



|                            | Focus of Unit                        | 1<br>3.9.26                                                                                                                                     | 2<br>7.9.26                                                                                                                            | 3<br>14.9.26                                                                                                                                                  | 4<br>21.9.26                                                                                                                                                 | 5<br>28.9.26                                                                                                                                                                                          | 6<br>5.10.26                                                                                                                                                                                             | 7<br>12.10.26                                                                                                                                 | 8<br>19.10.26                                                                                                                                                                                                            | How parents and carers can support learning at home                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Important Dates & Events                                                                                                                      |
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| Liturgies/<br>Celebrations |                                      |                                                                                                                                                 |                                                                                                                                        |                                                                                                                                                               | Mon 21.9.26<br>St Teresa’s House Celebration<br><br>TBC 23.9.26 Year 5/6 Girls’ Tag Rugby<br><br>Saturday 26 <sup>th</sup> September PTA Autumn Welcome Fair | Mon 28.9.26<br>Mass for the Start of the Year<br><br>Poetry Week Wb 28 <sup>th</sup> September<br><br>Thursday 1 <sup>st</sup> October National Poetry Day                                            | 5.10.26<br>Harvest Festivals<br><br>Wednesday 7 <sup>th</sup> October ‘A Million Children Praying the Rosary for Peace & Unity Day’<br><br>Friday 9 <sup>th</sup> October: Year 6 Isle of Wight Assembly | TBC 15.10.26 Year 5/6 Mixed Tag rugby tournament<br><br>Friday 16 <sup>th</sup> October: UPPER KS2 Disco 5pm-7pm.                             | Black History Week<br>Monday 19 <sup>th</sup> October:<br>National Global Dignity Day 5.10.26<br>Tuesday 20 <sup>th</sup> October: Parent Consultation Evening 1pm-7pm.<br>School Finished <b>normal time</b> at 3.20pm. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                               |
| R.E.                       | Creation and Covenant - Moses        | L.O. To name school saints and describe their lives.<br><br>L.O. To explain school rules, values and Mission statement.                         | Creation and Covenant - Moses<br><br>L.O: To retell the story of Moses’ call and describe the significance of the Burning Bush.        | Creation and Covenant – Moses<br><br>LO: To describe what a covenant is and explain how God made covenants throughout salvation history                       | Creation and Covenant – Moses<br><br>LO: To retell the Sinai covenant and explain the role of the Ten Commandments                                           | Creation and Covenant – Moses<br><br>LO: To describe how the Ten Commandments help people live good and happy lives.                                                                                  | Creation and Covenant – Moses<br><br>LO: To use developing vocabulary to explain what sin is and how it affects relationships                                                                            | Creation and Covenant – Moses<br><br>LO: To explore what it means to grow in virtue and become a better neighbour                             | Creation and Covenant – Moses<br><br>LO: To explore Christian responsibility to love neighbour through social justice                                                                                                    | <ul style="list-style-type: none"><li>● <b>Burning Bush Story in a Box:</b> Create a small 3D scene of Moses’ story using a shoebox, cardboard, Lego, natural materials or recycled items.</li><li>● <b>Moses’ Diary:</b> Imagine you are Moses after seeing the Burning Bush. Write a diary entry describing what happened, how you felt and what God asked you to do.</li><li>● <b>Ten Commandments Tablets:</b> Make two cardboard “stone tablets” and write the Ten Commandments on them. Decorate them with symbols that show their meaning.</li><li>● <b>Sinai Newspaper:</b> Create a newspaper report titled “Moses Receives God’s Commandments!” Include a headline, picture, facts and an eyewitness account.</li></ul>                                                                                                                                                   | 17.09<br>9-9.30 am Parent Welcome Meetings 5 Maple & Cedar<br><br>26.09 (Saturday)<br>PTA Autumn Welcome Fair<br><br>28.09 – 2.10 Poetry Week |
