

Eucalyptus- Autumn term long term plan- 2026

|            | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 2                                                    | 3                                                       | 4                                                                                                    | 5                                                                      | 6               | 7               | 8                                           | HALF TERM | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2                        | 3                                 | 4                   | 5                                   | 6              |                                                                                                                                                                                                                                                                                                                                                                                           |
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| SPELLING   | Step 1:<br>Words that are homophones                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Step 2:<br>Words with the prefix 'in-' meaning 'not' | Step 3:<br>Words with the prefixes 'il-', 'im- and 'ir- | Step 4:<br>Words with the prefix 'sub-' meaning 'below' or 'further divided'                         | Step 5:<br>Words with the prefix 'inter-' meaning 'between' or 'among' | Challenge Words | Challenge Words |                                             |           | Words ending in '-ation'                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Words ending in '-ation' | Words ending in '-ly'             | Words ending '-lly' | Words where 'ch' makes a /sh/ sound | Challenge Word |                                                                                                                                                                                                                                                                                                                                                                                           |
| ENGLISH    | Ocean Meets Sky (3 weeks)<br>Fiction Outcome: Dream Adventure Narrative                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                      |                                                         | The Search for the Giant Arctic Jellyfish (3 weeks)<br>Non-Fiction Outcome: Ship captain's Daily Log |                                                                        |                 |                 |                                             |           | The Forgetting (3 weeks)<br>Fiction Outcome: Finding Memories Narrative (F)                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                          | Hortense and the Shadow (3 weeks) |                     |                                     |                |                                                                                                                                                                                                                                                                                                                                                                                           |
| CLASS TEXT | Planet Omar – Zanib Mian Offers contemporary representation while celebrating family, faith and humour.<br>The Wild Robot – Peter Brown Explores technology, belonging and nature through an engaging and thought-provoking narrative.                                                                                                                                                                                                                                                                                                                                                                                                        |                                                      |                                                         |                                                                                                      |                                                                        |                 |                 |                                             |           | Planet Omar – Zanib Mian Offers contemporary representation while celebrating family, faith and humour.<br>The Wild Robot – Peter Brown Explores technology, belonging and nature through an engaging and thought-provoking narrative.                                                                                                                                                                                                                                                                                                                  |                          |                                   |                     |                                     |                |                                                                                                                                                                                                                                                                                                                                                                                           |
| MATHS      | Addition and subtraction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                      | Numbers to 1,000                                        |                                                                                                      | Additive relationship and securing mental calculation                  |                 |                 |                                             |           | Column addition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                          | Column subtraction                |                     | 2,4 and 8 times tables              |                |                                                                                                                                                                                                                                                                                                                                                                                           |
| PSHE       | <b>Connecting with Others: What helps us feel safe and included?</b><br>Recognise what self-respect is.<br>Value their own strengths, skills and achievements.<br>Build confidence by trying new things, learning from mistakes and challenging negative self-talk.<br>Identify and communicate personal boundaries clearly.<br>Treat others with kindness, fairness and respect.<br>Recognise the qualities of good friendships and ways to support friends.<br>Learn to manage minor conflicts respectfully through negotiation, compromise, and apology.<br>Understand different ways families spend time together and support each other. |                                                      |                                                         |                                                                                                      |                                                                        |                 |                 |                                             |           | <b>The Online World: How should we communicate on line?</b><br>Identify what the internet can be used for.<br>Identify the benefits and challenges of online and in-person communication.<br>Communicate respectfully and appropriately in an online environment.<br>Recognise that disrespectful online communication can have a negative impact on others.<br>Identify some types of online bullying behaviour.<br>Choose whether to accept a friend request in an online game.<br>Recognise that some online features are not suitable for all ages. |                          |                                   |                     |                                     |                |                                                                                                                                                                                                                                                                                                                                                                                           |
| French     | <b>French greetings</b><br>Classroom commands.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                      |                                                         |                                                                                                      |                                                                        |                 |                 |                                             |           | <b>French adjectives</b> of colour, size and shape.<br>Classroom commands.                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                          |                                   |                     |                                     |                |                                                                                                                                                                                                                                                                                                                                                                                           |
| PE         | <b>REAL PE</b><br>Personal: Unit 1 – Know where I am in my own learning. (Coordination-footwork, static balance- one leg)<br>Swimming<br>Sports focus – ball games involving passing, throwing and kicking<br>*football<br>*Cross country                                                                                                                                                                                                                                                                                                                                                                                                     |                                                      |                                                         |                                                                                                      |                                                                        |                 |                 |                                             |           | <b>REAL PE</b><br>Social: Unit 2- Share ideas (artistry, partnering, circles, shapes)<br>Swimming<br>Sports focus – ball games involving passing, throwing and kicking<br>*football<br>*Cross country                                                                                                                                                                                                                                                                                                                                                   |                          |                                   |                     |                                     |                |                                                                                                                                                                                                                                                                                                                                                                                           |
| ART        | <b>Drawing: Growing Artists</b><br>Use their observation skills to describe specific shapes, textures or patterns in objects.<br>Shade with a reasonable degree of accuracy and skill following the four shading rules.<br>Use mark making to show texture and details.<br>Use simple shapes to sketch the basis of their drawing before using lines and marks to add detail and texture.<br>Apply shading skills to show areas of light and dark (tone).<br>Apply line, shape and tone with digital tools.<br>Save and present digital artwork.<br>Use materials to create a design inspired by The Sun.                                     |                                                      |                                                         |                                                                                                      |                                                                        |                 |                 |                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                          |                                   |                     |                                     |                | <b>Sculpture: Mega Materials</b><br>Try drawing in an unfamiliar way and take risks in their work.<br>Use familiar shapes to create simple 3D drawings and describe the shapes they use.<br>Make informed choices about their use of tools.<br>Explore different ways to join materials to create a 3D outcome.<br>Describe how their work has been influenced by the work of El Anatsui. |
| Computing  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                      |                                                         |                                                                                                      |                                                                        |                 |                 | Online safety<br>Digital literacy: Unit 3.2 |           | Digital Literacy: Unit 3.5 Email (including email safety)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                          |                                   |                     |                                     |                |                                                                                                                                                                                                                                                                                                                                                                                           |

