

Subject	What will be learning about?	How can families support at home?
English	To begin this term, we will be focussing our writing lessons on the book ‘The Man who Walked between the Towers’ by Mordicai Gerstein. This story is about a young French aerialist, Philippe Petit, who threw a tightrope between the Twin Towers in New York and spent almost an hour walking, dancing, and performing tricks a quarter of a mile in the sky! The children will develop a variety of writing skills, such as using figurative and emotive language, using metaphors, and writing for a variety of different purposes and audiences. During this term, we will also be using the following books as prompts for our writing lessons: The Lost Thing, The Whale and Percy Jackson. These books cover a variety of genres from mythical fantasy to a film pitch! Through engaging lessons and a wide range of interesting literature, children will become confident and fluent writers who are capable of using a variety of different writing devices create varied and accurate pieces of independent writing.	Read Together Daily • Share a variety of texts: stories, poems, comics, recipes, signs, and instructions. • Take turns reading aloud and discussing what’s happening. • Ask open-ended questions like “Why do you think that happened?” or “What might happen next?” • Hear them read every day Build Vocabulary Through Conversation • Use rich and varied language in everyday talk. • Introduce new words naturally and explain their meanings. • Play word games like “I Spy,” “20 Questions,” or “Word Association.” Encourage Writing for Real Purposes • Write shopping lists, birthday cards, or thank-you notes together. • Keep a simple diary or scrapbook of family events. • Send a postcard to the school from a holiday location or day trip • Create stories, comics, or poems—let creativity lead! Make Spelling and Grammar Fun • Use apps or games like Spelling Shed, Wordsearches, or Scrabble Junior. • Practice tricky words in short, regular bursts. • Use mnemonics to remember spellings. Model a Love of Reading and Writing • Let children see you reading books, newspapers, or writing notes. • Visit the library together and let them choose books. • Talk about your favourite books or authors. • This term’s text is The Man Who Walked Between Towers based on The Twin Towers so discussing the significant event that happened with the towers in America will help to give context to the learning in the reading and writing lessons and children can come to lesson prepared with questions and ideas. Support Homework: • Your child will bring home a book from school and soon be issued with a Page Ticker online reading record (further information to be issued). Please ensure they bring the book to school each day.
Maths	This term will start with a solid foundation of reviewing our addition and subtraction methods so that children can visually see that once they have mastered exchanging in both adding and subtracting with a formal method, it is possible to do this with any length of number.	Build a Positive Attitude Towards Maths • Encourage a growth mindset: Praise effort, not just results. • Avoid saying things like “I’m not good at maths” — it can influence children’s attitudes. • Celebrate small wins to build confidence.

	In the previous years, children will have experienced four-digit numbers: we will be introducing them to the place value of numbers in the ten and hundred thousands, working up to the millions with calculations using these numbers. In our multiplication and division unit, we will study factors, prime numbers, squared and cubed numbers alongside multiplying and dividing by 10, 100 and 1,000. We will complete the term with a unit on fractions which builds on children's prior knowledge of numerator and denominator, part and whole. They will investigate equivalent fractions and begin to convert from and to mixed numbers and improper fractions. We will continue to add and subtract fractions but with a challenging step of totals greater than one whole and using mixed number fractions in our calculations.	Make Maths Part of Everyday Life • Cooking: Use recipes to explore measurements and fractions. • Shopping: Practice addition, subtraction, and estimating costs. • Time: Talk about clocks, calendars, and routines. • Games: Play board games or card games that involve counting, strategy, or logic (e.g. Uno, Monopoly, Sudoku). Support Homework Without Doing It • Create a quiet, distraction-free space for maths homework. • Ask open-ended questions like: • “How did you work that out?” • “Can you explain your thinking?” • Encourage them to show their working and talk through problems. • Draw pictures to help visualise more abstract concepts. Use Technology Wisely • Explore maths apps and websites like: • Times Tables Rock Stars • BBC Bitesize • Set screen time limits and use tech as a complement, not a replacement. Stay Connected with the School • Attend parent-teacher meetings and maths workshops. • Ask teachers about: • The methods being taught (e.g. number lines, column addition). • How to reinforce learning at home.
Science	In the first half of the Autumn term, our focus will be on a chemistry unit looking at Properties and Changes of Materials. Through a variety of different learning opportunities, the children will: • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution	Encourage Curiosity and Questions • Welcome “why” and “how” questions — even if you don’t know the answers! • Model curiosity by wondering aloud: “<i>I wonder why the moon looks different tonight?</i>” • Use questions as a springboard for joint discovery. Do Simple Science at Home • Try easy experiments using household items: • Make a volcano with baking soda and vinegar. • Grow a bean in a jar with wet cotton wool. • Explore floating and sinking in the bath. • Talk about what they observe and what they think is happening.

	• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • Demonstrate that dissolving, mixing and changes of state are reversible changes • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda In the second half of the Autumn term, our focus will be on a biology unit regarding Animals, Including Humans where we study the changes that can happen as a body enters old age. We will explore the timeline of a human life and compare this with other members of the animal kingdom.	Connect Science to the Real World • Go on nature walks and talk about plants, animals, and habitats. • Visit science museums, farms, aquariums, or planetariums. • Attend local events linked with Science, e.g. Norwich Science Festival • Watch science-themed shows or YouTube channels together (e.g. <i>CBeebies: Maddie's Do You Know?</i>). Read Science Books and Stories • Choose age-appropriate non-fiction books about space, animals, the human body, etc. • Look for storybooks with science themes (e.g. <i>Ada Twist, Scientist</i>). • Use library visits to explore new science topics. • Find books that will help revise children's prior learning about the changes a human body goes through from baby, child and adult. Support Scientific Thinking • Encourage children to: • Make predictions: "<i>What do you think will happen if...?</i>" • Observe carefully: "<i>What do you notice?</i>" • Reflect: "<i>Why do you think that happened?</i>" • Help them understand that it's okay to be wrong — that's how scientists learn! Stay Involved with School Science • Support school science projects or homework. • Attend science fairs at the local High Schools or STEM events if available.
Geography	Children will begin the term by revisiting prior learning about the different world biomes – understanding the features of each biome, where they are found on the globe, the animal and plant habitats that each of these include, and the positive and negatives of living in each biome. They will undertake a range of practical, hands-on activities to deepen their understanding of: Locational knowledge • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Explore the Local Environment • Go on walks and talk about physical features (rivers, hills, parks) and human features (roads, buildings, shops). • Use maps to plan routes or find landmarks. • Discuss changes in the environment: new buildings, seasonal changes, or weather patterns. Use Maps and Globes at Home • Look at world maps, atlases, or globes together. • Find countries, continents, oceans, and talk about where family members or famous people come from. • Use digital maps (like Google Earth) to explore places virtually.

	Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Talk About Travel and Places - Share experiences from holidays or trips: What was the weather like? What did the landscape look like? - Compare places: “How is the seaside different from the city?” - Discuss transport and how people get from one place to another. Read Geography-Themed Books - Choose books about different countries, cultures, weather, or animals. - Look for stories that include maps or journeys. - Use non-fiction books to explore topics like volcanoes, rainforests, or climate change. Encourage Curiosity and Questions - Ask questions like: “Why do you think people live near rivers?” “What would it be like to live in a desert?” - Help children research answers using books or child-friendly websites like BBC Bitesize Geography. Stay Involved with School Learning - Support learning by helping them find pictures, facts, or maps. - Discuss which biome they would prefer to live in and why. Have you as a family ever visited any of the World’s different biomes?
History	After half term, the children will begin a topic on Ancient Greece. During this time, we will explore a range of different historical sources to learn about Ancient Greece society and way of life, including understanding how the first Olympic Games began! Our lessons will follow the sequence below: - Chronology through the significant periods of time for Ancient Greeks - Beliefs of the Ancient Greeks - Comparison between the city-states of Athens and Sparta - Birth of democracy in Athens - Importance of theatre, myths and fables - Significance of the Battle of Marathon, Thermopylae and Salamis - Importance and purpose of Olympic Games - Impact Alexander the Great had on Ancient Greece	Make History Come Alive Visit local historical sites: Castles, museums, monuments, or even old buildings in your area. Explore family history: Look at old photos, talk about grandparents’ lives, or create a simple family tree. Watch historical films or documentaries (age-appropriate): Shows like <i>Horrible Histories</i> are both fun and educational. Read Historical Stories Together - Choose historical fiction or non-fiction books that match what they’re learning in school (e.g. Romans, Victorians, World War II). - Ask questions like: “What would it have been like to live then?” “How is that different from today?” Encourage Discussion and Curiosity - Talk about how things have changed over time — transport, toys, schools, homes, nursing.

