

# Bitterns - Half Termly Overview – Autumn 2 2025 – How Does it Work?

CORE SUBJECTS (SEE WEEKLY PLANS FOR MATHS AND ENGLISH OUTCOMES)				
	Maths White Rose Maths Topics: KS1 KS2	English	RE Why is Light an Important Symbol in World Faiths?	SCIENCE Electricity
3.11.25	<b>Addition and Subtraction</b> 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	<b>SPAG</b> * Children will explore time connectives and conjunctions in texts as a model for including them in their own writing. Children will explore subordinate clauses. <b>Recount</b> * Children will use a range of time connectives to start sentences in recounts about familiar experiences. <b>Discussion</b> * 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 about the value of school uniform.	* To explore the power of light and how light and dark make them feel. * To consider and describe why light is a powerful symbol.	* I can share what I already know about electricity. * To learn a brief history of electricity. * I can identify common appliances that run on electricity (mains/battery or both). * I can say whether appliances give light, movement, sound or a combination.
10.11.25	<b>Addition and Subtraction</b> Step 10 Subtract across 10 Step 11 Subtract from a 10 Step 12 Subtract a 1-digit number from a 2-digit number (across a 10) Step 13 10 more, 10 less *Shape space and measure *Number bonds to 10, 20, 100 fluency. Step 9 Add numbers with a different number of digits Step 10 Subtract up to two 4-digit numbers – no exchange Step 11 Subtract up to two 4-digit numbers (across a 10) Step 12 Subtract up to two 4-digit numbers (across a 100) * Shape, Space and Measure * Times Tables fluency	<b>SPAG</b> Children will be able to identify and use subordinating conjunctions to show time, linked to the grammar warm ups. * Children will be able to use commas to demarcate clauses <b>Explanation</b> * Children will be able to orally retell an explanation text as a class. * Children will be able to physically sequence an explanation text, annotating and experimenting with subordinating conjunctions. * Children will be able to present an explanation in pairs. * Children will understand the features of explanation texts.	* To understand how light can be a symbol of hope. * To write metaphors about Jesus being a light.	* To construct a range of circuits. * I can make an electrical circuit to light a bulb, sound a buzzer and move a motor. * I can draw and label my circuits and being to use correct electrical symbols.
17.11.25	<b>Addition and Subtraction</b> Step 14 Add and subtract 10s Step 15 Add two 2-digit numbers (not across a 10) Step 16 Add two 2-digit numbers (across a 10) Step 17 Subtract two 2-digit numbers (not across a 10) *Shape space and measure *Number bonds to 10, 20, 100 fluency Step 13 Subtract up to two 4-digit numbers (across a 1,000) Step 14 Subtract numbers with a different numbers of digits Step 15 Complements to 100 and 1,000 Step 16 Estimate answers * Shape, Space and Measure * Times Tables fluency	* Children will be able to write an explanation text which includes: - sentences with subordinating conjunctions to show time and cause and effect - commas to demarcate clauses - appropriate technical vocabulary - sequenced steps.	* To explore stories from the Bible where Jesus brought light into peoples' lives. * To explore how different artists have portrayed the light of Jesus.	* To explore which materials can be used instead of wires to make a circuit. * I can try out different materials to complete a circuit. * I can begin to spot patterns in which items/materials conduct electricity.
24.11.25	<b>Addition and Subtraction</b> Step 18 Subtract two 2-digit numbers (across a 10) Step 19 Mixed addition and subtraction Step 20 Compare number sentences Step 21 Missing number problems *Shape space and measure *Number bonds to 10, 20, 100 fluency Step 17 Inverse operations Step 18 Efficient methods Step 1 Arrays Step 2 Sharing and grouping * Shape, Space and Measure * Times Tables fluency	<b>SPAG</b> * Children will be able to identify and use verbs, adjectives and adverbs. * Children will be able to demarcate speech using inverted commas. <b>Fantasy</b> Children will be able to explore new vocabulary and explain meanings. * Children will be able to identify similes and noun phrases. * Children will be able to use drama and evidence from the text to write in role.	* To explore the German tradition of Christingle, learning about the symbolism of each component.	* To use everyday materials to create a switch in an electrical circuit. * To describe how a switch can be used to open and close a circuit.
1.12.25	<b>Multiplication and Division</b> Step 1 Recognise equal groups Step 2 Make equal groups Step 3 Add equal groups Step 4 Introduce the multiplication symbol *Shape space and measure *Number bonds to 10, 20, 100 fluency Step 3 The 2, 5 and 10 times-tables Step 4 The 4 times-table Step 5 The 8 times-table Step 6 The 2, 4 and 8 times-tables * Shape, Space and Measure * Times Tables fluency	* Children will be able to develop ideas for a new narrative and organise into a plot pattern structure based on a model. * Children will be able to write a narrative, organised into paragraphs, which includes: - specific nouns/noun phrases. - fronted adverbials for when. - inverted commas to punctuate speech.	* To learn about the Jewish festival of Hanukkah and how light is a central theme.	* To understand that electricity is a valued energy source but that it can be dangerous.
8.12.25	<b>Multiplication and Division</b> Step 5 Multiplication sentences Step 6 Use arrays Step 7 Make equal groups – grouping Step 8 Make equal groups – sharing *Shape space and measure *Number bonds to 10, 20, 100 fluency Step 7 The 3 times-table Step 8 The 6 times-table Step 9 The 9 times-table Step 10 The 3, 6 and 9 times-tables * Shape, Space and Measure * Times Tables fluency	<b>Film and Play Scripts</b> * Children will be able to compare film and script versions of a text. * Children will be able to read play scripts and discuss what characters are thinking and feeling orally and in writing. * Children will be able to identify use of speech with inverted commas. * Children will be able to convert dialogue from a story in to a play script.	* To learn the story of Hanukkah.	* To revise what I have learnt about electricity * I can take part in electricity quiz * I can explain how a circuit works * I can explain how a switch works * I can use scientific vocabulary to talk about electricity and explain to others

