

Bitterns - Half Termly Overview – Spring 1 2026 – Watery Worlds

CORE SUBJECTS (SEE WEEKLY PLANS FOR MATHS AND ENGLISH OUTCOMES)				
	Maths White Rose Maths Topics: KS1 KS2	English Water, Water Everywhere!	RE Jesus – How did/does Jesus Change Lives?	SCIENCE Animals Including Humans
05.01.26	Multiplication and Division 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	Adventure Narrative - The Mousehole Cat * Children will be able to listen to and view a variety of sources e.g. a class novel, DVD, images, sound effects and respond. * Children will be able to use noun phrases for Description. * Children will be able to develop responses via drama techniques and capture in writing. * Children will be able to take on the role of a character and use evidence from the text to act in role. * Children will be able to use apostrophes for singular and plural possession. * Children will be able to identify vocabulary for discussion, use a dictionary to look up meanings and explain in context	I know that Christians believe Jesus has/had the power to change people's lives.	I know what animals, including humans, need to survive. I know the five food groups. I can explain what tooth decay is. I can explain how to look after my teeth.
12.01.26	Multiplication and Division 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	Adventure Narrative - The Mousehole Cat * Children will be able to sequence and discuss events using story mapping. * Children will be able to identify the text-type features and structure of an adventure narrative. * Children will be able to identify the plot structure of a narrative. * Children will be able to identify key points and use evidence from the text. * Children will be able to create a writer's toolkit for an opening to a story, and 'test' the toolkit with other examples of openings.	I know that choosing to follow Jesus is not necessarily an easy way of life.	I can decide what to change, what to keep the same and what to observe in an investigation. I can plan and set up an investigation. I can identify and examine different types of teeth and their functions. I can name the different types of teeth found in humans. I can explain the function of the different teeth types. I can make observations and recordings of teeth.
19.01.26	Multiplication and Division Step 9 The 2 times-table Step 10 Divide by 2 Step 11 Doubling and halving Step 12 Odd and even numbers * Length and Perimeter * Times Tables Fluency Step 11 The 7 times-table Step 12 The 11 times-table Step 13 The 12 times-table Step 14 Multiply by 1 and 0 Step 15 Divide a number by 1 and itself * Length and Perimeter * Times Tables Fluency	Adventure Narrative - The Mousehole Cat * Children will be able to create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain. * Children will be able to create ideas for a new story, using a plot structure. * Children will be able to research non-fiction Texts and use artwork to locate and gather content for writing. Learning outcomes - Children will be able to write a narrative based on a plot using: - noun phrases within sentences. - complex sentences using adverb starters. - commas to mark clauses in complex sentences. - fronted adverbials for 'where'. - elements of the writer's toolkits created	I know that people's lives today can be transformed by becoming a Christian and choosing a different way of life.	I can name the main parts of the digestive system. I can say where the digestive system organs are located in the body. I can explain the function (job) of each part of the digestive system.
26.01.26	Multiplication and Division B Step 13 The 10 times-table Step 14 Divide by 10 Step 15 The 5 times-table Step 16 Divide by 5 * Length and Perimeter * Times Tables Fluency Step 1 Factor pairs Step 2 Multiply and divide by 10 and 100 Step 3 Reasoning about multiplication Step 4 Multiply three numbers Length and Perimeter * Times Tables Fluency	Poems with a Structure – Water Themes * Children will be able to read and discuss words with suffixes -ssion and -cian. * 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 create poems based on a structure. (e.g. haiku or kenning)	I can talk about my experiences of change.	I can order the steps in the digestion process using my knowledge of the parts and their function. I can use a scientific model and secondary source to verbally explain the process of digestion. I can summarise the key stages of digestion using the correct scientific vocabulary.
02.02.26	Money Step 1 Count money – pence Step 2 Count money - pounds (notes and coins) Step 3 Count money - pounds and pence Step 4 Choose notes and coins * Length and Perimeter * Times Tables Fluency Multiplication and Division B Step 5 Efficient multiplication Step 6 Scaling Step 7 Correspondence problems Step 8 Multiply up to a 3-digit number by a 1-digit number – no exchange * Length and Perimeter * Times Tables Fluency	Information Booklet – Welcome to Cornwall * Children will be able to create complex sentences using commas to mark clauses. * Children will be able to identify the purpose, audience, language and structure for the information booklet. * Children will be able to collect and explore relevant vocabulary for the writing outcome. * Children will be able to research ideas from a range of sources. * Children will be able to allocate information found into specific sections of an information text planner. * Children will be able to develop their own ideas and place notes on a planner.	Watery Worlds English Themed Week	Watery Worlds English Themed Week
09.02.26	Money Step 5 Make the same amount Step 6 Compare amounts of money Step 7 Calculate with money Step 8 Make a pound * Length and Perimeter * Times Tables Fluency Multiplication and Division B Step 9 Multiply up to a 3-digit number by a 1-digit number – with exchange Step 10 Related calculations – multiplication and division Step 11 Divide by a 1-digit number – flexible partitioning Step 12 Divide up to a 3-digit number by a 1-digit number – no exchange * Length and Perimeter * Times Tables Fluency	Information Booklet – Welcome to Cornwall * Children will be able to write an information text based on a plan using: - determiners including quantifiers and demonstratives. - commas to mark clauses in complex sentences. - paragraphs/sections with key ideas. - text type features for information texts	I can retell the story of Jesus changing someone's life. I can talk about the ways in which Jesus changed/changes people's lives.	I can identify omnivores, carnivores and herbivores by their teeth. I can compare similarities and differences between the teeth of different animals. I can link what I observe about an animal's teeth with where they are in the food chain.

