

Elder Class – Autumn Term 2026

	Week 1 31.08.26 (3 day week)	Week 2 07.09.26	Week 3 14.09.26	Week 4 21.09.26	Week 5 28.09.26	Week 6 05.10.26	Week 7 12.10.26	Week 8 19.10.26 (4 day week)	HALF TERM	Week 1 02.11.26	Week 2 09.11.26	Week 3 16.11.26	Week 4 23.11.26	Week 5 30.11.26	Week 6 07.12.26	Week 7 14.12.26 (early finish)
Class Novel	The Boy at the Back of the Class – Onjali Q Rauf									Loki – A bad God’s guide to being good – Louie Stowell						
Writing	Poetry: Limericks Reading spine: Loopy Limericks picked by John Foster			Letter of Complaint: Eco Week and Courageous Advocacy						Newspaper: The Battle of Hastings Followed by SPaG						
Guided reading	Book focus: Wonder by RJ Palacio Monday – Pre-reading extract Tuesday - Vocabulary Wednesday – Explain and retrieve Thursday – Infer and predict Friday – Summarising									Book focus: Beowulf by Michael Morpurgo Monday – Pre-reading extract Tuesday - Vocabulary Wednesday – Explain and retrieve Thursday – Infer and predict Friday – Summarising						
Spellings	Unit 1 – Introduction: fruit, struct	Unit 2 – prefix inter-	Unit 3 – family	Unit 4 – divide	Unit 5 – ough letter string	Unit 6 – c and sc as /s/	Unit 7 – prefixes sym- and sys-	Unit 8 – cret		Unit 9 – suffix -ous	Unit 10 – temper	Unit 11 – cess	Unit 12 – sper	Unit 13 – fin	Unit 14 – prefix pro-	Unit 15 – cogn
Maths	Place Value To count in 10s, 100s, 1,000s etc. up to 1,000,000s. To read and represent numbers up to 1,000,000. To round to the nearest 10, 100, 1,000 etc. up to 1,000,000.				Addition and subtraction To add whole numbers with more than four digits using column method with more than one exchange. To subtract whole numbers with more than four digits using column method with more than one exchange.					Multiplication and Division To find multiples and common multiples. To find factors and prime numbers. To multiply and divide by 10, 100 and 1,000.			Fractions To find equivalent fractions. To convert improper and mixed fractions. To add and subtract a range of fraction types. To order and compare fractions.			

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	To compare and order numbers up to 1,000,000. To understand and use negative numbers. To understand and use Roman Numerals up to 1,000.	To use rounding to estimate and approximate answers. To solve multi-step addition and subtraction problems. To use the inverse operations to solve calculations.		
Science	Animals (including humans) - I can explain that gestation is the period of development which involves carrying an embryo, later foetus, inside animals. - I know the gestation periods vary between animals. - I know that when babies are young and they grow rapidly. - I can explain at puberty a child's body changes and develops. - I can explain the characteristics of adults. - I can explain the characteristics of the elderly. - I can draw a timeline to indicate stages in growth and development of humans.			Forces - I can explain a force causes an object to start moving, stop moving, speed up, slow down or change direction. - I can explain that Gravity is a force that acts at a distance. - I can explain everything is pulled to the Earth by gravity. - I can explain that air resistance, water resistance and friction are contact forces that act between moving surfaces. - I can explain that a mechanism is a device that allows a small force to be increased to a larger force. - I know that pulleys, levers and gears are all mechanisms, also known as simple machines.
History/Geography	History - Saxons and Vikings Enquiry question: What was the effect of Anglo-Saxon, Viking and Scots settlement in Britain? Who were the Anglo-Saxons and Vikings and why did they invade and settle in Britain? Skill focus: Similarity and difference: - Can I place the Anglo-Saxons, Vikings, and Scots on a timeline? - Where did the Angles, Saxons, Jutes and Frisians come from, go and settle? - Why did they come to Britain and move away from where they were born?			History - Saxons and Vikings Enquiry question: What was the effect of Anglo-Saxon, Viking and Scots settlement in Britain? What was life really like in Anglo-Saxon and Viking Britain: Skill focus: Similarity and difference - Why was King Alfred dubbed 'Afred the Great.? - How did the Vikings Live? What was our local area like in the Saxon and Viking times? What did the Anglo-Saxons and Vikings leave behind?