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FOUNDATION SUBJECTS							
	Creative Curriculum		Other curriculum subjects				
	History/ Geography Land Use	Art/DT Electrical Systems	Computing	PE Gymnastics and Netball with specialist coaches	Music Writing Down Music	PSHE	French
3.11.25	<b>Sketch Maps</b> * I can use simple sketch maps that show how land is used. * I can draw a simple sketch map.	* I can identify electrical products and explain why they are useful.  Create suitable designs that fit the success criteria and their own design criteria.	I know what the common instructions are in 2Logo and how to type them. I can follow simple 2Logo instructions to create shapes on paper. I can follow simple instructions to create shapes in 2Logo.	<b>Gymnastics</b> To demonstrate travelling with control on 4 points. To show balances on 2 and 3 points of the body. <b>Netball</b> To demonstrate passing a ball using a chest pass. To move into space after using a chest pass in a game.	To listen and Appraise (begin to recognise the style indicators of The Beatles' songs)	To reflect on listening skills; To give examples of respectful language; To give examples of how to challenge another's viewpoint, respectfully.	Learning to say, read and write about classroom objects.
10.11..25	<b>Using a Key</b> * I can describe and understand key aspects of human geography including land use in the context of using keys and legends. • I can use a key on a map to show how land is used.	* I can help to make a working switch.	I can create 2Logo instructions to draw patterns of increasing complexity. I understand the pu and pd commands. I can write 2Logo instructions for a word of four letters.	<b>Gymnastics</b> To show balances with stillness on 1,2,3 and 4 points of the body. To combine actions of travelling and balance. <b>Netball</b> To demonstrate passing a ball using a bounce pass. To move into space after passing in a game.	To know how does the song make you feel?	To recognise that there are many different types of family; To understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'	Learning to say, read and write about classroom objects.
17.11.25	<b>Surveying the Land</b> * I can use fieldwork to observe, measure, record and present the human features in the local area in the context of creating sketch maps. • I can create a simple sketch map to show how land is used.	* I can identify the features of a torch and how it works.	I can follow 2Logo code to predict the outcome. I can create shapes using the Repeat command.	<b>Gymnastics</b> To demonstrate basic rolls with accuracy and control. To move from one action to another smoothly. <b>Netball</b> To perform a chest pass and bounce pass in a game. To apply a feint when passing to outwit a defender.	To listen and Appraise - Hey Jude: Play the song and find the pulse.	To define the term 'community'; To identify the different communities that they belong to; To recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.	Learning to say, read and write about colours.
24.11.25	<b>Surveying the Land</b> To use fieldwork to observe, measure, record and present the human features in the local area in the context of drawing a map. • I can create a simple map to show how land is used.	* I can describe what makes a torch successful.	I can find the most efficient way to draw shapes.	<b>Gymnastics</b> To demonstrate jumping and landing safely. To create and demonstrate a sequence to a partner. <b>Netball</b> To perform a pass in a game using a chest pass or bounce pass. To apply a simple tactic to outwit a defender.	To listen and Appraise - Can't Buy Me Love: Play the song and find the pulse.	To explain that people living in the UK have different origins; Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; To identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.	Learning to say, read and write about your age,
1.12.25	<b>How Land Is Used</b> * I can use maps and atlases to describe land use in the context of thinking about urban and rural areas. • I can describe land use in urban and rural areas in the UK.	I can create a functioning torch with a switch according to my design criteria.	I can use the Procedure feature. I can create 'flowers' or 'crystals' using 2Logo.	<b>Gymnastics</b> To create and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts. <b>Netball</b> To perform a pass in an invasion game using a chest pass or bounce pass. To apply a simple tactic to outwit a defender.	To perform - Blackbird: Perform and share what has taken place in lesson 5.	To recognise the factors that make people similar to and different from each other; To recognise that repeated name calling is a form of bullying; To suggest strategies for dealing with name calling (including talking to a trusted adult).	Learning to say, read and write about classroom instructions.
8.12.25	<b>How Land Is Used for Farming</b> * I can use maps and atlases to describe land use in the context of thinking about agriculture. • I can explain how land is used for different types of farming.			<b>Gymnastics</b> To create and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts. <b>Netball</b> To perform a pass in an invasion game using a chest pass or bounce pass. To apply a simple tactic to outwit a defender.	To listen and Appraise - Let It Be: Play the song and find the pulse.	To understand and explain some of the reasons why different people are bullied; Explore why people have prejudiced views and understand what this is.	Learning to say, read and write about classroom objects.