

*Learning and Growing with God by our Side*

	Focus of Unit	1 Thurs 3.9.26	2 7.9.26	3 14.9.26	4 21.9.26	5 28.9.26	6 5.10.26	7 12.10.26	8 19.10.26	How parents and carers can support learning at home
Visits/Trips				Fri 18.09.26 PTA Non-school uniform day- bring in goods for the Fair	Wed 23.9.26 Drama Workshop Sat 26.9.26 PTA Summer Fair	Weds. 30.9.26 Celtic Harmony Thurs 1.10.26 National poetry Day		Fri 16.10.26 PTA KS2 Disco		
Liturgies/ Celebrations					Mon 21.9.26 St Teresa's House Celebration	Mon 28.9.26 1.40-2.40 Mass for the Start of the Year	Mon 5.10.26 Harvest Festivals and praying the Rosary			
Oracy										Memorise a poem to recite in class.
R.E.	Creation & Covenant	House Saints School Mission Statement and Values	CST: Rights & Responsibilities Our School Prayer Retell Genesis 1 using the poetry and pattern that teach about God. (U3.1.1)	Describe the structure and features of Genesis 1:1–2:4. Recognise how it shows God as Creator. (U3.1.1) Recognise that humans are made in God's image and describe what this means (U3.1.2)	Make links between the Creation story and Catholic beliefs about human dignity. Make links to Genesis 1:26-31 (U3.1.3, D3.1.2, R3.1.1) Recognise that Pope Francis teaches we are called to love God, each other, and Creation (U3.1.6)	Describe what stewardship means and make links between Genesis 1 and caring for the world today (U3.1.4) Describe how caring for the world can make a difference and recall ways people show care for Creation (D3.1.1)	Recall and describe how Psalm 8 or 19 praises God for Creation using religious words. (U3.1.5) Recognise St Francis' Canticle of Creation as a celebration of Creation and suggest how it expresses this. (D3.1.3, R3.1.3)	To reflect on the Creation story's day of rest, and to describe how the Offertory Prayer at Mass praises God for Creation. (U3.1.5, D3.1.4)	Catch up , review and assessment	- Think about Pope Francis' teaching that we are called to care for Creation. Choose one simple way you can show stewardship at home or in the neighbourhood (for example, saving water, turning off unused lights, or picking up litter). Draw a picture of yourself doing this action and write what you did, why you did it and how it helps creation. - Read Psalm 8 or think about St Francis' <i>Canticle of Creation</i>. Create a short poem, prayer, or song that praises God for a specific part of nature (such as the sun, the oceans, or trees). Challenge: Write a longer poem with different verses, each focussing on one different part of nature.
PSHE	Ten, Ten LKS 2 Module 1 Created and Loved by God	Unit prayer: The Examen	Baseline Assessment	Session 1: Get Up!	Session 2: The Sacraments	Baseline Assessment	Session 1: We Don't Have to be the Same	Session 2: Respecting Our Bodies	Session 3: What is Puberty?	- Talk about emotion and well- being - Encourage positive friendships - Encourage respect and kindness - Discuss the importance of following school rules
Reading		Individual reading with the class teacher	Individual reading with the class teacher	Ulf the Finger Eater <i>Dick King Smith</i> Reading skill: vocabulary & predict	Ulf the Finger Eater <i>Dick King Smith</i> Reading skill: vocabulary & retrieval	Poems (Poetry Week) Reading skill: inference & explain	Ulf the Finger Eater <i>Dick King Smith</i> Reading skill: Prediction and inference	Ulf the Finger Eater <i>Dick King Smith</i> Reading skill: Inference	Ulf the Finger Eater <i>Dick King Smith</i> Reading skill: Retrieval	- Read daily with your child for 20 minutes (reading book) - Use these questions when reading with your child - Read for enjoyment – read a range of text types such as fiction and non-fiction, poetry, letters, newspaper reports etc. - Please record what your child has read in their reading record
