

Bitterns - Half Termly Overview – Autumn 1 2025 – How Does it Work?

CORE SUBJECTS (SEE WEEKLY PLANS FOR MATHS AND ENGLISH OUTCOMES)				
	Maths White Rose Maths Topics: KS1 KS2	English Rock and Roll!	RE Rules for Living	SCIENCE Forces and Magnets
8.9.25	Place Value Step 2 Count objects to 100 by making 10s Step 3 Recognise tens and ones Step 4 Use a place value chart Step 5 Partition numbers to 100 *Shape space and measure *Number bonds to 10, 20, 100 fluency Step 1 Hundreds, tens and ones Step 2 Represent numbers to 1,000 Step 3 Partition numbers to 1,000 Step 4 Thousands * Shape, Space and Measure * Times Tables fluency	Narrative based on <i>Stig of the Dump</i> * Children will be able to use prepositions within sentences. * To generate noun phrases and expanded noun phrases. * Children will be able to select and discuss key points from film clips watched and capture in writing. * Children will be able to identify and discuss new vocabulary. * Children will be able to identify key information about characters and setting from the text. * Children will be able to make predictions about the plot and characters.	* To explore the value of rules throughout daily activities.	* To identify the forces acting on objects. * To name different types of forces. * To say whether there is a push or a pull acting on an object.
15.9.25	Place Value Step 6 Write numbers to 100 in words Step 7 Flexibly partition numbers to 100 Step 8 Write numbers to 100 in expanded form Step 9 10s on the number line to 100 *Shape space and measure *Number bonds to 10, 20, 100 fluency Step 5 Represent numbers to 10,000 Step 6 Partition numbers to 10,000 Step 7 Flexible partitioning Step 8 Find 1, 10, 100 or 1,000 more or less * Shape, Space and Measure * Times Tables fluency	Narrative based on <i>Stig of the Dump</i> * Children will be able to identify clauses in Sentences. * Children will be able to identify key points and use evidence from the text. * Children will be able to develop rules for discussion. * Children will be able to sequence and discuss events. * Children will be able to identify the text type features of an adventure narrative. * Children will be able to identify the plot structure of a narrative.	* To explore key events in the life of Moses. * To consider the importance of the Ten Commandments to Jews and Christians over time.	* To explore how some forces need contact but others do not.
22.9.25	Place Value Step 10 10s and 1s on the number line to 100 Step 11 Estimate numbers on a number line Step 12 Compare objects Step 13 Compare numbers *Shape space and measure *Number bonds to 10, 20, 100 fluency Step 9 Number lines to 1,000 Step 10 Number lines to 10,000 Step 11 Estimate on a number line Step 12 Compare numbers Step 13 Order numbers * Shape, Space and Measure * Times Tables fluency	Narrative based on <i>Stig of the Dump</i> * Children will be able to explore, identify and create sentences using conjunctions e.g. when, before, after, until. * Children will be able to use a comma to separate clauses where the subordinate clause appears first. * Children will be able to create ideas for a new story, using a plot structure. * Children will be able to identify thoughts and feelings of characters. * Children will be able to generate dialogue between characters. * Children will be able to use inverted commas to demarcate dialogue between characters.	* To learn Jesus' greatest command in John 13:34 * To consider ways in which Christians try to live out this commandment.	To investigate the effects of friction on different surfaces. * I can explain the force of friction. * I can make a prediction about which surface creates the most friction for a toy car. * I can take measurements and record my results in a table. * I can explain my results. * I can create a bar chart to show my results.
29.9.25	Place Value Step 14 Order objects and numbers Step 15 Count in 2s, 5s and 10s Step 16 Count in 3s *Shape space and measure *Number bonds to 10, 20, 100 fluency Step 14 Round to the nearest 10 Step 15 Round to the nearest 100 Step 16 Round to the nearest 1,000 Step 17 Round to the nearest 10, 100 or 1,000 Step 18 Roman numerals * Shape, Space and Measure * Times Tables fluency	Poems on a theme * Children will be able to use root words to understand meanings of words. * Children will be able to listen to a poetry reading and provide an opinion with reasons. * Children will be able to identify ways to perform a poem which engage the listener. * Children will be able to identify the structure of a poem. * Children will be able to read poems, select favourites and justify preferences. * Children will be able to generate ideas and vocabulary in preparation for writing a poem. * Children will be able to prepare a poem for performance.	* To explore the five pillars of Islam. * To research the 99 names of Allah and discuss what they reveal about the qualities of God for Muslims.	To sort magnetic and non-magnetic materials. * I can explain that magnets produce a force that attracts some materials. * I can use a magnet to separate items that are magnetic and non-magnetic. * I can name some magnetic materials and some non-magnetic materials.
