healthy body.

PE -

The children will continue to improve their coordination and balance, agility and flexibility, strength and power, stamina and speed.
They will play games, including football.

Music - Ukelele

Listening skills, co-ordination, singing and accompanying skills, understanding of chords, harmony and structure, reading skills, building on concepts studied.

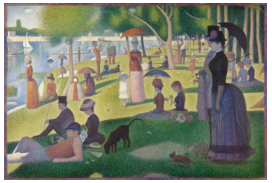
PSHE— Me & My Relationships

We will learn about rules and cooperation, friendship and respectful relationships, recognising and managing feelings, coping with loss, bullying, assertiveness, emotional needs, healthy and positive relationships, and understanding safe and unsafe touch.

Computing

Y3/4 children will recognise trustworthy websites and learn the benefits and risks of different apps and websites. They will understand that the media can portray groups of people differently. They'll also explore game/film ratings. **Y5/6** will also explain the difference between the internet and the World Wide Web; and between a search engine and a web browser. They'll explain how algorithms track online activities with a view to targeting advertising and information.

Art - George Seurat and Pointillism



The children will explore the work and technique of pointillism with a particular focus on the work of George Seurat and his use of optical colour mixing through tiny dots.

RE - For Christians, what kind of world did Jesus want?

We will find out what kind of world Jesus wanted, according to the accounts of his life – the gospels. As gospel means 'good news' we will investigate what was such good news about Jesus, as far as Christians are concerned, and about the kind of world Jesus wanted.

Enrichment Activities including

Harvest Festival at St Giles
Trip to the Tower of London
Knex Challenge
Reading volunteers

Humanities Topic - The Normans

This term, we will explore the Norman Conquest, beginning with the rival claims to the throne in 1066 and the Battles of Stamford Bridge and Hastings. We will investigate William the Conqueror's rule, castles, knights and the feudal system, before discovering why the Domesday Book was created and why it remains an important historical source today.

Modern Foreign Languages - Spanish

This term we will be learning and revising key phonemes to facilitate accurate and authentic pronunciation as part of our language learning. We will be developing a cultural awareness of Spain and Spanish-speaking countries.

How can you help your child at home?

Homework - all juniors

- **Pick and Mix Homework** - celebration event in Term 2
- **Times Tables Rockstars - Target: all tables up to 12 x 12 by the end of year 4**
- Daily **reading** to an adult
- Weekly practise **Spelling Shed online spellings**
- Want more? Look at the Extra Homework activities section on Google Classroom or ask your child's teacher.

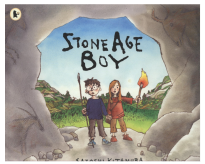
Class 2 - Year 3/4

The following is an overview of learning in English and maths during this term. If you would like more information about our curriculum outline for this academic year, please see our website or contact the school.

Autumn Term 1

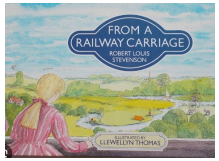
English

Key texts: Stone Age Boy (Satoshi Kitamura)



"An amazing thing once happened to me. I tripped and fell and found myself in a place where everything was different, where the people wore animal skins and hunted and fished for their food. I had such fun in that strange place and I learnt so much, but all the time I kept wondering where I was. Was it possible? Had I travelled … to the Stone Age?"

We will read and enjoy the book, using VIPERS questioning to discuss the content and themes. We will produce a number of written pieces, including a non-chronological report about people who lived in the Stone Age (main outcome), a description of character feelings, a diary entry and a setting description using expanded noun phrases. ———--



We will also read and enjoy the classic poem 'From a Railway Carriage' by Robert Louis Stevenson and write our own innovated versions inspired by the poem.

Spelling Y3

/ow/ spelled 'ou'
/u/ spelled 'ou'
/i/ spelled with a 'y'
/ze / /ch/ spelled 'ture' 'sure'

Year 3 common exception words
Challenge words

Spelling Year 4

Prefixes 'in' 'il' 'im' ''ir' sub' 'inter'
Words that are homophones

Year 4 common exception words / Challenge words

Spelling support
Year 2 common exception words

Reading

The children's reading records will be checked by teaching staff **each Monday**; please record any reading done at home during the week. Please use the VIPERS question stems to help children reflect on their reading - these are stuck at the front of the reading record. We aim to improve fluency as well as comprehension in our reading lessons in English and children get the chance to read to one of our 'Reading Volunteers' each week in school.