		- Ask open-ended questions: “Why do you think that happened?” “What would you have done in that situation?” Use Creative Activities - Create a timeline of key events. - Make a model or craft (e.g. a Roman shield, Tudor house, or WWII gas mask box). - Role-play historical characters or events. Stay Connected with School Learning - Ask what topic they’re studying and explore it further at home. - Support homework or projects by helping them research or find resources. - Attend school events like assemblies or exhibitions related to history. Link History to the Present - Talk about how past events shape the world today. - Discuss commemorations like Remembrance Day or Black History Month. - Highlight how history helps us understand different cultures and perspectives.
Design & Technology	This term, we will be completing our ‘food and nutrition’ unit in DT. In lesson 1, we will explore nutrition and decide on what constitutes a healthy, balanced diet. The children will be explicitly taught culinary skills and techniques so that they can prepare and cook food safely and hygienically. We will then explore diets from different cultures, comparing these with our own, before applying these skills to create three different bread dishes: flatbread with garlic butter, Smorrebrod and mezze bowl. We will evaluate these for taste, nutritional value and presentation, thinking about what we could change if we were to create the food type again.	Encourage Making and Building at Home - Provide access to basic materials: cardboard, tape, string, scissors, glue, recycled packaging. - Let children design and build things like: - A model bridge or tower - A simple puppet or toy - A bird feeder or bug hotel - Celebrate the process, not just the final product! Talk About How Things Work - Explore everyday objects: <i>“How does this toaster work?”</i> or <i>“Why is this chair shaped like that?”</i> - Take things apart (safely!) to see what’s inside — old gadgets, clocks, or toys. - Discuss materials: <i>“Why is this made of plastic instead of wood?”</i> Support Planning and Problem-Solving - Encourage children to draw their ideas before building. - Ask questions like: “What tools or materials will you need?” “How will you make it stronger or more stable?”

		- Help them reflect: <i>“What would you do differently next time?”</i> Cook Together - Cooking is a key part of D&T! Involve children in: - Reading recipes - Measuring ingredients - Chopping, mixing, and timing - Talk about nutrition, food origins, and healthy choices. Play with Construction Toys - Use LEGO, K’NEX, Meccano, or magnetic tiles to build and invent. - Set challenges like: <i>“Can you build a bridge that holds a book?”</i> Stay Connected with School Projects - Ask questions about what they’re designing or making in school. - Offer to help with research or collecting materials. - Celebrate their creations and ask them to explain how they made them.
Art & Design	Before half term, we will complete a drawing and painting unit with a focus on the following pieces of artwork by by Friedensreich Hundertwasser. - Blobs Grow In Beloved Gardens (1975) - Atlantis Submersion (1996 – 1998) The children will learn about subtractive drawing techniques to create space in their paintings and create abstract works inspired by Hundertwasser. After half term, we will study Andy Warhol’s famous soup can painting, comparing his artwork to Hundertwasser. Children will understand that although they are both abstract artists, they use different techniques to achieve their finished pieces. By the end of this unit, children will understand how to use reductive techniques in their own pieces.	Encourage Creative Expression at Home - Provide a variety of materials: paper, paints, crayons, glue, scissors, recycled items, fabric scraps. - Let children explore freely — it’s about the process, not perfection! - Celebrate their artwork by displaying it at home. Explore Different Art Forms - Try drawing, painting, collage, sculpture, printing, or digital art. - Use everyday items to create (e.g. potato printing, cardboard sculptures). - Encourage experimenting with textures, colours, and shapes. Visit Art Galleries or Exhibitions - Explore local galleries or museums — many have free entry and family-friendly activities. - Talk about what you see: <i>“What do you like about this painting?”</i> or <i>“How do you think the artist made that?”</i> - Look at art from different cultures and time periods. Read Books About Art and Artists - Choose picture books that explore famous artists (e.g. Van Gogh, Frida Kahlo, Yayoi Kusama). - Read stories that inspire creativity and imagination. - Use books as a springboard for creating your own versions of famous artworks.