6.10.25	Addition and Subtraction Step 2 Fact families- addition and subtraction bonds within 20 Step 3 Related facts Step 4 Bonds to 100 (tens) Step 5 Add and subtract 1s *Shape space and measure *Number bonds to 10, 20, 100 fluency Step 1 Add and subtract 1s, 10s, 100s, 1,000s Step 2 Add 1s, 10s, 100s, 1,000s across a boundary Step 3 Subtract 1s, 10s, 100s, 1,000s across a boundary Step 4 Make connections * Shape, Space and Measure * Times Tables fluency	Discussion * Children will be able to identify different points of view. * Children will be able to create sentences using conjunctions e.g. because, if, although. * Children will be able to identify main and subordinate clauses. * Children will be able to use the comma to separate clauses where the subordinate clause appears first. * Children will be able to explore vocabulary related to the topic.	* To explore the Sikhs code for living and the four commandments and consider their impact on the Sikh peoples daily lives. * To be introduced to the five Buddhist precepts and the eightfold path through story.	To investigate the strength of magnets. identify different types of magnet. * I can predict which magnet will be the strongest. * I can test my prediction by adding paperclips to different magnets. * I can record my results in a table and present them in a bar chart. * I can explain my results.
13.10.25	Addition and Subtraction Step 6 Add by making 10 Step 7 Add three 1-digit numbers Step 8 Add to the next 10 Step 9 Add across a 10 *Shape space and measure *Number bonds to 10, 20, 100 fluency Step 5 Add up to two 4-digit numbers – no exchange Step 6 Add up to two 4-digit numbers (across a 10) Step 7 Add up to two 4-digit numbers (across a 100) Step 8 Add up to two 4-digit numbers (across a 1,000) * Shape, Space and Measure * Times Tables fluency	Discussion * Children will be able to use point and evidence to structure and justify responses. * Children will be able to write a discussion text based on a plan.	* To be introduced to the five Buddhist precepts and the eightfold path through story.	To explore magnetic poles. * I can identify the poles of a magnet. * I can look at poles to say whether two magnets will attract or repel each other. * I can explain that a compass always points north-south.

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	FOUNDATION SUBJECTS						
	Creative Curriculum		Other curriculum subjects				
	History/ Geography The Lancashire Cotton Industry	Art/DT Digital Media	Computing Online Safety	PE Bowling and Tennis with a specialist coaches	Music Writing Down Music	PSHE Me and My Relationships	French Bonjour!
8.9.25	<ul style="list-style-type: none"> * To ask and answer questions about where our clothes come from today. * To learn about the cotton plant and process of producing cotton fabric. 	<ul style="list-style-type: none"> * To describe the main features of art that uses repeating patterns. * To use the computer to create my own art by repeating patterns in a variety of ways. * To combine more than one effect to enhance my patterns. 	<ul style="list-style-type: none"> * To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away. * To understand how the Internet can be used to help us to communicate effectively. 	<ul style="list-style-type: none"> * To have fun! * To learn a new sport where rolling is the skill being used. * To understand what the bias is on a bowl i.e finger and thumb. * To be able to roll the bowl without it wobbling. * Tennis skills 	<ul style="list-style-type: none"> • To understand the structure of music, find the pulse, copy back rhythms and experiment with my own rhythms. • To listen, appraise and respond to music and give my opinions about a piece of music. • To learn to sing a song. • To compose music. • To improvise with music. • To perform a piece of music. • To use and understand staff and other music notations. 	<ul style="list-style-type: none"> *To explain why we have rules; *To explore why rules are different for different age groups, in particular for internet-based activities; *To suggest appropriate rules for a range of settings; *To consider the possible consequences of breaking the rules. 	<ul style="list-style-type: none"> * To know how to say hello and goodbye <p>Greetings: Bonjour (Hello), Salut (Hi), Au revoir (Goodbye).</p>
15.9.25	<ul style="list-style-type: none"> * To ask and answer questions about where our clothes came from in the past. * To learn about the mill owner Henry Ashworth and especially how he treated his staff at Eagley Mills. 	<ul style="list-style-type: none"> * To describe surrealist art. * To use the eCollage function in 2Paint a Picture to create surrealist art using drawing and clipart. 	<ul style="list-style-type: none"> * To understand how a blog can be used to help us to communicate with a wider audience. 	<ul style="list-style-type: none"> * To understand what the bias is on a bowl i.e finger and thumb. * To be able to roll the bowl without it wobbling. * To be able to deliver the bowl with the correct technique. A right hander will step forward with their left foot and vice versa. * Tennis skills 	<ul style="list-style-type: none"> * To understand the structure of music, find the pulse, copy back rhythms and experiment with my own rhythms. • To listen, appraise and respond to music and give my opinions about a piece of music. • To learn to sing a song. • To compose music. • To improvise with music. • To perform a piece of music. • To use and understand staff and other music notations. 	<ul style="list-style-type: none"> * To identify people who they have a special relationship with; * To suggest strategies for maintaining a positive relationship with their special people. 	<ul style="list-style-type: none"> * To know how to ask and say your name
22.9.25	<ul style="list-style-type: none"> * To learn the significance of the cotton industry for the people of Lancashire. * To use photographs and maps to compare and contrast changes of buildings ect over time. 	<ul style="list-style-type: none"> * To take a digital photo. * To arrange photos and add words to create a digital photo collage. 	<ul style="list-style-type: none"> * To consider if what can be read on websites is always true. * To look at a 'spoof' website. * To create a 'spoof' webpage. * To think about why these sites might exist and how to check that the information is accurate. 	<ul style="list-style-type: none"> * To understand what the bias is on a bowl i.e finger and thumb. * To be able to roll the bowl without it wobbling. * To be able to deliver the bowl with the correct technique. A right hander will step forward with their left foot and vice versa. * To work independently and with others to work out how to get the bowl from their mat to the intended target. * To understand the shape of the bowling green and its undulations. * Tennis skills 	<ul style="list-style-type: none"> • To understand the structure of music, find the pulse, copy back rhythms and experiment with my own rhythms. • To listen, appraise and respond to music and give my opinions about a piece of music. * To learn to sing a song. • To compose music. • To improvise with music. • To perform a piece of music. • To use and understand staff and other music notations. 	<ul style="list-style-type: none"> * To rehearse and demonstrate simple strategies for resolving given conflict situations. 	<ul style="list-style-type: none"> * To ask and say how you are.
