

Bitterns - Half Termly Overview – Summer 1 2026 – The Great Outdoors

CORE SUBJECTS (SEE WEEKLY PLANS FOR MATHS AND ENGLISH OUTCOMES)				
	Maths White Rose Maths Topics: KS1 KS2	English <u>How does your garden grow?</u>	RE Unit 3.1: Called by God	SCIENCE Plants
13.04.26	<p><u>Addition and Subtraction</u> Number bonds Addition and subtraction of multiples of 10, bridging through 10 and using column addition and subtraction methods. * Mass, Capacity and Temperature * Times Tables Fluency</p> <p><u>Multiplication and Division B</u> Step 1 Factor pairs Step 2 Multiply and divide by 10 and 100 Step 3 Reasoning about multiplication Step 4 Multiply three numbers * Mass, Capacity and Temperature * Times Tables Fluency</p>	<p><u>Poetry</u> Children will be able to: * define the terms prefix, suffix, root and root words. * discuss and explain a range of words based on the meaning of the root word. * listen to, view and read a poem. * evaluate poems presented in different forms and justify preferences. * read poems using intonation, tone and volume. * identify vocabulary which interests them. * explore and match vocabulary with definitions.</p>	<p>* I know that the Prophets were called by God to give his message to the people.</p>	<p>* I can name the different parts of a plant. * I can explain the jobs that the different parts of a plant do.</p>
20.04.26	<p><u>Addition and Subtraction</u> Number bonds Addition and subtraction of multiples of 10, bridging through 10 and using column addition and subtraction methods. * Mass, Capacity and Temperature * Times Tables Fluency</p> <p><u>Multiplication and Division B</u> 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 * Mass, Capacity and Temperature * Times Tables Fluency</p>	<p><u>Poetry</u> Children will be able to: * analyse the structure of a poem. * create a poetry text map with key vocabulary, images and actions. * learn a poem using a map, props, images and actions. * plan and write in response to the poem, taking account of purpose, audience, language and structure. * practise, improve and prepare a poem for performance. * perform a poem to an audience.</p>	<p>* I know that the Prophets were telling the people to turn back to God and mend their relationship with him. * I know that the message of the prophets is part of God’s big salvation plan.</p>	<p>* I can think about what plants need to grow well. * I can think of a question to investigate. * I can predict what will happen in my investigation. * I can plan what I will do to set up my investigation. * I can set up my investigation carefully.</p>
27.04.26	<p><u>Fractions</u> Step 1 Introduction to parts and whole Step 2 Equal and unequal parts Step 3 Recognise a half Step 4 Find a half * Mass, Capacity and Temperature * Times Tables Fluency</p> <p><u>Multiplication and Division B</u> 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. * Mass, Capacity and Temperature * Times Tables Fluency</p>	<p><u>Mystery/Adventure/Fantasy</u> Children will be able to: * listen to a story opening and use book talk to establish characters and events. * identify words and phrases which capture interest. * discuss words and phrases in the context of a text. * predict and generate ideas about characters and events from evidence in the text. * use drama to develop understanding of characters and events. * sequence events. * retell the story orally using a story map. * write in role as a character using inferences which are drawn from the text e.g. a diary or eyewitness account. * use drama techniques to draw inferences. * identify speech within the text. * punctuate direct speech with inverted commas.</p>	<p>* I know that people are called by God today and can describe how they respond and the impact on their lives</p>	<p>* I can explain the function of the stem. * I can explain how water is transported in a plant. * I can set up a comparative investigation. * I can suggest ways to find answers. * I can make a prediction. * I can make a conclusion.</p>