Writing	Text Stimulus: Stone Age Boy by Satoshi Kitamura Ulf the Finger Eater by Dick King Smith	Genre: Portal Stories Text Stimulus: Stone Age Boy GPS focus: Capital letters and full stops (including for proper nouns)	Genre: Portal Stories Text Stimulus: Stone Age Boy GPS focus: To use expanded noun phrases	Genre: Portal Stories Text Stimulus: Stone Age Boy GPS focus: Sequencing events using conjunctions	Genre: Portal Stories Text Stimulus: Stone Age Boy GPS focus: To include select Year 3/4 spelling words in writing	Genre: Letter writing Text Stimulus: Ulf the Finger Eater GPS focus: Capital letters and full stops (including for proper nouns)	Genre: Letter writing Text Stimulus: Ulf the Finger Eater GPS focus: To use adverbs to add detail	Genre: Letter writing Text Stimulus: Ulf the Finger Eater GPS focus: To use adverbs to add detail	Genre: Letter writing Text Stimulus: Ulf the Finger Eater GPS focus: To include select Year 3/4 spelling words in writing	Stone Age Boy Setting Description (Expanded Noun Phrases) Imagine walking into the prehistoric cave from <i>Stone Age Boy</i>. Write 3 sentences describing what the cave looks, sounds, and smells like. Include at least two expanded noun phrases (e.g., <i>dark, damp walls / flickering, orange firelight</i>). Character Diary Entry (Conjunctions) Write a diary entry as the modern boy on his first night staying in the Stone Age camp with Om and her family. Write 3 to 4 sentences using conjunctions like <i>and, but, or so</i> (e.g., <i>"I was frightened at first but Om showed me how to make a spear."</i>). Ulf the Finger-Eater Advice Note (Imperative Verbs)

										Write a short note to Gudrun giving her step-by-step advice on how to outsmart Ulf the troll. Begin at least two sentences with an imperative verb (e.g., <i>Trick the greedy troll...</i>, <i>Hide behind the rock...</i>, <i>Speak very quietly...</i>). ● Speech Bubble Retelling Draw a 4-panel comic strip showing the moment Gudrun tricking Ulf into biting his own fingers. Add speech or thought bubbles for Gudrun and Ulf. Use exclamation marks to show strong emotion in your speech bubbles (e.g., <i>"Stop! That is my finger!"</i>).
Phonics/ Spelling focus	Spelling Shed – digraphs, suffixes and prefixes	Step 1: Words where the digraph ‘ou’ makes an /ow/ sound	Step 2: Words where the digraph ‘ou’ makes a /u/ sound	Step 3: Words where ‘y’ makes an /i/ sound	Step 4: Words ending in ‘-sure’	Step 5: Words ending in ‘-ture’	Step 6: Challenge Words	Step 7: Words with the prefix ‘re-’	Step 8: Words with the prefix ‘dis-’	Generally/ ongoing – logging into ‘SpellShed’ to complete spelling activities. ● Use the ‘Look, say, cover, write, check’ method to practise spellings. ● Encourage daily practice of spellings and use Spelling Shed to support learning. ● Turn spelling into a game – Hangman, Scrabble or Boggle, Spelling bingo. Use online games like: BBC Bitesize Spell Frame Spell Zone
Maths	Place Value, regrouping and counting on/back	Unit: Place Value and Regrouping: Step 1: 10 ones are equal to 1 ten and 10 tens are equal to 1 hundred Step 2: Comparing representations of 3-digit numbers Step 3: Varying the order and practice Step 4: Regrouping 3-digit numbers flexibly Step 5: Securing equality (for example, 3 hundreds are equal to 30 tens and 300 ones)	Unit: Counting On and Back in Ones, Tens and Hundred: Step 1: Counting on and back in tens with two-digit numbers (and crossing 100) Step 2: Counting on and back in tens and hundreds (2- and 3-digit numbers) Step 3: Regrouping through hundreds Step 4: Counting on and back in ones, tens and hundreds including regrouping	Unit: Estimation, Magnitude and Rounding: Step 1: Use value of digits to compare and order numbers (recognise most significant digit) Step 2: Estimate the order of 3-digit numbers Step 3: Estimate number magnitude Step 4: Round numbers to nearest ten and hundred	Unit: Measures – Comparison, Estimation and Magnitude Step 1: Develop understanding of appropriate units Step 2: Reading scales Unit: Mental Fluency – Addition Step 1: Adding 3-digit numbers to ones, tens and hundreds with no regrouping Step 2: Adding 3-digit numbers to ones with