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	- What kind of people were they? - What challenges did they face in establishing settlements? <i>How well did the Anglo-Saxons and Vikings get on with each other?</i> Skill focus: Cause and Consequence - How much fear did the Viking raids cause? - What was the Viking settlement in Britain like?							Skill focus: Interpretations <i>How can we trust surviving evidence about the Saxons and Vikings?</i> - What did the Saxons and Vikings contribute to life at sea? - How much from Saxon and Viking times do we use today? - Who was more successful?					
R.E.	What influence does believing in the Trinity have on Christian worldviews?							How does Hajj show what matters to Muslims in the UK?					
	For many Christians, what is the Trinity?	What can many Christians learn about the Trinity by reading the New Testament?	How else might many Christians find out information about the Trinity?	How are ideas of the Trinity expressed in art?	How do different Christians respond to ideas about the Holy Spirit?	Reflecting on development of understanding.		Why do around 2 million Muslims visit Makkah every year, and what happens there?	How do Muslims describe their experience of Hajj?	How does Hajj form a link between Muslims today and Muslim history?	What is it like for a Muslim on Hajj? Exploring first-hand accounts.	How has Hajj changed in the modern world? Does it matter?	What impact does going on Hajj have on the lives of pilgrims? How does this show what matters for Muslims?
French	All Around Town - Can I say where people live? - Can I describe a town? - Can I count in tens?							All Around Town - Can I count to 100? - Can I give an address? - Can I use a bilingual dictionary?					
PSHCE	Valuing difference							Being my best					

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	- Qualities of friendship - Kind conversations - Happy being me - Stop, start, stereotypes		- My school community - Independence and responsibility - Star qualities - Basic first aid, including sepsis awareness				
Art	No Art taught during this term.		Artist: Antony Gormley Skill: Sculpture <table border="1"> <tr> <td>Who is Antony Gormley and what is Sculpture?</td><td>How does Antony Gormley create sculpture?</td><td>Can I create sculpture in the style of Antony Gormley?</td><td>Can I evaluate my sculpture?</td></tr> </table>	Who is Antony Gormley and what is Sculpture?	How does Antony Gormley create sculpture?	Can I create sculpture in the style of Antony Gormley?	Can I evaluate my sculpture?
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D.T.	Cooking and nutrition (Unit covered over a D.T. day within the term) To be able to prepare and cook a version of Bolognese sauce and add nutritional value to a recipe by selecting ingredients. - Can I understand how ingredients are reared and processed? - Can I make adaptations to design a recipe? - Can I evaluate nutritional content? - Can I practise food preparation skills? - Can I design a product label? - Can I add nutritional value to a recipe by selecting ingredients? - Can I follow and make an adapted recipe?		Electrical systems (unit covered within a D.T. day within the term) To be able to create a functional Doodler that creates scribbles on paper with or without a switch. - Can I understand how motors are used in electrical products? - Can I identify simple circuit components? - Can I investigate an existing product to determine the factors that affect the product's function and form? - Can I apply the findings from research to develop a unique product? - Can I develop a DIY kit for another individual to assemble their product?				
P.E.	Wednesday: Swimming Friday: Hockey		Wednesday: Swimming Friday: Forest School				
Music	Livin' on prayer Listen and appraise: Children will listen and discuss a range of classic rock songs.		Livin' on a prayer - Listen and appraise: Children will listen and discuss a range of classic rock songs. - Musical activities: children will learn and/or build on their knowledge and understanding about the interrelated dimensions				

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	- Musical activities: children will learn and/or build on their knowledge and understanding about the interrelated dimensions of music through playing warm up games, learning to sing the song and playing instruments. - Perform the song: the children will perform the song including singing and playing instruments.		of music through playing warm up games, learning to sing the song and playing instruments. Perform the song: the children will perform the song including singing and playing instruments.
Computing	Computing systems and networks - To know how search engines work. - To understand that anyone can create a website and therefore we should take steps to check the validity of websites. - To know that web crawlers are computer programs that crawl through the internet. - To understand what copyright is. - To know the difference between ROM and RAM		Programming - To know that a soundtrack is music for a film/video and that one way of composing these is on programming software. - To understand that using loops can make the process of writing music simpler and more effective. - To know how to adapt their code while performing their music. - To know that a Micro:bit is a programmable device. - To know that Micro:bit uses a block coding language/similar to Scratch. - To understand and recognise coding structures including variables. - To know what techniques to use to create a program for a specific purpose (including decomposition).
	British values: Democracy: Children elect children in the class to be school and eco counsellors. Whole school elects the vice and prime minister of the school.		Enrichments this term: - Anglo-Saxon workshop - Imam to visit. - Forest school sessions - Swimming

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	<i>The Rule of Law: Children understand the school rules; the Good to be/Green/behaviour scheme is implemented in class (warning and consequence cards) and all children understand this fully.</i> <i>Individual Liberty: As part of their settling into a new class, the children will be able to express their own individual interests and share these with the class. We will also be 'getting to know' one another within our French lessons.</i> <i>Mutual respect: During their PSHCE lesson the class will be learning how to value each other's differences and will be exploring our differences within their science unit on animals, including humans.</i> <i>Tolerance of those different Faiths and Beliefs: Children will be learning about the Islam and Muslims during their R.E. lesson, including having a visit from an Imam.</i>		• Class assembly
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