Harriers - Half Termly Overview - Autumn 2 2025 - How does it work?

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| | CORE SUBJECTS (SEE WEEKLY PLANS FOR MATHS AND ENGLISH OUTCOMES) | | | | | | | | | |
|--------|---|--|---|---|--|--|--|--|--|--|
| | Maths Following White Rose Maths Detective/crime fiction: Skulduggery Pleasant by Derek Landy (4 weeks) Explanation text: Electricity (3 weeks) | | RE How does the birth of Jesus fit into God's big story? How do our celebrations reflect the true meaning of Christmas? | SCIENCE Electricity continued (link to DT Christmas toy making) | | | | | | |
| Week 1 | Fractions: Equivalence and conversion of fractions | Detective/crime fiction Reading response phase | To discuss what I know about the Nativity story and to find it and read it in The Bible | To design a circuit for a specific purpose | | | | | | |
| Week 2 | Fractions: Comparing and ordering fractions | Detective/crime fiction Reading analysis phase | To compare the versions of The Nativity story told by Matthew and Luke | To make a circuit for a specific purpose | | | | | | |
| Week 3 | Fractions: Addition and subtraction of fractions | Detective/crime fiction Gathering content phase | To find out how The Nativity story fits into God's big story | Science trip to Eureka Science and Discovery Museum | | | | | | |
| Week 4 | Multiplication: Long multiplication written methods | Detective/crime fiction Planning and writing phase | To read and analyse Christmas Carols and discuss how they connect to Christian beliefs | To conduct diagnostic tests on a circuit | | | | | | |
| Week 5 | Division: Long division written methods | Explanation texts Reading responding and analysing phase | To consider how our celebrations reflect the true meaning of Christmas | To conduct further research into electricity and how it works (link to English) | | | | | | |
| Week | Multiplication and division: Solving problems | Explanation texts Gathering content and planning phase | To consider Mary and Joseph's journey and make links to modern day refugees | To demonstrate my knowledge of electricity and record what I have found out | | | | | | |
| Week 7 | Revision, consolidation and assessment | Explanation texts Writing phase | | To revise what I have learnt about electricity | | | | | | |

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| | FOUNDATION SUBJECTS | | | | | | | | | |
|-----------|--|---|---|---|--|--|--|--|--|--|
| | Creative | Curriculum | Other curriculum subjects | | | | | | | |
| | History/Geography | Art/DT | Computing | PE | Music | PSHE | French | | | |
| | Trade and economics | Mechanisms and electrical systems Christmas toy making project | 3D Modelling | Gymnastics Football | Make you feel my love | Valuing difference | A l'ecole (school subjects) | | | |
| Week 1 | To explain the UK's trade links with other countries | To explain how simple cam mechanisms work | To be introduced to the 2Design and Make tool | Gymnastics To perform partner balances Football To develop dribbling with a ball | To learn to sing a song | To define some key qualities of friendship To describe ways of making a friendship last; To explain why friendships sometimes end | To name school subjects | | | |
| Week 2 | To explain and use maps to show the UK's trade links with other countries | To make a simple mechanism to help me understand cams | To explore the effect of moving points when designing | Gymnastics To perform a range of counter balances with a partner Football To develop travelling with a ball | To learn to play instruments with a song | To rehearse active listening skills To demonstrate respectfulness in responding to others To respond appropriately to others | To talk about likes and dislikes at school | | | |
| Week 3 | To explain trade links between El Salvador and the UK | To make a simple mechanism to help me understand cams | To design a 3D model to fit certain criteria | Gymnastics To know the difference between counter balance and counter tension Football To develop travelling, sending and shooting skills | To learn to improvise with a song | To develop an understanding of discrimination and its injustice, and describe this using examples To empathise with people who have been, and currently are, subjected to injustice, including through racism To consider how discriminatory behaviour can be challenged | To ask and say the time | | | |
| Week 4 | To explain the importance of fair trade | To build a framework, accurately using a wider range of tools and equipment | To refine and print a model | Gymnastics To create a gymnastic sequence Football To develop tactics in an invasion game | To create a simple composition | To identify and describe the different groups that make up their school/wider community/other parts of the UK To describe the benefits of living in a diverse society To explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this | To talk about timings of the school day | | | |
| Week 5 | To explain the global supply chain | To understand and use a mechanical system. To carefully select materials and use different techniques | | Gymnastics To create a gymnastic sequence Football To develop tactics in a modifies invasion game | To develop performance skills | To demonstrate ways of showing respect to others, using verbal and non-verbal communication | | | | |
| Week 6 | To explain how trading has changed through history | To name the parts and functions of a cam and follower mechanical system | | Gymnastic To improve and perform my sequence Football To develop tactics in a modified invasion game and evaluate my success. | To rehearse for a concert (KS2 Carol Service) | To understand and explain the term prejudice To identify and describe the different groups that make up their school/wider community/other parts of the UK To describe the benefits of living in a diverse society To explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. | | | | |
| × e e × ∨ | | To evaluate the success of my finished product | | | KS2 Carol Service | | | | | |