regrouping (‘Think 10’)	Unit: Mental Fluency – Addition Step 3: Adding 2- and 3-digit numbers to tens with regrouping (‘Think 100’) Step 4: Mental addition with 2- and 3-digit numbers Step 5: Understanding sum and commutativity in addition Step 6: Finding complements and reordering Step 7: Using compensation to add Step 8: Using multiple strategies to add mentally	Unit: Mental Fluency – Subtraction Step 1: Subtraction is not commutative Step 2: Place value subtraction Step 3: Subtracting hundreds, tens and ones with no regrouping Step 4: Subtracting ones from 2-digit numbers with regrouping Step 5: Subtracting multiples of ten from 3-digit number with regrouping Step 6: Subtracting 2-digit numbers from 2-digit numbers with regrouping Step 7: Mental subtraction with 2-digit numbers – varied practice Step 8: Compensation	Unit: Fact Families and Applying the Inverse Step 1: Commutative or not commutative? Step 2: Creating fact families Step 3: Using fact families and the inverse operation to find missing number Step 4: Solving more complex missing number problems	Unit: Written Addition Step 1: Columnar recording related to place value Step 2: Formal written method with no regrouping (exchange) Step 3: Formal written method with regrouping of ones Step 4: Regrouping tens and ones Step 5: Using measurement units within addition Step 6: Language of addition	General/ ongoing ● Practise times tables and use Times Tables Rockstars especially 3 and 4 times tables ● Discuss maths in everyday life, such as telling the time, using timetables, measurements in cooking, using money. ● Practise the maths games on My Maths Place value related ● 1. Build Numbers (Place Value): Use pasta (ones), pretzels (tens), and plates (hundreds) to build and trade 3-digit numbers. Lessons found here ● 2. Staircase Jumps (Counting): Use stairs or chalk squares to practice counting on and back in tens and hundreds. Lessons found here ● 3. Jar Estimation: Fill a jar with small items, estimate the total, and map it on a number line. ● 4. Supermarket Rounding: Look at catalogue or item prices and round them to the nearest ten or hundred. ● 5. Kitchen Scales (Measurement): Read weights and volumes together while cooking, focusing on scale markings. ● 6. Shopping Math (Mental Addition): Practise "Think 10" and "Think 100" strategies using a pretend shop. ● 7. Round-and-Adjust (Compensation): Practise adding or subtracting numbers ending in 8 or 9 by adjusting to the nearest ten. ● 8. Block Rows (Commutativity): Use toy blocks to show that changing the order of numbers (e.g., 3 + 7 vs. 7 + 3) gives the same total. ● 9. Treasure Hunt (Inverse Operations): Create missing number puzzles and use the opposite operation to find the "treasure." E.g. 15 + ? = 21 / 21 – 15 = ? ● 10. Column Practice (Written Addition): Use paper columns and small counters to practise carrying over ones and tens. Column Addition Lessons
Science	Rocks, Fossils and Soils	KWL grid, Knowledge Organiser Explanation, success criteria for science topic	L.O. To sort and classify rocks Boost: Rocks and Fossils	L.O. To set up comparative tests (to test rocks for permeability) Boost: Rocks and Fossils	L.O. To explain how sedimentary rocks are formed Boost: Rocks and Fossils:	L.O. To understand how metamorphic and igneous rocks are formed	L.O. To recognise that soil is made from rock and organic matter Boost: Rocks and Fossils	L.O. To describe how fossils are formed Boost: Rocks and Fossils	L.O. Boost End-of-unit assessment Boost: Rocks and Fossils	The Rock Detective (Rock Properties) Go on a rock hunt around your home or outdoor area to find three different rocks or stones. Inspect them closely and record your observations. 1. Draw a picture of each rock. 2. Describe how each rock feels (e.g., <i>rough</i>, <i>smooth</i>, <i>grainy</i>, <i>hard</i>, <i>flaky</i>). 3. Group your rocks into two sets (e.g., <i>shiny</i> vs. <i>dull</i>, or <i>hard</i> vs. <i>crumbly</i>) and explain your rule.