| PSHE                       |                                      | <b>Trusted Adults</b><br>L.O. To identify trusted adults who can help keep us safe and know who to talk to if we feel worried or uncomfortable. | <b>Getting to Know You</b><br>L.O. To develop positive relationships by sharing information about ourselves and learning about others. | <b>Class Rules and Expectations</b><br>L.O. To understand and follow our class rules and expectations so that everyone can learn, feel safe and be respected. | <b>Zones of Regulation</b><br>L.O. To recognise and describe different emotions and identify strategies that can help us manage how we feel.                 | <b>NSPCC PANTS</b><br>L.O. To understand how to keep our bodies safe, recognise appropriate and inappropriate touch, and know who we can talk to if something makes us feel worried or uncomfortable. | Behaviour focus related to assembly                                                                                                                                                                      | Behaviour focus related to assembly                                                                                                           | Behaviour focus related to assembly                                                                                                                                                                                      | <ul style="list-style-type: none"><li>● <b>My Perfect Classroom:</b> Draw a picture of your ideal classroom and label the behaviours that would help everyone feel safe, happy and ready to learn.</li><li>● <b>Design a Class Rules Poster:</b> Create a colourful poster showing the most important rules for creating a safe, respectful and happy classroom.</li><li>● <b>Feelings Diary:</b> Keep a short feelings diary for a day. Draw or write how you felt at different points and explain what caused the feeling.</li><li>● <b>NSPCC Acronym Poster:</b> Create a colourful poster to help you remember what PANTS stands for and why each message is important.<br/><a href="https://www.nspcc.org.uk/advice-for-families/pants-underwear-rule/">https://www.nspcc.org.uk/advice-for-families/pants-underwear-rule/</a> Advice for parents can be found here.</li></ul> | 19.10 – 23.10 Black History Week                                                                                                              |
| Reading                    | Poems from a Green and Blue Planet - |                                                                                                                                                 | Individual reading books                                                                                                               | Predict what might happen from details stated and implied<br><br>Make comparisons within the text<br><br>Text: Who Let the Gods Out? Maz Evans                | Identify how meaning is enhanced through choice of word.<br><br>Summarise main ideas<br><br>Text: Who Let the Gods Out? Maz Evans                            | Give examples of the meanings of words in context<br><br>Retrieve and record information<br><br>Text: Who Let the Gods Out? Maz Evans                                                                 | Make inferences from the text. Explain and justify inferences.<br><br>Explain how meaning is enhanced through choice of word.<br><br>Text: Who Let the Gods Out?                                         | Retrieve and record information<br><br>Predict what might happen from details stated and implied<br><br>Text: Who Let the Gods Out? Maz Evans | Retrieve and record information<br><br>Summarise main ideas<br><br>Text: Who Let the Gods Out? Maz Evans                                                                                                                 | <ul style="list-style-type: none"><li>● Read daily for 20 minutes (reading book)</li><li>● Encourage a variety of strategies to decode words e.g. using the sounds of letters.</li><li>● Ask questions to develop reading comprehension for a variety of different books.</li><li>● Ask your child about what has happened in the story so far.</li><li>● Ask them to make predictions about what will happen.</li><li>● Reading for enjoyment – visit the library and share bedtime stories Please record what your child has read in their reading record.</li></ul>                                                                                                                                                                                                                                                                                                              |                                                                                                                                               |

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| <b>Writing</b>                 | Unit 1: Quest myths<br><br>Unit 2: Poetry<br><br>Unit 3: Non-chronological reports                                        | Genre: Quest Myths<br><br>Text Stimulus: Greek Myths Geraldine McCaughrean<br><br>GPS: Revision of basic punctuation | Genre: Quest Myths<br><br>Text Stimulus: Greek Myths Geraldine McCaughrean<br><br>GPS: Expanded noun phrases                                                                                                                                                                | Genre: Quest Myths<br><br>Text Stimulus: Greek Myths Geraldine McCaughrean<br><br>GPS: Similes and personification                                                                                                                                                                                                                                                                                                                       | Genre: Quest Myths<br><br>Text Stimulus: Greek Myths Geraldine McCaughrean<br><br>GPS: Expressive action verbs                                                                                                                                                                                                                                                                                                                                                                                                             | Genre: Poetry (Link to poetry week)<br><br>Poet Focus: John Agard<br><br>GPS: Sensory imagery                                                                                                                                                                                                                                                                                                                                                               | Genre: Non-chronological reports<br><br>Text Stimulus: Mythologica – Dr Stephen P Kershaw<br><br>GPS: Third-person pronouns                                                                                                                                                                                                                                           | Genre: Non-chronological reports<br><br>Text Stimulus: Mythologica – Dr Stephen P Kershaw<br><br>GPS: Headings and subheadings                                                                                                                                                            | Genre: Non-chronological reports<br><br>Text Stimulus: Mythologica - Dr Stephen P Kershaw<br><br>GPS: Parenthesis                                                                                                       | <ul style="list-style-type: none"> <li>Read regularly together – Reading is key to better writing. Look at a range of stories.</li> <li>Encourage writing for fun.</li> <li>Discuss their ideas before they write</li> <li>Encourage development of vocabulary and description by including synonyms, metaphors, similes and adjectives.</li> <li>Suggest proof- reading and editing of writing. Check that spellings are accurate and key punctuation is in place.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| <b>Phonics/ Spelling focus</b> | Spelling Shed Stage 5                                                                                                     |                                                                                                                      | <b>Step 1</b><br><br>Words ending in ‘-tious’ and ‘-ious’                                                                                                                                                                                                                   | <b>Step 2</b><br><br>Words ending in ‘-cious’                                                                                                                                                                                                                                                                                                                                                                                            | <b>Step 3</b><br><br>Words ending in ‘-cial’                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Step 4</b><br><br>Words ending in ‘-tial’                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Step 5</b><br><br>Words ending in ‘-cial’ and ‘-tial’                                                                                                                                                                                                                                                                                                              | <b>Step 6</b><br><br>Challenge Words 5.6                                                                                                                                                                                                                                                  | <b>Step 7</b><br><br>Words ending in ‘-ant’                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Use look, say, cover, write, check method to practise spellings.</li> <li>Encourage daily practice of spellings and use Spelling Shed to support learning.</li> <li>Turn spelling into a game – Hangman, Scrabble or Boggle, Spelling bingo. Use online games like: Spelling Frame and BBC Bitesize.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Maths</b>                   | Place value & rounding, interpret negative numbers<br><br>Multiply & divide by 10, 100, 1000<br>Prime & composite numbers | Revision of multiplication facts                                                                                     | <b>Unit: 5LS1 Place Value and Rounding of Large Numbers</b><br>Step 1: Value of digits within large numbers<br>Step 2: Number magnitude and conservation of a million<br>Step 3: Comparing numbers<br>Step 4: Ordering numbers<br>Step 5: Counting in steps of powers of 10 | <b>Unit: 5LS1 Place Value and Rounding of Large Numbers</b><br>Step 6: Rounding numbers<br><br><b>Unit: 5LS2 Interpret Negative Numbers</b><br>Step 1: Counting forwards and backwards across zero<br>Step 2: Reading scales involving negative numbers<br>Step 3: Application in context<br><b>Unit: 5LS3 Place Value of Numbers with up to Three Decimal Places</b><br>Lessons: Step 1 Recognising and comparing tenths and hundredths | <b>Unit: 5LS3 Place Value of Numbers with up to Three Decimal Places</b><br>Step 2: Comparing numbers with up to 2 decimal places<br>Step 3: Read, write and compare numbers with up to 3 decimal places<br>Step 4: Ordering numbers with up to 3 decimal places<br>Step 5: Rounding decimals (2 decimal places to the nearest whole number and to 1 decimal place)<br><br><b>Unit: 5LS4 Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</b><br>Step 1: Multiplying by 10, 100 and 1000 | <b>Unit: 5LS4 Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</b><br>Step 2: Multiplying by 10, 100 and 1000 (including decimals)<br>Step 3: Dividing by 10, 100 and 1000 (including decimals)<br>Step 4: Multiplying and dividing by 10, 100 and 1000<br><br><b>Unit: 5LS5 Properties of Number – Multiples, Factors and Common Factors</b><br>Step 1: Identifying multiples<br>Step 2: Comparing multiples and factors | <b>Unit: 5LS5 Properties of Number – Multiples, Factors and Common Factors</b><br>Step 3: Identifying all factors of a number<br><br>Step 4: Identifying common factors<br><br><b>Unit: 5LS6 Prime and Composite Numbers</b><br>Step 1: Identifying what makes a number prime<br>Step 2: Prime or composite?