29.9.25	<ul style="list-style-type: none"> * To explore the industrial revolution and what life was like for cotton factory workers. * To explore how the cotton famine affected the people of Lancashire. 	<ul style="list-style-type: none"> * To take a digital photo * To arrange photos and add words to create a digital photo collage. 	<ul style="list-style-type: none"> * To learn about the meaning of age restrictions symbols on digital media and devices. * To discuss why PEGI restrictions exist. 	<ul style="list-style-type: none"> * To understand what the bias is on a bowl i.e finger and thumb. * To be able to roll the bowl without it wobbling. * To be able to deliver the bowl with the correct technique. A right hander will step forward with their left foot and vice versa. * To work independently and with others to work out how to get the bowl from their mat to the intended target. * To understand the shape of the bowling green and its undulations. * Tennis skills 	<ul style="list-style-type: none"> • To understand the structure of music, find the pulse, copy back rhythms and experiment with my own rhythms. • To listen, appraise and respond to music and give my opinions about a piece of music. • To learn to sing a song. • To compose music. • To improvise with music. • To perform a piece of music. • To use and understand staff and other music notations. 	<ul style="list-style-type: none"> * Identify qualities of friendship; *Suggest reasons why friends sometimes fall out; *Rehearse and use, now or in the future, skills for making up again. 	<ul style="list-style-type: none"> * To know nouns – musical instruments.
6.10.25	<ul style="list-style-type: none"> * To explore the life of children and adults working in the cotton mills. 	<ul style="list-style-type: none"> * To search for, manipulate and use a variety of textured digital papers. * To clip images to create shapes for a collage. 	<ul style="list-style-type: none"> * To know where to turn for help if they see inappropriate content or have inappropriate contact from others. 	<ul style="list-style-type: none"> * To understand what the bias is on a bowl i.e finger and thumb. * To be able to roll the bowl without it wobbling. * To be able to deliver the bowl with the correct technique. A right hander will step forward with their left foot and vice versa. * To work independently and with others to work out how to get the bowl from their mat to the intended target. * To understand the shape of the bowling green and its undulations. * Tennis school 	<ul style="list-style-type: none"> • To understand the structure of music, find the pulse, copy back rhythms and experiment with my own rhythms. • To listen, appraise and respond to music and give my opinions about a piece of music. • To learn to sing a song. 	<ul style="list-style-type: none"> *To express opinions and listen to those of others; *To consider others' points of view; *To practise explaining the thinking behind their ideas and opinions. 	<ul style="list-style-type: none"> * To know numbers 1–10.
13.10.25	<ul style="list-style-type: none"> * To explore where the cotton was grown, who was involved in growing it and what were their lives like. * To evaluate the positives and the negatives of the Lancashire Cotton Trade. 	<ul style="list-style-type: none"> * I can search for, manipulate and use a variety of textured digital papers. * I can clip images to create shapes for a collage. 	<ul style="list-style-type: none"> * The children will and complete a simple quiz to assess their understanding of this unit. 	<ul style="list-style-type: none"> * To understand what the bias is on a bowl i.e finger and thumb. * To be able to roll the bowl without it wobbling. * To be able to deliver the bowl with the correct technique. A right hander will step forward with their left foot and vice versa. * To work independently and with others to work out how to get the bowl from their mat to the intended target. * To understand the shape of the bowling green and its undulations. * Tennis skills 	<ul style="list-style-type: none"> • To understand the structure of music, find the pulse, copy back rhythms and experiment with my own rhythms. • To listen, appraise and respond to music and give my opinions about a piece of music. • To learn to sing a song. • To compose music. • To improvise with music. • To perform a piece of music. • To use and understand staff and other music notations. 		<ul style="list-style-type: none"> * To say how old you are in French.