



Termly Overview – Term 6

Together, Achieving Our Best – Every Child, Every Day

Cherry Class	Week One 01/06/2026	Week Two 08/06/2026	Week Three 15/06/2026	Week Four 22/06/2026	Week Five 29/06/2026	Week Six 06/07/2026	Week Seven 13/07/2026	Week 8 20/07/26	Learning Goal
Enrichment Opportunities –									<i>What do I want the children to learn by the end of this term?</i>
Themed Days/Visits	Multiskills festival – 5 th June DC's parents in to talk about Eid (3rd June)	Slimbridge Wetland Centre trip – 8 th June Practice Sports Day – 11 th June	Sports Day – 18 th or 19 th June Healthy Living week					DT Day – design and make a felt flower or butterfly	
Reading	The Proudest Blue – a story about hijab and family life – linked in to celebrating Eid. To link what they have read or heard with their own experiences.	Gozzle by Julia Donaldson To link what they have read or heard with their own experiences.	Poems (Truthfulness) To recite simple poems by heart.	To discuss the significance of titles and events.	To begin to make simple inferences.	To retell familiar stories with increasing detail.	To discuss reading preferences (including favourite authors etc).	To make inferences based on what is being said and done.	
Writing	Consistently writing using capital letters, full stops and finger spaces.	Recount of our trip to Slimbridge – Writing a sequence of sentences in	Add ing and ed	Add er and est	Questions	Different sentences types (exclamations)	Conjunctions (and, but, because)	Instructions (linked to DT)	Write a sequence of sentences that make sense, both fiction and

		the form of a recount							non fiction texts.
Phonics	PSC recap	Phonics Screening Check (9 th , 10 th and 11 th June)	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer	/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large	/sh/ ti ssi si ci potion mission mansion delicious	/or/ augh our oar ore daughter pour oar more review	Review	Assessment	
Handwriting	Zigzags and lines	Recap of a,b,c,d	Recap of e,f,g,h,i	Recap of j,k,l,m,n	Recap of o,p,q,r,s	Recap of t,u,v,w,x	Recap of y,z, A,B,C,D,E	Recap of capital letters	Recap of capital letters
Maths	Count up in 10p to 100 (10 tens) Count back in 10p from 10 tens Practical problem solving with above Recognise and know the value of different denominations of coins and notes 5p is 1p more than 4p but 1p less than 4p etc. Extend to 50p £1		Time - The today is Monday tomorrow will be Tuesday Time – it's 5 o'clock what time will it be in an hour Knowing morning, afternoon evening , today, tomorrow and yesterday Ordering a set of events Revise naming and ordering the days of the week Knowing the day before and the day after Naming and ordering the months of the year Knowing the month before and month after Making times on the hour on a clock Reading o'clock on a clock Ordering times – knowing that 2 o'clock is 1 more hour than 1 o'clock		Lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] Solve practical problems for: Lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] Measure and begin to record the following: Practical revisit of length and height – more and less than ½ metre. Addition bonds for 20 using 3 single digits in the context of length/height		Extend to 2 digits add 1 digit within 20 and then extend to within 30,40 Explore adding 9 and subtracting 9 Explore near doubles		Recognise and know the value of notes and coins. Know the hours in a day, days of the week and months of the year.
Mastering Number									
RE	Pupils weigh up the difference between what Jonah should do and what he might want to do. Take part in a 'conscience	Pupils will consider the end of the story of Jonah and what might be learnt from it. Complete their poems about	Pupils will consider why the story of Jonah is important for many Jews; Learn about the festival of Yom Kippur;	Pupils will learn about the idea of 'throwing away' your 'sins'; Hear about the Jewish tradition of sacrifice and admitting faults;	Pupils will learn a story that Jesus told; Reflect on the meaning(s) of that story.	Pupils will explore how we come to know and understand the world around us; Reflect on the question, 'How do I feel about	Pupils will explore feelings and thoughts about different ideas about the creation of the world;	Pupils will learn about the Hindu idea of the mother goddess as the source of power and strength;	Remember a Judaeo-Christian / Hindu / Humanist story and talk about it. Talk about what they find

	alley' activity and discuss what Jonah should do.	Jonah's journey.	Learn a song about Yom Kippur; Make connections between Jonah, Yom Kippur and forgiveness.	Reflect on some things that the class has done and they have done that were not as good as they could have been; Engage in an activity to 'throw away bad choices of the past'.		the natural world?' (e.g. wonder, amazement, mystery, worry, sadness). Pupils will explore feelings and thoughts about different aspects of the world around us; reflect further on the question, 'How do I feel about the natural world?' (e.g. wonder, amazement, mystery, worry, sadness).	Reflect further on the question, 'How do I feel about the natural world?' (e.g. wonder, amazement, mystery, worry, sadness); Ask their own questions about creation. Pupils will explore feelings and thoughts about different ideas about the creation of the world; Reflect further on the question, 'How do I feel about the natural world?' (e.g. wonder, amazement, mystery, worry, sadness); Ask their own questions about creation.	Begin to express their own ideas about creation; Ask their own questions about the Hindu gods. Pupils will explore Christian hymns praising God for His creation; Make their own 'song' of creation; Reflect on some Christian beliefs about creation.	interesting or puzzling.
Science	What is a deciduous tree?	What is an evergreen tree?	What is a habitat?	To recognise signs of summer. (Mike's Meadow)	What do plants need to grow and survive?	Observation of our experiment	Where does my food come from?		To compare the differences between deciduous and

				To notice and track the weather.					evergreen trees. To spot signs of summer and how they differ to the other seasons, including weather. To know what plants need to survive.
Geography	Local Walk – to look for human and physical features around Batheaston.	Maps and Key symbols – to understand what they mean and how they are used.							To understand the difference between human and physical features.
Computing	To choose a command for a given purpose	To show that a series of commands can be joined together	To identify the effect of changing a value	To explain that each sprite has its own instructions	To design the parts of a project	To use my algorithm to create a program			Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs
Art	To draw in the style of William Morris	To create patterns using natural	Design and make a tote bag	Use string to create symmetrical	To create collages	To compare the similarities and	To compare the similarities		To compare and appreciate the

	by copying his designs.	resources (Mike's Meadow).	in the style of William Morris	string pulled pictures	using multimedia.	differences between practices of artists (Van Gogh).	and differences between practices of artists from different cultures and historical periods.		artwork of William Morris and Vincent Van Gogh.
Music	Listen and Appraise Classical music	Continue to embed the foundations of the interrelated dimensions of music using voices and instruments	Singing	Play instruments within the song	Improvisation using voices and instruments	Composition	Share and perform the learning that has taken place		
DT			Design and make a tote bag in the style of William Morris				To make a fruit salad	DT Day – design and make a felt nature sewing project	
PE	To start and stop at speed.	To use our arms when running at different speeds. To take off on two feet to jump for distance.	To use our leading arm when we throw. Sports Day (session 2)	To move in different ways to show good balance, coordination and agility. To take part in a competition using running, jumping and throwing skills.	To send the ball over a net to our partner. To track and stop a moving object using both hands.	Why different muscles are important when playing games. To send balls accurately from different positions, eg sitting or kneeling.	To spot space in the playing area and hit the ball there. To play a game with a partner.		End of week 4: Begin to link running and jumping. Learn and refine a range of running. Develop throwing techniques to throw over longer distances. End of week 8: Develop sending skills with a variety of balls. Track, intercept and stop a variety

									of objects. Select and apply skills to beat the opposition.
Environmental / Mikes Meadow									

Within each subject, remember to include the activation of prior learning from previous years, and explicit teaching of vocabulary (Knowledge Organiser)