		Encourage Observation and Imagination • Go on a “texture walk” or “colour hunt” outdoors. • Ask open-ended questions: • “What do you see?” • “What could this be?” • “How would you change it?” • Let them invent their own characters, patterns, or imaginary worlds. Stay Involved with School Art Projects • Ask what they’re working on in art and design. • Support homework or sketchbook tasks with time, space, and encouragement. • Attend exhibitions or displays of children’s work at school.
PSHE (Personal, Social, Health and Economic education)	This term, we will be exploring emotions, relationships with others, and communication through the topic ‘Me and my Relationships’. The children will take part in discussions and dilemmas to explore their own thoughts and opinions on what makes a good friend; learning how to reconcile when there has been a disagreement, and how to stand up for what they believe in, being assertive yet kind.	Encourage Open Conversations • Create a safe space for children to talk about their feelings, friendships, worries, and questions. • Use everyday moments (e.g. after school, during meals) to check in emotionally. • Listen without judgment and validate their feelings: <i>“It’s okay to feel that way.”</i> Teach Life Skills at Home • Involve children in age-appropriate tasks: • Making healthy food choices • Managing money (e.g. pocket money, saving) • Resolving conflicts calmly • Taking responsibility for chores • Talk about decision-making and consequences in real-life situations. Promote Emotional Wellbeing • Help children name and understand their emotions. • Practice calming strategies together: deep breathing, mindfulness, or quiet time. • Model healthy ways to cope with stress or disappointment. Encourage Respect and Inclusion • Talk about diversity, kindness, and fairness. • Read books or watch shows that reflect different cultures, families, and experiences. • Encourage empathy by asking: <i>“How do you think they felt?”</i> or <i>“What would you do in their shoes?”</i>

		Support Health and Safety Learning • Talk about personal hygiene, healthy eating, and staying active. • Discuss online safety and respectful behaviour on the internet. • Reinforce messages about body autonomy and safe relationships in age-appropriate ways. Stay Involved with School PSHE Topics • Ask what they're learning in PSHE and follow up at home. • Support school initiatives like anti-bullying week, mental health awareness, or charity events. • Use school newsletters or platforms to stay informed about PSHE themes.
RE (Religious Education)	Across the year the children will be exploring two religions: Christianity and Sikhism. To start with the underlying theme is 'Belief into Action', with the key question being 'How far would a Sikh go for his/her religion?' Children can then draw comparisons between the two religions and build on knowledge of other religions that they have learnt about previously.	Talk About Big Questions Encourage open conversations about: • What is right and wrong? • Why do people believe different things? • What makes us who we are? These discussions help children develop critical thinking and empathy. Celebrate Diversity • Explore different religious festivals (e.g., Diwali, Eid, Hanukkah, Christmas). • Try foods, music, or crafts related to different cultures and faiths. • Visit places of worship (virtually or in person) to broaden understanding. Read Together • Choose storybooks that reflect different faiths and moral lessons. • Use age-appropriate RE books or resources from school. • Discuss the messages or values in the stories. Use Media and Technology • Watch short educational videos about world religions or moral stories. • Use interactive RE games or apps (like BBC Bitesize or RE:Quest). • Listen to songs or stories from different cultures. Encourage Reflection • Keep a "thoughts and feelings" journal. • Ask questions like "What did you learn today?" or "How would you feel in that situation?" • Use drawing or role-play to express ideas. Model Respect and Curiosity • Show interest in learning about others' beliefs. • Demonstrate respectful language and attitudes. • Share your own beliefs or values in a way that invites discussion, not pressure. Link RE to Everyday Life • Talk about kindness, fairness, and helping others.

