

Bloxham CE Primary Half Termly Overview Term 3 2025/26

Year Group	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Year 1	<p>1. To explore the setting of Katie Morag's island and generate descriptive ideas.</p> <p>2. To identify and discuss features of postcards.</p> <p>3. To use drama and role-play to generate language for a visit to the Isle of Struay.</p> <p>4. To use capital letters for names of people and places. (SPaG)</p>	<p>1. To sequence events for a trip to Katie Morag's island.</p> <p>2. To describe what I saw and did using complete sentences.</p> <p>3. To use time connectives to order my ideas.</p> <p>4. To use finger spaces and full stops to finish sentences. (SPaG)</p>	<p>1. To write a postcard about my journey to the island.</p> <p>2. To write a postcard about what I saw on the island.</p> <p>3. To write a postcard about who I met and how I felt.</p> <p>4. To check and improve my sentences. (SPaG)</p>	<p>1. To listen to a story and discuss ideas, feelings, and reactions.</p> <p>2. Do describe characters using adventurous adjectives</p> <p>3. To map a story with a problem, journey and resolution.</p> <p>4. SPaG – tailored to progression, gaps and misconceptions</p>	<p>1. To construct sentences using adventurous verbs and adjectives</p> <p>2. To write a story opening that sets the scene, introduces the character, and hints at the problem.</p> <p>3. To plan the middle of the story with clear events, obstacles or journeys.</p> <p>4. SPaG – To use time connectives</p>	<p>1. To apply SPaG skills learned this term to my writing.</p> <p>2. To review and provide constructive feedback on peers' writing.</p> <p>3. To revise stories by adding adventurous vocabulary, varying sentence types, and dialogue.</p> <p>4. To produce a polished narrative</p>
English Year 2	<p>1. Hook day - To explore and engage in the story of Katie Morag and the new Pier.</p> <p>2. To make connections to the text (going to a pier)</p> <p>3. To experience a scene through drama and music (soundscape)</p>	<p>1. Powerful adjectives</p> <p>2. Expanded noun phrases</p> <p>3. Writing in paragraphs</p>	<p>1. Structuring a letter (opening, main text, closing)</p> <p>2. To understand the features of a letter (recap)</p> <p>3. Plan a letter</p>	<p><u>Big write</u></p> <p>1. To write a letter</p> <p>2. To edit work using a success criteria and publish</p> <p>3. Hook day - To explore and engage in the story Way Back home.</p>	<p>1. To use similes in sentences</p> <p>2. To use adverbs</p> <p>3. To use expanded noun phrases in sentences.</p>	<p>1. To plan a narrative</p> <p><u>Big write</u></p> <p>2. To write a narrative</p> <p>3. To edit work using a success criteria and publish my work</p>



Maths Year 1	<ol style="list-style-type: none">1. To count to 202. To recognise 10 without needing to count3. To understand that 11, 12 and 13 are made up of 1 ten and 1, 2 and 3 ones4. To understand that 14, 15 and 16 are made up of 1 ten and 4, 5 and 6 ones5. To understand that 17, 18 and 19 are made up of 1 ten and 7, 8 and 9 ones	<ol style="list-style-type: none">1. To recognise that 20 is made up of 2 tens2. To use a range of practical activities to consolidate my learning on numbers up to 203. To find one more and one less of any number up to 204. To use a number line to count up to and back from 205. To label a number line to 20	<ol style="list-style-type: none">1. To estimate on a number line2. To compare numbers up to 203. To order numbers up to 204. End of Unit Check5. To count on from any number up to 20	<ol style="list-style-type: none">1. To add a 1 digit number to a 2 digit number by adding the ones2. To use a range of practical activities to consolidate my learning on adding numbers up to 203. To find number bonds up to 204. To understand what 'double' means and how it can be represented5. To use the knowledge of double additions to solve near double additions	<ol style="list-style-type: none">1. To subtract numbers up to 20 by counting back2. To use a range of practical activities to consolidate my learning on doubles and near doubles3. To solve missing number problems up to 204. To count back across ten to work out subtraction problems5. To compare quantities of objects up to 20 to find the difference	<ol style="list-style-type: none">1. To find the difference and complete fact families for numbers up to 202. To use a range of practical activities to consolidate my learning on subtracting numbers up to 203. To solve missing number problem for numbers up to 204. To solve addition and subtraction picture and word problems for numbers up to 205. End of Unit Check
Maths Year 2	<ol style="list-style-type: none">1. To count in pence.2. To count in pounds.3. To count in pounds in pence.4. To make an amount using pounds and pence.5. To make the same amount.	<ol style="list-style-type: none">1. To compare amounts of money.2. To calculate with money.3. To make one pounds in different ways.4. To find change.	<ol style="list-style-type: none">1. Money - end of unit check.2. To recognise equal groups.3. To make equal groups.4. To add equal groups.5. To explore the x sign.	<ol style="list-style-type: none">1. To write multiplication number sentences.2. To explore arrays.3. To make equal groups through grouping.4. To make equal groups through sharing.	<ol style="list-style-type: none">1. To explore the 2 times table.2. To divide by 2.3. To double and half a number.4. To identify odd and even numbers.5. To explore the 10 times table.	<ol style="list-style-type: none">1. To divide by 10.2. To explore the 5 times table.3. To divide by 5.4. To explore grouping through bar modelling.5. To explore sharing through bar modelling.



		5. To solve two step problems involving money.		5. Multiplication and division - end of unit check.		
Science	Exploring daily materials	Shaping materials	- Bending, stretching, twisting, squishing	- Linking properties to uses	- Blue review	- Testing paper -
RE	What is a leader?	Who was Joshua and why was he an important leader?	What makes a good leader?	Why do we need to follow leaders?	Blue Review	What gives people the right to be leaders? Do we all have to agree on the same leaders?
Computing	- To identify that sound can be recorded	- To explain that audio recordings can be edited	- To recognise the different parts of creating a podcast project	- To recognise the different parts of creating a podcast project	- To combine audio to enhance my podcast project	- To research ways to develop my podcast project and to record a short podcast episode
Music	Inventing a musical story 1	Inventing a musical story 2	Inventing a musical story 3	Inventing a musical story 4	Inventing a musical story 5	Inventing a musical story 6
PE Fitness	To learn how to run for a long time	To develop jumping in a long rope using timing.	To develop co-ordination in individual skipping.	To develop stamina and change of direction.	To explore exercises to develop strength.	- To develop agility, balance and co-ordination. -
Indoor PE Dance	THEME: Secret Garden To remember, repeat and link actions to tell the story of my dance.	To develop an understanding of dynamics and how they can show an idea.	Use counts of 8 to help you stay in time with the music.	THEME: The Circus To copy, remember and repeat actions using facial expressions to show different characters.	To explore pathways and levels.	.To remember and rehearse our circus dance showing expression and character.
PSHE (P)	Celebrating Difference					
	- Judging by appearances	- Understanding influences	- Understanding bullying	- Problem-solving	- Special me	- Celebrating difference: How we look



Art	N/A - T4	N/A - T4	- N/A-T4	N/A - T4	N/A - T4	N/A - T4
DT	To explore beach huts and their uses.	To explore how materials join together.	To create wooden frames.	To design our beach hut.	To create a beach hut using different materials.	To evaluate our beach hut.
History	N/A - T4	N/A - T4	N/A - T4	N/A - T4	N/A - T4	N/A - T4
Geography	Map readers	Reading Keys	Physical process - Erosion	Human features of a coastal town	Blue Review	Coastal Signs - Breadth and Depth