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	Creative Curriculum		Other curriculum subjects				
	History Geography <u>Ancient Egyptians</u>	Art/DT <u>Ancient Egyptian Art</u>	Computing <u>Google Slides</u>	PE <u>Dance and Swimming</u>	Music <u>Glockenspiels</u>	PSHE <u>Keeping Myself Safe</u>	French <u>Mon Corps (My Body)</u>
05.01.26	* I can locate Egypt and the River Nile on a map. * I can explore Egyptian society and culture to help me to understand some of the achievements of this ancient civilisation.	* To investigate the style, pattern and characteristics of Ancient Egyptian art. * I can discuss Ancient Egyptian art to understand more about it. * I can look closely to identify colours, patterns and shapes. * I can record what I see in my sketchbook, trying out: different drawing materials, working on different surfaces, experimenting with composition.	To create a page in a presentation. * I know what Google Slides is. * I know how to open Google Slides. * I can add text and format it.	I can select travelling actions to convey different characters, along varied pathways.	Use and understand staff and other musical notations. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music. Listen with attention to detail and recall sounds with increasing aural memory. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music	I can: Identify situations which are safe or unsafe; Identify people who can help if a situation is unsafe; Suggest strategies for keeping safe.	• To identify parts of the body.
12.01.26	* I understand the key role of the River Nile in the establishment and success of Ancient Egypt.	* To apply design skills inspired by the style of an ancient civilisation. * I can make decisions about how I want to represent information through images. * I can plan a design for a scroll thinking about key features of the artwork of the Ancient Egyptians. * I can apply my knowledge of their style to plan appropriate colours and patterns for my design.	* I can change the design of the slides. * I can insert a new slide. * I can insert and edit pictures.	I can use a range of traveling steps following a planned pathway.	As above	I can: Define the words danger and risk and explain the difference between the two; Demonstrate strategies for dealing with a risky situation	• To describe eyes and hair.
19.01.26	* I can use a range of sources to research education and employment in Ancient Egypt.	* To apply understanding of ancient techniques to construct a new material. * I can use knowledge of an ancient process to make a modern alternative. * I can follow instructions carefully. * I can review what worked well and what I could improve on.	* I can add shapes and lines into a presentation.	I can create a sequence with a partner. I can link sequences together.	As above	I can: Identify risk factors in given situations; Suggest ways of reducing or managing those risks.	• To recognise days of the week.
26.01.26	* I can use a range of sources to answer enquiry questions such as: Who built the pyramids? What would we find inside a pyramid?	* To apply drawing and painting skills in the style of an ancient civilisation. * I can use a design and accurately translate it to a new surface. * I can use materials and tools carefully to show precision in my work. * I can mix and use colours that are appropriate to the style of work. * I can suggest improvements in my own and other people's work.	* I can use animations and transitions in a presentation.	I can create a mirrored sequence with a partner that tells a story.	As above	I can: Evaluate the validity of statements relating to online safety; Recognise potential risks associated with browsing online; Give examples of strategies for safe browsing online.	• To give basic character descriptions.
02.02.26	Watery Worlds English Focus Week		Watery Worlds English Focus Week	Watery Worlds English Focus Week	Watery Worlds English Focus Week	Watery Worlds English Focus Week	Watery Worlds English Focus Week
09.02.26	* I can use a range of sources to answer enquiry questions such as: What do we know about Tutankhamun?	* To apply an understanding of Egyptian art to develop a contemporary response. I can follow instructions to create a zine. I can use a variety of images, text and materials to make my zine interesting. I can inform my audience about my subject with relevant information.	* I can use animations and transitions in a presentation.	I can explore the qualities of different characters. I can create a full performance from both of the sequences made and demonstrate strong character skills throughout.	As above	I can: Understand that medicines are drugs and suggest ways that they can be helpful or harmful. Identify some key risks from and effects of cigarettes and alcohol; Know that most people choose not to smoke cigarettes; (Social Norms message) Define the word 'drug' and understand that nicotine and alcohol are both drugs.	* To give basic character descriptions.