		• Discuss news stories or community events through a values-based lens. • Encourage acts of compassion or charity.
Music	In music, we will be exploring untuned percussion. Using a variety of untuned percussive instruments we will create musical stories using graphic scores. The children will explore the concept of ‘one piece, different performers’, realising that a piece of music can be interpreted in different ways by the performer which creates subtle differences in how the same piece of music can sound depending on who is performing it.	Make Music Part of Everyday Life • Sing together at home, in the car, or during routines like tidying up or bedtime. • Clap or tap rhythms together — even using pots, pans, or wooden spoons! • Encourage children to make up their own songs or change the words to familiar tunes. Listen to a Variety of Music • Explore different genres: classical, jazz, pop, folk, world music, etc. • Talk about what they hear: “How does this music make you feel?” or “What instruments can you hear?” • Create a family playlist of favourite songs. Encourage Instrument Exploration • If possible, provide access to simple instruments like a keyboard, recorder, ukulele, or percussion instruments. • Use free apps or online tools to explore virtual instruments. • Let children experiment freely — it doesn’t have to sound perfect! Support School Music Activities • Ask what songs or instruments they’re learning at school. • Encourage participation in school choirs, performances, or music clubs. • Celebrate their efforts and performances, even if they’re nervous. Use Music to Support Other Learning • Use songs to help with times tables, spelling, or remembering facts. • Explore music from different cultures when learning about geography or history. • Link music to emotions and PSHE topics: “How does this song express feelings?” Stay Connected with the School’s Music Curriculum • Ask your child about the music topics or composers being studied. • Support any music homework or practice routines. • Attend school concerts or assemblies to show interest and encouragement.
PE (Physical Education)	Alongside House Games (which takes place every Friday until the October half term), the children will complete PE modules on football, dance and fitness. Children will follow a skills-led curriculum in which they will develop the motor control to play football and create fluid sequences in dance, alongside increasing their fitness	Encourage Daily Physical Activity • Aim for at least 60 minutes of movement each day — walking, cycling, dancing, or playing outside. • Make it fun: obstacle courses in the garden, family walks, or dance-offs in the living room. • Celebrate effort and participation, not just skill or winning. Support Participation in Sports and Clubs • Encourage children to try different activities: football, swimming, gymnastics, martial arts, etc. • Attend local clubs or community sports sessions.

		• Be positive about trying new things — even if they’re unsure Promote Healthy Habits • Talk about the importance of exercise, hydration, sleep, and nutrition. • Help children understand how being active supports their mental health and wellbeing. • Model healthy choices in everyday life. Teach Teamwork and Fair Play • Reinforce values like respect, cooperation, and resilience. • Talk about winning and losing gracefully. • Encourage children to support others and celebrate team success. Stay Involved with School PE • Ask what sports or activities they’re doing in PE. • Support school sports days, swimming lessons, or inter-school competitions. • Make sure children have the right kit and feel confident taking part. Build Confidence and Motivation • Praise effort, improvement, and persistence. • Help children set small goals: “Can you run a bit further today?” • Avoid comparing them to others — focus on their personal progress.
Spanish	Spanish will be taught every Tuesday. Unit 1: Everyday life Unit 2: Where I live, where you live.	Use Spanish at Home in Small Ways • Practice basic greetings: <i>Hola, ¿cómo estás?, buenos días, adiós.</i> • Label household items with Spanish words (e.g. <i>la puerta</i> for door, <i>la mesa</i> for table). • Count objects in Spanish or name colours during play. Learn Through Songs and Rhymes • Use Spanish songs to build vocabulary and pronunciation. • Try YouTube channels like <i>Super Simple Español</i>, or <i>CantaJuego</i>. • Sing along to familiar tunes with Spanish lyrics. Read Spanish Books or Watch Spanish Cartoons • Choose bilingual books or simple Spanish picture books. • Watch age-appropriate Spanish shows with subtitles (e.g. <i>Pocoyó, Dora la Exploradora</i>). • Talk about what’s happening in the story or show. Use Language Apps and Games • Try child-friendly apps like: • Duolingo for Kids • Gus on the Go • Spanish School Bus

- Play memory or matching games with Spanish words and pictures.

Talk About Spanish-Speaking Cultures

- Explore Spanish-speaking countries on a map or globe.
- Try cooking a simple Spanish or Latin American dish together.
- Celebrate cultural events like *Día de los Muertos* or *La Tomatina*.

Stay Connected with School Learning

- Ask your child what Spanish words or topics they're learning.
- Encourage them to teach you what they've learned — it reinforces their memory!
- Support any Spanish homework or projects with enthusiasm.