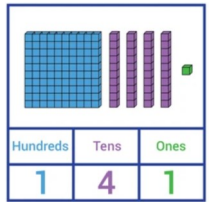
Whole class reading text: 'Rooftoppers' by Katharine Rundell

Grammar

- Use headings and sub-headings to aid presentation
- A or An
- Use a range of Conjunctions
- Organise paragraphs around a theme
- Capital letters and full stops (consistent use of)

Mathematics

Number -Place value



- Representing and partitioning numbers to 1,000 (Year 4: 10,000)
- Estimating, ordering and comparing numbers up to 1,000 (Year 4: 10,000)
- Hundreds, tens and ones (and thousands Year 4)
- Counting in 50s
- Roman Numerals (Year 4)
- Rounding to the nearest 10, 100, 100 (Year 4)

Number: Addition and subtraction

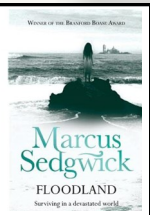
- Add and subtract 1s, 10s, 100s, (Year 4: 1000s)
- Add and subtract 2-digit and 3-digit numbers (Year 4: 4-digit numbers)
- Inverse operations
- Efficient subtraction (Year 4)
- Checking strategies (Year 4)

Class 2 - Year 5/6

The following is an overview of learning in English and maths during this term. If you would like more information about our curriculum outline for this academic year, please see our website or contact the school. Please see our homework section and refer to the juniors' homework information sheet to support your child at home.

Autumn Term 1

English



Key text reading: 'Floodland' by Marcus Sedgewick

Winner of the Brannford Boase Award

This is a superb book for older juniors. In a time in the future, much of England is covered by floods. Zoe sets out to find her missing parents in a small rowing boat. Washing up on the shores of a tiny island surrounding a huge cathedral, she finds a frightening and desperate group of children and teenagers led by Doobie - a good-looking but ruthless boy. Zoe must find an ally among the group and come up with a plan to escape from the island and find her parents . The children will read as a group, individually and listen to the story ready by a teacher. They will analyse the writing and identify how to create tension in chase/escape writing. We will explore the book's themes and use our grammar knowledge to write a diary entry in character, a description of a flooded landscape and a chase narrative to create an extra chapter of the story.

Handwriting -

Spelling - Our spelling programme 'Spelling Shed' develops spelling knowledge progressively by term and year group. We use the 'Spelling Frame' website to practise the Common Exception Words listed in the national curriculum. Homework will be available via spelling shed online. We also practise spelling and grammar in context using dictation in class.

Spelling Y6	Spelling Y5	Spelling support group
Year 5/6 common exception words	Year 5/6 common exception words	Year 3/4 common exception words
Words with the short vowel shoud /i/ /igh/ spelled with 'y'	Words ending 'ious' and 'tious' 'cious'	
Words with 'cial' 'tial' endings	Words ending 'cial'	
	Words ending 'tial'	

Reading

Guided reading this term will be based on our class book 'Floodland'. We will discuss the context of the novel and explore new vocabulary. We will read together and individually, and answer questions that cover retrieving and inferring information as well as explaining our ideas using evidence from the text. The children's reading records will be checked by teaching staff **each Monday**. Please use the VIPERS question stems (stuck in the front cover of each reading record) to help your child to reflect on their reading.

Grammar

Year 5/6 will learn and revise the use adverbs,/adverbials and expanded noun phrases to extend sentences. We will also look at using subordinate clauses, including subordinating conjunctions to create complex sentences.

Mathematics

Place Value

- Numbers to 10,000, 100,000, 1,000,000 10,000,000 (Y6)
- Powers of 10
- Compare and order numbers to 100,000 and 1,000,000
- Round numbers to nearest 10, 100, 1000, 1,000,000 (any integer Y6)
- Counting in 10, 100, 1000, 10,000, 100,000 and 1,000,000
- Roman numerals to 1000
- Negative numbers (Y6)

Number operations

- Add and subtract whole numbers with 4 or more digits
- Multi-step addition and subtraction problems
- Find missing numbers
- Common factors and multiples (Y6)
- Prime, square and cube numbers (Y6)
- Long multiplication and problem solving (Y6)
- Short division Long division (Y6)
- Order of operations (Y6)