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| RE         | Unit 19<br>What is it like for someone to follow God?<br>(People of God)                                                                                                                                                                                                                                                                                                                                                                                                         |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |  | Unit 20<br>What is the Trinity and why is it important for Christians?<br>(Incarnation/God)                                                                                                                                                                                                                                                                                                                                                                                      |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Humanities |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  | <b>History</b><br><b>Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</b><br>Understand that prehistory was a long time ago.<br>Accurately place AD and BC on a timeline.<br>Identify conclusions that are certainties and possibilities based on archaeological evidence.<br>Explain the limitations of archaeological evidence.<br>Use artefacts to make deductions about the Amesbury Archer's life.<br>Identify gaps in their knowledge of the Bronze Age. |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | <b>Geography</b><br><b>Why do people live near volcanoes? (includes fieldwork on school grounds).</b><br>Name all four layers of the Earth in the correct order, stating one fact about each layer.<br>Explain one or more ways a mountain can be formed.<br>Give a correct example of a mountain range and its continent.Describe a tectonic plate and know that mountains occur along plate boundaries.<br>Correctly label the features of shield and composite volcanoes and explain how they form.<br>Name three ways in which volcanoes can be classified. |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| DT         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  | <b>Cooking and nutrition- adapting a recipe</b><br>Describe features of biscuits using taste, texture and appearance.<br>Explain why some biscuits might be made for children, adults or special occasions.<br>Remember and follow simple rules for working in a safe and clean way.<br>Follow a recipe with support.<br>Use a budget to plan a recipe.<br>Adapt a recipe using additional ingredients to fit a design or budget. |  |
| Science    | <b>Materials: Rocks and soils.</b><br>Define the term rock.<br>Describe the appearance of different rocks, identifying both crystals and grains.<br>Group rocks by their absorbency, hardness and reaction to acid rain (vinegar).<br>List the different factors that break down rocks.<br>Describe fossil formation and identify fossils in rocks.                                                                                                                              |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |  | <b>Energy: Light and Shadows</b><br>Recall examples of light sources, objects that do not give out light and that darkness is the absence of light.<br>Describe ways to protect eyes from harm.<br>Describe what happens when light reflects, give examples of reflective surfaces or materials and describe factors that may affect the quality of a reflected image.<br>Describe how shadows form and identify patterns between groups of materials and the shadows produced.  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| music      | <b>Unit 1: South Africa</b><br>Correctly label all staff notation features.<br>Share their ideas about South African music.<br>Play both Sheet music: Put on your gumboots! (tuned percussion part 1) and Sheet music: Put on your gumboots! (tuned percussion part 2) patterns accurately and in time.<br>Play both patterns accurately and in time.<br>Play the rhythmic pattern and sing the tune accurately and in time.<br>Create and perform an eight-beat rhythm pattern. |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |  | <b>Unit 1: South Africa</b><br>Correctly label all staff notation features.<br>Share their ideas about South African music.<br>Play both Sheet music: Put on your gumboots! (tuned percussion part 1) and Sheet music: Put on your gumboots! (tuned percussion part 2) patterns accurately and in time.<br>Play both patterns accurately and in time.<br>Play the rhythmic pattern and sing the tune accurately and in time.<br>Create and perform an eight-beat rhythm pattern. |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |