

OWLS' CLASS HALF TERM OVERVIEW OF PLANNING

Year: 3/4/5/6 Summer 2nd half-term 25/26 Teacher: Mrs Stevens & Mrs Clarke

| | WEEK 1 1.6.26 X check | WEEK 2 8.6.26 Phonics check Monitoring Visit Sports Day | WEEK 3 15.6.26 | WEEK 4 22.6.26 | WEEK 5 29.6.26 | WEEK 6 6.7.26 Reports out | WEEK 7 13.7.26 |
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| Value-Communication | Speaking Kindly | Listening Carefully | Body Language | Courage to speak up | Working together through communication | Including everyone | Sharing Good news |
| Collective worship: | The power of the tongue | Samuel Listens to God | Zacchaeus- being honest | Queen Esther speaks to the king | The tower of Babel | Jesus welcomes the children | The great commission |
| British Values, diversity & awareness | World Environment Day | Story from another culture- tolerance & respect | Islamic New Year | Story from another culture- tolerance & respect | Democracy- discussion & debate | Open The Book | Individual liberty- personal achievements |
| RE What do Hindus believe God is like? | Consolidation and assessment of Key Festivals (HT1) | How do many Hindus describe ultimate reality? | How might the idea of Brahman being in everything affect how you live? | What can we find out about some Hindu deities? | How do many Hindus understand deities? | What can we learn about deities from Ganesh? | |
| PHSE SCARF Growing & Changing 2nd year | All Change y4 Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens. | Preparing for change Know the key facts of the menstrual cycle; Understand that periods are a normal part of puberty for girls; Identify some of the ways to cope better with periods. | Help I'm a teenager Recognise how our body feels when we're relaxed; List some of the ways our body feels when it is nervous or sad; Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. | Changing bodies changing feelings Children will be able to: Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty | I look great! Understand that fame can be short-lived; Recognise that photos can be changed to match society's view of perfect; Identify qualities that people have, as well as their looks; Understand the importance of avoiding putting pressure on others to share information and images online. | Media manipulation Children will be able to: Define what is meant by the term stereotype; Recognise how the media (including digital platforms) can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people. | |

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| Maths y 3/4 | <p>TIME</p> <p>Convert between analogue and digital times</p> <p>Convert between 12- and 24-hour clock times</p> <p>Hours, minutes and seconds</p> <p>Find and use durations</p> <p>Years, months, weeks and days</p> | <p>DECIMALS</p> <p>Step 1 Tenths as fractions</p> <p>Step 2 Tenths as decimals</p> <p>Step 3 Tenths on a place value chart</p> <p>Step 4 Tenths on a number line</p> <p>Step 5 Hundredths as fractions</p> | <p>Step 6 Hundredths as decimals</p> <p>Step 7 Hundredths on a place value chart</p> <p>Step 8 Halves and quarters as decimals</p> <p>Step 9 Make a whole</p> <p>Step 10 Partition decimals</p> | <p>Step 11 Compare and order decimals</p> <p>Step 12 Round to the nearest whole number</p> <p>Step 13 Divide a number by 10</p> <p>Step 14 Divide a number by 100</p> | <p>MONEY</p> <p>Step 1 Pound and pence</p> <p>Step 2 Write money using decimals</p> <p>Step 3 Convert pounds and pence</p> <p>Step 4 Compare amounts of money</p> <p>Step 5 Estimate with money</p> | <p>Step 6 Add money</p> <p>Step 7 Subtract money</p> <p>Step 8 Find change</p> <p>Step 9 Solve problems with money</p> <p>SHAPE</p> <p>Step 1 Turns and angles</p> | <p>Step 2 Identify angles</p> <p>Step 3 Compare and order angles</p> <p>Step 4 Types of lines</p> <p>Step 5 Triangles</p> <p>Step 6 Quadrilaterals</p> |
| Maths y 5/6 | <p>FRACTIONS, DECIMALS & PERCENTAGES</p> <p>Step 6 Percentages as fractions</p> <p>Step 7 Percentages as decimals</p> <p>Step 8 Equivalent F, D, P</p> <p>Step 9 Order F, D, P</p> <p>Step 10 Percentages of an amount</p> | <p>RATIO</p> <p>Step 1 Add or multiply?</p> <p>Step 2 Use ratio language</p> <p>Step 3 Ratio and fractions</p> <p>Step 4 Use scale factors</p> <p>Step 5 Similar shapes</p> <p>Step 6 Ratio problems</p> <p>Step 7 Proportion problems</p> | <p>ALGEBRA</p> <p>Step 1 Function machines</p> <p>Step 2 Form expressions</p> <p>Step 3 Substitution</p> <p>Step 4 Formulae</p> <p>Step 5 Form equations</p> | <p>Step 6 Solve equations</p> <p>Step 7 Find pairs of values</p> <p>Step 8 Solve problems with two unknowns</p> <p>SHAPE</p> <p>Step 1 Understand and use degrees</p> <p>Step 2 Classify angles (include estimate)</p> | <p>Step 3 Measure angles (include estimate)</p> <p>Step 4 Calculate angles around a point</p> <p>Step 5 Calculate angles on a straight line</p> <p>Step 6 Vertically opposite angles</p> <p>Step 7 Angles in a triangle (include missing angles)</p> <p>Step 8 Angles in a triangle – special cases (include missing angles)</p> | <p>Step 9 Angles in quadrilaterals</p> <p>Step 10 Regular polygons</p> <p>Step 11 Irregular polygons</p> <p>Step 12 Circles</p> <p>Step 13 Draw shapes</p> <p>Step 14 3-D shapes</p> | <p>SHAPE</p> <p>Step 1 The first quadrant</p> <p>Step 2 Four quadrants</p> <p>Step 3 Solve problems with coordinates</p> <p>Step 4 Translations</p> <p>Step 5 Lines of symmetry</p> <p>Step 6 Reflections</p> |
| No Nonsense Maths Block | <p>using understanding of multiplications to derive other multiplications including using understanding of place value</p> | <p>using understanding of $7 \times 8 = 56$ to know: $70 \times 8 = 560$ $7 \times 80 = 560$ $700 \times 8 = 5600$, etc.</p> | <p>using understanding of multiplications to divide, including using understanding of place value – for example, using understanding of $7 \times 8 = 56$ to know: $560 \div 8 = 70$ $560 \div 80 = 7$, etc.</p> | <p>using understanding of multiplications to decide how to multiply three-digit number</p> | <p>Recap column method for adding and subtracting</p> | <p>Recap methods for division</p> | |
| English | <p>Non-fiction text</p> <p>INCREDIBLE EDIBLES</p> <p>Reading</p> <p>Maintain positive attitudes to reading and understanding of</p> | <p>Writing</p> <p>Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and</p> | <p>Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> | <p>Fiction text- THE SHADOW CAGE</p> <p>Reading</p> <p>Pupils should be taught to:</p> | <p>Writing Pupils should be taught to: plan their writing by: · noting and developing initial ideas, drawing on reading and research where necessary</p> | <p>evaluate and edit by: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ·</p> | <p>using semi-colons, colons or dashes to mark boundaries between independent clauses (Y6) Pupils should</p> |

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| | <p>what they read by: reading books that are structured in different ways and reading for a range of purposes identifying & discussing themes and conventions in & across a wide range of writing make comparisons within & across books asking questions to improve their understanding identifying how language, structure and presentation contribute to meaning discuss & evaluate how authors use language considering the impact on the reader</p> | <p>using other similar writing as models for their own</p> | <p>using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>Evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Proof-read for spelling and punctuation errors</p> | <p>maintain positive attitudes to reading & understanding of what they read by: making comparisons within & across books discuss & evaluate how authors use language, including figurative language, considering the impact on the reader participate in discussions about books that are read to them & those they can read themselves, building on their own and others' ideas and challenging views courteously provide reasoned justifications for their views</p> | <p>draft and write by: · in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action · using a wide range of devices to build cohesion within and across paragraphs</p> | <p>ensuring the consistent and Grammar Pupils should be taught to: indicate grammatical and other features by: · using commas to clarify meaning or avoid ambiguity in writing (Y5) ·</p> | <p>be taught to use: · devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) (Y5) · linking of ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before) (Y5) · linking of ideas across paragraphs using a wider correct use of tense throughout a piece of writing</p> |
| Spelling/handwriting | Step 29: | Step 30: | Step 31: | Step 32: | Step 33: | Step 34: | Step 35: |
| Y3/4 | Words that are homophones | Challenge Words | Words ending in '-sion' | Challenge Words | Revision Words | Revision Words | Revision Words |
| Y5/6 | Words that are homophones or near homophones | Challenge Words | Words with hyphens | Challenge Words | Revision Words | Revision Words | Revision Words |

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| Phonics/ Grammar | Based on non-fiction text - INCREDIBLE EDIBLES Demarcating sentences accurately, using capital letter and end punctuation. | Commas (Y3/4) Commas, brackets and dashes to indicate parenthesis (Y5/6) | Synonyms and antonyms | Based on fiction text- THE SHADOW CAGE Demarcating sentences accurately, using capital letter and end punctuation. | Commas (Y3/4) Colons and semi-colons (Y5/6) | Cohesive devices: Repetition of a word or phrase, grammatical connections (e.g. the use of adverbials), and ellipsis. | Hot Write |
| Science How are Sounds Made? | How are sounds made? I can identify how sounds are made, associating some of them with something vibrating. | What is a sound vibration? I can recognise that vibrations from sounds travel through a medium to the ear. | What is inside your ear? I can recognise that vibrations from sounds travel to the ear. | Does the size of the pinna affect the volume of the sound? I can investigate if the size of the pinna affects the volume of the sound. I can report my findings from enquires. | What is pitch? I can find patterns between the pitch of a sound and features of the object that produced it | What is volume? I can find patterns between the volume of a sound and the strength of the vibrations that produced it. | Which material is best at muffling sound? I can set up simple fair tests. |
| PE-Pedpass Striking & Fielding | Cricket to consolidate and develop the range and consistency of their skills in striking and fielding games | SPORTS DAY | Cricket o choose and use a range of simple tactics and strategies • to keep, adapt and make rules for striking and fielding games | Rounders to develop the range and consistency of their skills, especially in specific striking and fielding games | Inter schools' sports day | Rounders o use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding | Rounders |
| Computing Flat File databases 5.4 | To use a form to record information I can create a database using cards I can explain how information can be recorded I can order, sort, and group my data cards | To compare paper and computer-based databases I can explain what a field and a record is in a database I can navigate a flat-file database to compare different views of information I can choose which field to sort data by to answer a given question | To outline how you can answer questions by grouping and then sorting data I can explain that data can be grouped using chosen values I can group information using a database I can combine grouping and sorting to answer specific questions | To explain that tools can be used to select specific data I can choose which field and value are required to answer a given question I can outline how 'AND' and 'OR' can be used to refine data selection I can choose multiple criteria to answer a given question | To use a real-world database to answer questions I can ask questions that will need more than one field to answer I can refine a search in a real-world context I can present my findings to a group | Digital wellbeing lesson 2 | |

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| History Ancient Maya | Where and when did the Maya Live? What made the Maya civilisation so successful? | How do we know about the Maya? How were the Maya ruled? | How was Anglo-Saxon ruled? What do we know about the Maya City States and the Anglo-Saxon Kingdoms? | How did leaders from the Maya & Anglo-Saxons compare? | How did the abandonment of the Southern Maya Lowlands help the northern cities to thrive? | Who was involved in the struggle for power in England from the 8 th to the 10 th Century? | |
| Art/ DT Nutrition- Chocolate that cares. | | What makes a chocolate treat delicious? | What is Fairtrade? | How can we design chocolate that cares? | How can we make chocolate both delicious and sustainable? | Why do ethical choices matter in chocolate production? | |
| Music: Sing Up Calypso Soley Leve Y6 | Listen to the piece using descriptive words to talk about the music. · Create a 16-bar movement sequence to Calypso solèy levé. · Learn the calypso clave rhythm. · Experiment using body percussion sounds to orchestrate the clave rhythm. · Play a body percussion clave rhythm over a beat. | Warm-up with the 16-bar movement sequence pupils invented in the previous lesson. · Learn about calypso music and steel bands. · Learn Section D – the stamps and break section. · Use handheld percussion to play the clave rhythm over a beat. · Use handheld percussion to play the unison stamps, improvise fills, and the break | Learn a passing game to Emmanuel Road. · Learn the main drum groove to Calypso solèy levé. · Practise the stamp and break section (Section D). · Play the drum part along with the backing track | Learn additional handheld percussion parts. · Recap the main drum groove. · Practise playing a selection of untuned parts with the backing track | Listen to the piece, noticing the changes in chords. · Locate and memorise the key notes in the chord sequence. · Play and practise the chord sequence with the backing track. · Learn Part 1. · Rehearse in conjunction with handheld percussion parts along with the backing track. | · Learn accompaniment patterns Parts 2 and 3. · Practise the sticking patterns ‘in the air’. · Practise playing Parts 2 and 3 with a looped backing track. · Rehearse Parts 2 and 3 from the beginning to the end of Section D, aiming for a tidy start. | Rehearse Parts 1, 2, and 3 with the backing track. · Play parts with good technique and increasing accuracy. · Perform a selection of tuned and untuned parts with the full-length backing track- at whole school celebration assembly. |
| MFL French | Emotions- y5 Read the words for emotions • Accurately pronounce the words • Understand female and male • Know the rule according to gender | Recognise emotions when written • Show understanding when hearing the words • Label the pictures, using matching activities | Play games co-operatively in French, practising the words • Take part in a dialogue • Act the emotions • Understand the question “Comment tu te sens?” and answer appropriately | At the doctors- Y5 Read the words for illnesses and remedies • Accurately pronounce the words • Learn names of illnesses and remedies | Know the rule according to gender • Recognise illnesses and remedies when written • Show understanding when hearing the words | Know the words for illnesses and remedies • Label the pictures, using matching activities • Play games co-operatively in French, practising the words • Take part in role play | |
| Educational visits/visitors | | | Sideshore Visit | | | Animals 2 U visit school | |
| Nature School | What has grown | What can cook with | | Make recipes | How do herbs affect | | |

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| | /changed? | what is available to harvest? Create recipes | | | flavour and enjoyment of food? Experiment with adding herbs to dips | | |
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| Wall and interactive displays | PSHE- growing & changing | Science- sound | RE - Hindus | History- Ancient Egypt | Art - fairtrade | | |
| Resources required | | | | Food prep Ingredients from lists made Kitchen space | Food prep spoons, bowls, yoghurt/mayo/ sour cream/tomato salt/pepper/herbs | | |