<br>Step 3: Building composite numbers from prime factors | <b>Unit: 5LS7 Multiply and Divide Mentally</b><br>Step 1: Revisit strategies for recalling known facts<br>Step 2: Use known multiplication facts to derive others<br>Step 3: Doubling and halving to use known facts<br>Step 4: Divisibly rules<br>Step 5: Regrouping to support division | Step 6: Select an appropriate strategy for mental multiplication or division<br><br><b>Unit: 5LS8 Solve problems involving knowledge of key facts</b><br>Step 1: Working backwards<br><br>Step 2: Find a starting point | <ul style="list-style-type: none"> <li><b>Beat Your Score:</b> Choose a times table and complete as many questions as possible in one minute. Record your score and try to beat it each day.</li> <li><b>Decimal Detective:</b> Find decimals around your home, such as prices, measurements and temperatures. Record five examples and order them from smallest to largest.</li> <li><b>Supermarket Challenge:</b> Choose five items from a supermarket receipt or online shop. Mentally add the prices, estimate the total and then check your answer.</li> <li><b>Maths in the Kitchen:</b> Use recipes to practise mental maths. Double or halve ingredient amounts and work with decimal measurements such as 0.5 kg or 1.25 litres.</li> <li><b>Family Maths Challenge:</b> Challenge a family member to solve five mental maths questions involving decimals, negative numbers and word problems. Take turns creating questions for each other.</li> <li><b>Temperature Tracker:</b> Check the temperature each day and record it. Calculate mentally how much warmer or colder it is than the previous day.</li> </ul> |  |
| <b>Science</b>                 | Let’s get moving<br><br>Forces                                                                                            |                                                                                                                      | <b>Unit: Forces</b><br><br>L.O To understand and explain the force of gravity.                                                                                                                                                                                              | <b>Unit: Forces</b><br><br>L.O To investigate and explain the force of gravity.                                                                                                                                                                                                                                                                                                                                                          | <b>Unit: Forces</b><br><br>L.O To identify and explain the effects of air resistance.                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Unit: Forces</b><br><br>L.O To identify and explain the effects of water resistance.                                                                                                                                                                                                                                                                                                                                                                     | <b>Unit: Forces</b><br><br>L.O.: To recognise some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.                                                                                                                                                                                                                   | <b>Unit: Forces</b><br><br>LO. To understand how gears work and explain how they can change the speed, force and direction of movement.                                                                                                                                                   | <b>End of Unit Assessment</b>                                                                                                                                                                                           | <ul style="list-style-type: none"> <li><b>Gravity Experiment:</b> Drop objects made from different materials and record what happens. Make a prediction before testing and explain your results.</li> <li><b>Air Resistance Design:</b> Design a parachute for a toy character. Label your design and explain how it will use air resistance to slow the fall.</li> <li><b>Read and Explain:</b> Research how the shape of boats and submarines helps them move through water. Write a short explanation using the vocabulary <b>force, resistance, streamlined</b> and <b>water</b>.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |

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| Computing            | Search Engines                                                       |                                                                                                    | Kapow Lesson 1<br><br>LO: To understand what a search engine is and how to use it                                        | Kapow Lesson 2<br><br>LO: To be aware that not everything online is true                     | Kapow Lesson 3<br><br>LO: To search effectively                                  | Kapow Lesson 4<br><br>LO: To know what copyright is                                      | Kapow Lesson 4<br><br>L.O: To create an informative poster                                                                                            | Kapow Lesson 5<br><br>LO: To understand how search engines work                                                                           | End of Unit Assessment                                                                                                             | <ul style="list-style-type: none"> <li>● <b>Search It!:</b> Choose five questions about a topic you are interested in and use a search engine to find the answers. Record the search terms you used.</li> <li>● <b>Improve My Search:</b> Start with a broad search such as <i>“animals”</i>. Improve it by adding keywords, such as <i>“endangered animals in Africa”</i>. Compare the results.</li> <li>● <b>Draw the Process:</b> Draw a cartoon showing a search query travelling through a search engine and producing a list of results.</li> </ul>                                                                                                                                                                               |  |
