Termly Planning Grid
Autumn 2 2026/27

Week	1 w/b 2.11.26	2 w/b 9.11.26	3 w/b 16.11.26	4 w/b 23.11.26	5 w/b 30.11.26 Assessment week	6 w/b 7.12.26	7 w/b 14.12.26
Whole Class Reading	**The Way Home for Wolf by Rachel Bright** Children are guided to new words and feel joy when they can spot these words independently.	**The Way Home for Wolf by Rachel Bright** Children are guided to new words and feel joy when they can spot these words independently.	**The Seeds of Friendship by Michael Foreman** Children are guided to new words and feel joy when they can spot these words independently.	**The Seeds of Friendship by Michael Foreman** Children are guided to new words and feel joy when they can spot these words independently.	**Vlad and the Great Fire of London by Kate Cunningham** Children are guided to new words and feel joy when they can spot these words independently.	**Vlad and the Great Fire of London by Kate Cunningham** Children are guided to new words and feel joy when they can spot these words independently.	**Vlad and the Great Fire of London by Kate Cunningham** Children are guided to new words and feel joy when they can spot these words independently.
Literacy	**The Deserted House by Mary Coleridge** **Letter** To plan and write a letter from the last owner of the house to the person who finds the house.	**The Great Fire of London by Emma Adams & James Weston Lewis** **Recount** Punctuate some sentences using a capital letter and a full stop independently. (Y1) Use a capital letter for the names of people, places, the days of the week, and the personal pronoun "I". (Y1) Form capital letters (Y1) Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. (Y2)	**The Great Fire of London by Emma Adams & James Weston Lewis** **Recount** Use the present and past tenses correctly and consistently. (Y2) Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs. (Y2) To write sentences by: saying out loud what they are going to write about. Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense. To discuss what they have written with the teacher or other pupils.	**The Great Fire of London by Emma Adams & James Weston Lewis** **Recount** To read aloud their writing clearly enough to be heard by their peers and the teacher. (Y1) To read aloud what they have written with appropriate intonation to make the meaning clear. (Y2) To develop positive attitudes towards and stamina for writing. To consider what they are going to write before beginning. To make simple additions, revisions and corrections to their own writing. Children learn about people in the past and use this to write	Assessment Week **The Great Fire of London by Emma Adams & James Weston Lewis** **Instructions** Understand and begin to use commas for lists. (Y2) Use sentences with different forms: commands and statements. (Y2) Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs. (Y2)	**The Great Fire of London by Emma Adams & James Weston Lewis** **Instructions** To write sentences by: • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense To discuss what they have written with the teacher or other pupils . (Y1)	**The Great Fire of London by Emma Adams & James Weston Lewis** **Instructions** To read aloud their writing clearly enough to be heard by their peers and the teacher. (Y1) To read aloud what they have written with appropriate intonation to make the meaning clear. (Y2) To develop positive attitudes towards and stamina for writing. To consider what they are going to write before beginning. To make simple additions, revisions and corrections to their own writing.

				imaginatively.			
Maths	Addition and Subtraction	Addition and Subtraction	Addition and Subtraction	Addition and Subtraction	Y1 Place Value within 50 and multiplication. Y2 Multiplication.	Y1 Place Value within 50 and multiplication. Y2 Multiplication.	Y1 Place Value within 50 and multiplication. Y2 Multiplication.
Science	What links wood, paper and card?	What is the difference between rocks and bricks? How is glass and plastic used?	Which metals are used and when? Which fabric is most suitable?	Why is this material suitable?	Can I change the shape of a material?	Which material would be most suitable for an umbrella? - planning	Which material would be most suitable for an umbrella? - investigation
History		What was life like in the 17rth century? What was London like before the fire?	How did the Great Fire of London begin?	How was the fire put out?	What changes were made because of the fire?	How do we know about the Great Fire of London?	Has London ever burned again? Meanwhile, elsewhere... Great Fire of Aachen 1656
Geography	What are houses like in Blackboys?	Where is London?	What are the UK countries and capital cities?				
DT							
Art	Can I investigate maps as a stimulus for drawing?	How do I develop a drawing into 3D artwork?	How can I experiment with a craft technique to develop an idea?	Which craft skills do I need to use when printmaking?	How well have I produced artwork compared to the design brief? Children are encourage to examine their own response to a piece of artwork and question why it makes them feel that way.		
Computing	To use a computer to write • I can open a word processor • I can recognise keys on a keyboard • I can identify and find keys on a keyboard	To add and remove text on a computer • I can enter text into a computer • I can use letter, number, and Space keys • I can use Backspace to remove text	To identify that the look of text can be changed on a computer • I can type capital letters • I can explain what the keys that I have already learnt about do • I can identify the toolbar and use bold, italic, and underline	To make careful choices when changing text • I can select a word by double-clicking • I can select all of the text by clicking and dragging • I can change the font	To explain why I used the tools that I chose • I can say what tool I used to change the text • I can decide if my changes have improved my writing • I can use 'Undo' to remove changes	To compare typing on a computer to writing on paper • I can make changes to text on a computer • I can explain the differences between typing and writing • I can say why I prefer typing or writing	
RE Spirituality – learn empathy by learning about people's customs	Why is Jesus so special to Christians?	Can you retell the Christmas story?	What was the first Christmas really like?	What happens in church at Christmas? Explore Christmas church traditions around the world.	What is Advent and how is it celebrated?	Who could you thank at Christmas?	

and beliefs that are different from their own.							
PE	Dance: THEME: Weather To use counts of 8 to move in time and make my dance look interesting. Team Building: To cooperate with a partner to complete challenges.	Dance: THEME: Weather To explore pathways in my dance. Team Building: To explore and develop working as a team.	Dance: THEME: Weather To create my own dance using, actions, pathways and counts. Team Building: To develop talking, listening and sharing skills.	Dance: THEME: Pirates To explore speeds and actions in our pirate inspired dance. Team Building: To use speaking and listening skills to lead a partner.	Dance: THEME: Pirates To copy, remember and repeat actions that represent the theme. Team Building: To plan with a partner and small group to complete challenges.	Dance: THEME: Pirates To copy, repeat, create and perform actions that represent the theme. Team Building: To use talking, listening and sharing skills to complete challenges.	Dance: Performance Day. Team Building: Christmas challenges.
PSHE	How am I different from my friends?	How am I different from my friends?	What is bullying?	Who can I talk to if I am unhappy or being bullied?	How can I make new friends?	What makes us all special and unique? Children reflect on how they fit into the world.	
Music	Explore the dynamic and tempo changes in songs. Learn and practise songs for the Nativity.	Respond creatively to these pieces using line drawings. Explore how different lines could be drawn to represent dynamics or tempo. Learn and practise songs for the Nativity. Appreciate by responding to music and describing how it affects emotions.	Create movements to show dynamics and tempo. Learn and practise songs for the Nativity.	Learn and practise songs for the Nativity.	Learn and practise songs for the Nativity.	Learn and practise songs for the Nativity.	Learn and practise songs for the Nativity.
MFL							