						Boost: Rocks and Fossils				How a Fossil Forms (Ordering & Flowchart) Put the four steps of fossil formation in the correct order, then draw a 4-step flowchart showing what happens: <i>Soft parts of the animal rot away, leaving behind bones and teeth.</i> <i>An ancient sea creature dies and sinks to the sea floor.</i> <i>Minerals seep into the bone, turning it into hard rock over millions of years.</i> <i>Layers of mud and sand cover the creature over time.</i>
Computing	What is a network and how does one operate?	No lessons (2-day week)	Google Classroom login practice and TTRS and/or Spelling Shed practise.	L.O. To recognise what a network is Kapow: E-safety Lesson 1	L.O. To recognise what a network is Kapow: Computing systems and networks 1	L.O. To demonstrate how information moves around a network Kapow: Computing systems and networks 1	L.O. To demonstrate how a website works Kapow: Computing systems and networks 1	L.O. To explore the role of a router Kapow: Computing systems and networks 1	L.O. To identify the role of packet data Kapow: Computing systems and networks 1	Go on a Network Hunt: Look around your home (or ask an adult) to find 3 devices that connect to your home Wi-Fi network or router (e.g., <i>a laptop, a tablet, a smart TV, a gaming console, or a smartphone</i>). Draw and Label: Draw a central picture of your router (the box that gives you Wi-Fi) in the middle of a piece of paper. Draw your 3 chosen devices around it. Connect the Nodes: Draw dotted lines connecting each device back to the router to show how data travels between them. Complete the Sentence: " <i>A network is useful because it allows devices to share...</i> " (Hint: think about <i>files, photos, the internet, or messages</i>). <i>E- Safety at Home</i> <i>Understand and monitor what your child is doing online.</i> <i>Set boundaries and screen time limits</i> <i>Use parental controls and screen time settings</i> <i>Be aware of age requirements for social media e.g. Instagram, Tik Tok, Snapchat, YouTube, Twitter 13 years, WhatsApp 16 years</i>
History or Geography	Big Question: Who first lived in Britain and how do we know?	KWL grid, Knowledge Organiser Explanation, success criteria for history topic Mapping lesson	L.O.: To create a timeline of prehistoric Britain Key Question: Can you place the Stone Age, Iron Age and Bronze Age on a timeline?	L.O.: What was life like in Stone Age Britain? Key Question: What was life like in Stone Age Britain?	L.O.: To know who were the neolithic hunter-gatherers Key Question: Who were the neolithic hunter-gatherers?	L.O.: To make inferences about life in the Stone Age from a study of Skara Brae Key Question: What was the Skara Brae?	L.O.: To explain how life changed from the Stone Age to the Bronze Age Key Question: When and what was the Bronze Age?	L.O.: To use evidence and inference to describe life in the Iron Age Key Question: When and what was the Iron Age?	Big Question response activity: Who first lived in Britain and how do we know?	- Read stories and non-fiction books about The Stone Age together - Watch child friendly videos and documentaries e.g. BBC Bitesize History – The Stone Age, Horrible Histories, National Geographic Kids. Task: Imagine you are a hunter-gatherer living in the Stone Age. You need to design a new tool or weapon to help your tribe survive! Instructions: Draw Your Tool: On a sheet of paper, draw your Stone Age invention. Label the Materials: Point to the different parts of your tool and label what natural materials you used (e.g., <i>flint rock, wooden stick, animal sinew/rope, bone, or leather straps</i>). Explain Its Use: Write 2–3 sentences answering these questions: <i>What is your tool called?</i> <i>How do you use it?</i> (e.g., <i>chopping wood, scraping animal skins, hunting, or digging for roots</i>) <i>Why is it helpful for your tribe?</i>