| History or Geography | History- Big Question: <i>What did the Ancient Greeks do for us?</i> | <b>Geography</b><br><br>LO: To use eight compass points and four-figure grid references accurately | <b>History</b><br><br>L.O: To identify why the Ancient Greeks were and explain why Ancient Greece is important to study. | L.O: To describe everyday life in Ancient Greece                                             | L.O: To understand the origins of democracy in Ancient Greece                    | L.O: To compare life in Athens and Sparta                                                | L.O: To investigate the Ancient Greek Olympics and explain what they reveal about Ancient Greek society and culture                                   | L.O. To explore the importance of theatre in Ancient Greek society and explain its influence on theatre today                             | Big Question: What did the Ancient Greeks do for us?                                                                               | <ul style="list-style-type: none"> <li>● <b>Ancient Greek Fact File:</b> Research the Ancient Greeks and create an illustrated fact file including where they lived, when they lived and some of their most important achievements.</li> <li>● <b>Ancient Greek Character:</b> Create a character who lives in either Athens or Sparta. Draw them and write about their home, education, clothing, family and daily life.</li> <li>● <b>Ancient vs Modern Olympics:</b> Create a comparison table showing similarities and differences between the Ancient and modern Olympic Games.</li> </ul>                                                                                                                                         |  |
| Art and/ or DT       | Ancient Greek Art and sculpture - Greek pots                         | Artwork linked to school Saints and School Mission Statement                                       | L.O: To understand the purpose and importance of Greek pots in daily life and storytelling                               | L.O: To explore the shapes, patterns, and imagery used in Ancient Greek pottery.             | L.O: To develop drawing skills by sketching Greek pots and decorative details.   | L.O: To design a pot inspired by Greek styles, including your own symbols or story.      | L.O: To develop practical making skills using clay (or papier-mâché) focusing on form, shape, texture, structure, and surface decoration. (2 lessons) | L.O: To develop practical making skills using clay (or papier-mâché) focusing on form, shape, texture, structure, and surface decoration. | L.O: To reflect on your finished work and explain the ideas behind your design.                                                    | <ul style="list-style-type: none"> <li>● <b>Greek Pattern Hunt:</b> Research Ancient Greek patterns such as waves, spirals, geometric shapes and meanders. Draw and label a collection of patterns you could use on a pot.</li> <li>● <b>Shape Practice:</b> Practise drawing different pot shapes, including tall, round, narrow and wide forms. Add handles and decorative details.</li> <li>● <b>Tell a Story on a Pot:</b> Create a short story that could be shown around your pot. Draw three or four scenes that show the beginning, middle and end.</li> </ul>                                                                                                                                                                  |  |
| P.E. (teacher-led)   | OAA: Challenging Collaboration                                       |                                                                                                    | L.O. To understand how effective teamwork and cooperation can help a group complete a physical challenge.                | L.O. To use clear verbal and non-verbal communication to work effectively as part of a team. | L.O. To work collaboratively to solve physical problems and overcome challenges. | L.O. To plan and agree on strategies with others before attempting a physical challenge. | L.O. To demonstrate leadership by listening to others, sharing ideas and helping the team make decisions.                                             | L.O. To adapt strategies when challenges do not go to plan and explain how teamwork can be improved.                                      | L.O. To apply communication, teamwork, leadership and problem-solving skills to successfully complete a challenging team activity. | <ul style="list-style-type: none"> <li>● <b>Teamwork Detective:</b> Watch or take part in a team activity and identify examples of communication, cooperation, leadership, listening and problem-solving. Write down examples you noticed.</li> <li>● <b>Problem-Solving Puzzle:</b> Complete a puzzle, maze, Lego challenge or escape-room-style activity with someone else. Before beginning, agree on a strategy and then discuss whether it worked.</li> <li>● <b>Family Obstacle Course Challenge:</b> Design an obstacle course using cushions, chairs, cones or other safe household objects. Test it with your family members and challenge them to complete the course. Can you make it more challenging each time?</li> </ul> |  |