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04.05.26	<p>Fractions Step 5 Recognise a quarter Step 6 Find a quarter Step 7 Recognise a third Step 8 Find a third * Shape, position and direction * Times Tables Fluency</p> <p>Multiplication and Division B Step 13 Divide up to a 3-digit number by a 1-digit number – with exchange Step 14 Divide up to a 3-digit number by a 1-digit number – with remainders * Shape, position and direction. * Times Tables Fluency</p>	<p>Mystery/Adventure/Fantasy Children will be able to: * generate vocabulary e.g. nouns, adjectives and noun phrases. * view short films and discuss key events. * chunk a plot after reading sections of the novel or viewing a film. * develop characters for a new story. * develop dialogue for new characters. * plan and sequence events for a new plot. Children will be able to write a narrative based on a plan using: - complex sentences with main and subordinate clauses - inverted commas for dialogue - paragraphs</p>	<p>* I can talk about in detail the Bible stories you have discussed. * I can ask important questions about religion and beliefs</p>	<p>* I can identify the different parts of a flower. * I can explain what each part of a flower does. * I can explain the process of pollination. * I can explain how pollination leads to fertilisation.</p>
11.05.26	<p>Fractions Step 9 Find the whole Step 10 Unit fractions Step 11 Non-unit fractions Step 12 Recognise the equivalence of a half and two quarters * Shape, position and direction * Times Tables Fluency</p> <p>Fractions B Step 1 Add fractions Step 2 Add fractions and mixed numbers Step 3 Subtract fractions Step 4 Subtract from whole amounts * Shape, position and direction. * Times Tables Fluency</p>	<p>Explanation Children will be able to: * identify and plan for a specific purpose and audience. * Children will be able to create complex sentences using a range of conjunctions. * listen and read explanation texts. * explore vocabulary using semantic maps. * locate explanation texts from a library or selection of books provided. * navigate and find information in a range of explanations from key questions posed. * identify sequence steps within an explanation text. * use conjunctions in an oral explanation. * to use adverbials in an oral explanation. * identify how information is organised within an explanation. * identify the key features of an explanation.</p>	<p>* I can interpret the stories and identify Christian beliefs. * I can use developing religious vocabulary to show that they understand the Christian beliefs.</p>	<p>* I can understand the process of seed dispersal. * I can understand the processes of pollination, fertilisation and germination. * I can order the different stages of the life cycle of a flowering plant.</p>
18.05.26	<p>Fractions Step 13 Recognise three-quarters Step 14 Find three-quarters Step 15 Count in fractions up to a whole * Shape, position and direction * Times Tables Fluency</p> <p>Fractions B Step 5 Subtract from mixed numbers Step 6 Unit fractions of an amount Step 7 Non-unit fractions of an amount Step 8 Reasoning with fractions of an amount * Shape, position and direction. * Times Tables Fluency</p>	<p>Explanation Children will be able to: * Children will be able to use perfect form of verbs e.g. have and had appropriately. * identify, select and use prepositions within an explanation text. * research ideas from a range of sources. Children will be able to write an explanation text based on a plan using: - conjunctions for cause and effect e.g. if, so, although, because - adverbs and adverbials for time e.g. first of all; following this; later on; before the ...; after; while the ...; as the...; since... - prepositions e.g. above, below, beneath - perfect form of verbs e.g. have/had. - paragraphs/sections with key ideas. - text type features of explanation.</p>	<p>* I can describe the impact of responding to God's call on a person's life. * I can tell you what they think God would be asking prophets to speak out against today.</p>	<p>* I can describe what I have observed. * I can record what I observe. * I can answer my original question using my observations. * I can think about whether my prediction was accurate. * I can explain my results using scientific language.</p>

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FOUNDATION SUBJECTS							
Creative Curriculum		Other curriculum subjects					
History/ Geography	Art/DT	Computing 4.1 coding	PE Athletics	Music Enjoying improvisation	PSHE Being my Best	French I can understand and speak in French on the following topics:	
13.04.26	Who were the Ancient Greeks?	* I can recognise how artists use shape in drawing.	To review coding vocabulary and knowledge. To create a simple computer program.	To explore different running techniques. To throw using a push action.	To understand the structure of music, find the pulse, copy back rhythms and experiment with my own rhythms	Identify ways in which everyone is unique; Appreciate their own uniqueness; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.	Animals and pets
20.04.26	What do artefacts tell us about what life was like in Ancient Greece?	* I understand how to create tone in drawing by shading.	To begin to understand selection in computer programming.	To perform the sling throwing action. To develop jumping actions (two feet to two feet for distance).	To listen, appraise and respond to music and give my opinions about a piece of music	Give examples of choices they make for themselves and choices others make for them; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.	Animals and pets
27.04.26	What do archaeological sites tell us about what life was like in Ancient Greece?	* I understand how texture can be created and used to make art.	To understand how an IF statement works.	To throw for distance using a pull, push and sling throw.. To pass a quoit/baton to a teammate in a relay. To perform a hop, step and jump.	To listen, appraise and respond to music and give my opinions about a piece of music	Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate); Understand the importance of good quality sleep and take practical steps for improving sleep.	Numbers 11–20, and animals
04.05.26	What can we learn from our language about Ancient Greece?	* I can apply observational drawing skills to create detailed studies.	To understand how to use co-ordinates in computer programming. To understand how an IF statement works.	To perform pull, push and sling throw. To perform a combination of 5 jumps.	To learn to sing a song To compose music To improvise with music	Define what is meant by the word 'community'; Suggest ways in which different people support the school community; Identify qualities and attributes of people who support the school community.	Numbers 11–20, and animals
11.05.26	How were the Ancient Greeks governed and are there any similarities with how we are governed today?	* I can explore composition and scale to create abstract drawings.	To understand what a variable is in programming.	To perform pull, push and sling throw. To perform a combination of 5 jumps.	To perform a piece of music To use and understand staff and other music notations	To know how to make a clear and efficient call to emergency services if necessary. To know concepts of basic first-aid, for example dealing with common injuries, including head injuries.	Give someone's name
18.05.26	How have the Olympic Games changed since they were first held in Ancient Greece?	* Free drawing lesson to explore skills, tools and media used within the unit.					Give someone's name

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