Art and/ or DT	Artists studied:	L.O.: Lesson 1 To apply an understanding of prehistoric human-made Kapow: Prehistoric Art	L.O.: Lesson 2 To understand and use scale to enlarge drawings in a different medium Kapow: Prehistoric Art	L.O.: Lesson 3 To explore how natural products produce pigments to make different colours Kapow: Prehistoric Art	L.O.: Lesson 4 To select and apply a range of painting techniques Kapow: Prehistoric Art	L.O.: Lesson 5 To apply painting skills when creating a collaborative artwork Kapow: Prehistoric Art				Imagine you are a Stone Age artist painting on the dark walls of a cave! Create your own cave painting using charcoal and natural marks. Instructions: Choose Your Canvas: Use a piece of brown packing paper, a crumpled paper bag (flattened back out to look like bumpy rock), or rough card. Make Your Marks: - Use a stick of charcoal (or a burnt stick/chalk) to draw the outline of an animal (e.g., <i>a woolly mammoth, a wild horse, or a deer</i>). - Add handprints or natural textures using coffee, tea, or wet soil/mud as natural paint.
P.E. (teacher-led)	OAA: Communication & Tactics	To look at what makes an effective team with the focus being on creating tactics as a team.	To look at what makes an effective team leader.	To look at what makes an effective team with the focus on collaboration and communication.	To solve problems by collaborating and communicating within their team.	To focus on collaboration and communication, to create simple tactics.	to create simple attacking and defending tactics.			Task: Design a short secret trail around your living room or garden, then guide a "blindfolded" or eyes-closed partner through it using clear non-verbal or verbal instructions! Instructions: Set Up the Course: Place 3 or 4 safe obstacles on the ground (e.g., <i>a cushion to step over, a chair to walk around, a soft toy to collect</i>). Agree Your Tactics: Before you start, agree on clear signals or words to give directions (e.g., <i>1 clap = step forward, 2 claps = stop, 3 claps = turn left OR</i> using clear, precise words like "<i>Take two small steps forward</i>").

										3. Guide Your Partner: Help your partner navigate from the start to the finish line safely using your agreed signals. Swapping roles once completed! 4. Reflect on Your Tactics: Write down 2 sentences on your sheet: ○ Which communication method worked best (claps, taps, or clear words) and why? ○ What tactic helped your team complete the trail faster or more safely on your second try?
P.E. (sports-coach led)	Tag Rugby	To introduce moving with the ball, passing and receiving in order to keep possession.	To introduce tagging.	To look at how attackers can create space, creating opportunities for the ball carrier to pass if they are tagged.	To develop passing and moving forwards to score a try.	To combine passing and moving to create attacking opportunities to score a try.	To bring together the suggested sequence of learning into a level 1 tournament.			The Backward Pass & Shuttle Run Challenge Objective: Practice passing a ball backwards while moving forwards into space. Equipment Needed: 1 ball (a rugby ball, football, or cushion) and a family member or friend. How to Play (10-Minute Challenge) 1. Set the Line: Mark a starting line and a finishing line in your garden, hallway, or park (about 10 paces apart). 2. Move Together: Walk or jog side-by-side toward the finishing line. 3. Pass Backwards: The person with the ball must pass it backwards or sideways to their partner while continuing to move forward. 4. Call Loudly: The player receiving the pass must shout a clear call (e.g., "PASS!" or "WITH YOU!") so their partner knows where to throw. 5. Score a Try: Once you cross the finish line, press the ball firmly onto the ground and shout "TRY!"
French		To be able to introduce yourself and say how you are. To understand classroom instructions and colours	To understand and spell numbers 1-20 in French	To understand and identify 5 animals in French	To identify 10 animals in French and whether they are masculine or feminine	Consolidation : understand and identify all 10 animals in French and which are masculine and feminine. To understand <i>Je suis</i>				Create a poster of different animals with their French names. Create a poster of the numbers, in French, from 1 to 20.