

Bloxham CE Primary Half Termly Overview Term 5 2025/26

Year Group	Week 1	Week 2	Week 3 Whitemoor Lakes Residential	Week 4	Week 5	Week 6
English	<p>To comprehend a text using prediction, inference, clarification of vocabulary, by answering questions and summarising</p> <p>To justify opinions and ask questions about a text</p> <p>To identify, understand and summarise the key events in the story</p> <p>To identify the purpose and features of a poster</p>	<p>To design a poster that includes relevant information and features for its purpose and audience. (SOA)</p> <p>To understand the purpose, audience and form of a Newspaper Report and identify key features</p>		<p>To create a short, snappy headline that uses a pun, rhyme, or alliteration to catch the reader's eye</p> <p>To generate quotes and record using the correct punctuation for direct speech " "</p>	<p>To explore WAGOLL and identify the 5Ws to support writing</p> <p>To plan and write a Newspaper report</p> <p>To maintain a point of view (that of the reporter/eyewitness). (first draft)</p>	<p>To edit and improve a Newspaper report</p> <p>To maintain a point of view (that of the reporter/eyewitness).</p> <p>To publish</p>
Maths	<p>Cont. Fractions</p> <p>To find the fraction of an amount</p> <p>To problem solve fraction of an amount</p> <p>Daily Times Tables</p> <p>Practise</p>	<p>Decimals 1</p> <p>To understand tenths as fractions</p> <p>To understand tenths as decimals</p> <p>To understand tenths of a Place Value Grid</p> <p>To understand tenths on a numberline</p> <p>Daily Times Tables</p> <p>Practise</p>		<p>To divide 1 digit by 10</p> <p>To divide 2 digits by 10</p> <p>To understand hundredths as fractions</p> <p>To understand hundredths as decimals</p> <p>Daily Times Tables</p> <p>Practise</p>	<p>To understand hundredths of a Place Value Grid</p> <p>To divide 1 or 2 digits by 100</p> <p>To divide by 10 and 100</p>	<p>Decimals 2</p> <p>To make a whole</p> <p>To partition decimals</p> <p>To compare decimals</p> <p>To order decimals</p>
Science	<p>Electrical Circuits and Conductors</p> <p>To compare household equipment and appliances that are and are not powered by electricity.</p>	<p>To understand the components that are used to make a circuit</p> <p>To construct circuits using a range of components</p>		<p>To predict and describe whether a circuit will work based on whether or not the circuit is a complete loop and has a battery or cell.</p>	<p>To use scientific vocabulary to report and answer questions about your findings based on evidence collected.</p> <p>To draw simple conclusions and identify next steps, improvements and further questions.</p> <p>To describe materials as electrical conductors or insulators.</p>	<p>To identify dangers and how to use electricity safely</p>



RE - What role does worship play in the lives of a Hindu?	To understand the difference between role, duty and worship	To learn what a Mandir is and what happens inside		To research and discuss daily rituals of Hindus	To evaluate the difference and similarity between worship in a Mandir and in the home	To reflect whether they would like to incorporate any of the five daily duties into their lives
Computing	To develop the use of count-controlled loops in a different programming environment.	To explain that in programming there are infinite loops and count-controlled loops		To develop a design that includes two or more loops which run at the same time	To modify an infinite loop in a given program	To design a project that includes repetition and to create a project that includes repetition
Music	Expression and Improvisation Unit SONG 1 Train Is A-Comin' Style: Gospel Understanding Music <ul style="list-style-type: none"> • Improvise together • Listen & Respond • Learn to Sing • Performance 	SONG 1 Train Is A-Comin' Style: Gospel (part 2) Understanding Music <ul style="list-style-type: none"> • Improvise together • Listen & Respond • Learn to Sing • Play instruments with the song • Performance 		SONG 2 Oh Happy Day Style: Gospel Understanding Music <ul style="list-style-type: none"> • Improvise together • Listen & Respond • Learn to Sing • Performance 	SONG 2 Oh Happy Day Style: Gospel (part 2) Understanding Music <ul style="list-style-type: none"> • Improvise together • Listen & Respond (Romeo and Juliette overture) • Learn to Sing • Performance 	SONG 3 A World Full Of Sound Style: 20th and 21st Century Orchestra Understanding Music <ul style="list-style-type: none"> • Improvise together • Listen & Respond • Learn to Sing • Performance
PE Outdoor	Athletics To develop stamina and an understanding of speed and pace in relation to distance.	To develop power and speed in the sprinting technique		To develop technique when jumping for distance.	To develop technique when jumping for distance.	To develop a pull throw for distance and accuracy. To develop officiating and performing skills.
PSHE	Relationships Relationships I have	Love and Loss		Memories	Are Animals Special?	Celebrating All
Design and Technology Project Statues, Statuettes and Figurines						
DT	Figure Drawing To sketch 3d human form	Explore Statues, statuettes and Figurines		Ancient Sculptures	Clay Sculpture using an armature	Making Sumer style-figurines



		'What are the common characteristics of statues, statuettes and figurines?'		To sketch detailed drawings of ancient sculptures To annotate design features	To learn the skill of using an armature To attach and secure parts using pins and slip	To make a statuette inspired by Sumerian Statuettes
History	What is a civilisation? To understand what a civilisation is and its key features	Why did civilisations begin near rivers? To understand why early civilisations settled near rivers		Ancient Sumer: How did it grow? To understand how the Ancient Sumerian civilisation grew and developed	How did farming change life in Ancient Sumer? To understand how farmer changed life in Ancient Sumer	How did inventions change life in Ancient Sumer? To understand how inventions changed life in Ancient Sumer
Geography	Not taught this term					
MFL	Ma famille Pupils will learn to count from 1–69 in the target language and use this knowledge to say how old they and others are. They will apply this by talking about the ages of their own or imaginary family members. Some pupils will also be challenged to extend their learning by exploring numbers from 70–100.	Pupils will revisit and consolidate all the language they have learned throughout the unit. They will then apply this knowledge to complete an end-of-unit assessment, allowing them to demonstrate their understanding and progress.		En classes To recognise and recall 7 classroom objects in French with the correct determiners/articles.	To recognise and recall 5 more classroom objects in French with the correct determiners/articles.	To answer the question 'Qu'est-ce qu'il y a dans ta trousse ?' (What is in your pencil case?).