



Up, up and away!

Oceania Class Term 5
2025/6

| | Week 1 W/C 20/04/26 | Week 2 W/C 27/04/26 | Week 3 W/C 04/05/26 | Week 4 W/C 11/05/26 | Week 5 W/C 18/05/26 |
|------------------|---|---|---|---|--|
| Dates and events | Earth Day (22nd) St George;s Day (23rd) | | | | |
| English | Introduction to question marks to demarcate sentences. Beginning to punctuate sentences using a question mark | Introduction to question marks to demarcate sentences. Beginning to punctuate sentences using a question mark | Regular plural noun suffixes -s or -es (for example, dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun. | Regular plural noun suffixes -s or -es (for example, dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun. | Regular plural noun suffixes -s or -es (for example, dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun. |
| Phonics | Consolidate knowledge of sounds learned so far. | Consolidate knowledge of sounds learned so far. | Consolidate knowledge of sounds learned so far. | Consolidate knowledge of sounds learned so far. | Consolidate knowledge of sounds learned so far. |
| Maths | Count from 20 to 50. Place value within 50. Count by making groups of 10. | Groups of 10s and ones, Partition into tens and ones. | Numberline to 50. Estimate on a number line to 50. 1 more and less to 50. | To compare lengths and heights. To measure length using objects and cm. | |
| Science | Substantive Knowledge: To know that carnivores eat other animals, Herbivores eat plants and omnivores eat both. Disciplinary Knowledge: Using knowledge of animals and their diets, classify accurately into carnivores, herbivores and omnivores. | Substantive Knowledge: Know and name a vareity of common wild and garden plants including deciduous everygreen trees. Disciplinary Knowledge: Identify and classify pants as garden plants, wild plants, trees or weeds. Know that by observing living things over time, we can monitor changes. | Substantive Knowledge: Roots are the part of the plant which is usually under the ground. Roots hold the plant up and take in water from the soil. Disciplinary Knowledge: Identify and describe the roots of a plant by observing closely using simple equipment. | Substantive Knowledge: Flowers, petals, roots, stem and leaves are all parts of flowering plants. Disciplinary Knowledge: Observe the parts of a flowering plant closely using simple equipment. | Substantive Knowledge: Trunks, branches, bark, blossom and fruit are parts of a tree. Trees are plants. Disciplinary Knowledge: Use string to measure trunks and then order them according to size. |

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| History | To describe what an explorer is by imagining a journey. | | To ask questions about different explorers and their achievements. | | To order events from an explorer's story on a timeline. |
| Geography | | Spot the differences between rural and urban areas and know what type of settlement I live in. | | Explore and record the features of our school grounds | |
| Art | | | | | |
| Computing | To understand and create a sequence of pictures. | To take clear photos. | To edit photos. | To search for and import images. | To create a photo collage. |
| PSHCE | I can identify the members of my family and understand that there are lots of different types of families | I can identify what being a good friend means to me | I know appropriate ways of physical contact to greet my friends and know which ways I prefer | I know who can help me in my school community | I can recognise my qualities as a person and a friend |

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| RE | What is precious to me? What is precious to Jewish people? | What does a mezuzah remind Jewish people about? | How and why do Jewish people celebrate Shabbat? | What does the story of Chanukah make us think about? How do Jewish people think about miracles at Chanukah? | Re-visit learning about the Jewish faith. |
| PE | To be able to send a ball/equipment towards a target. To be able to shoot successfully at a goal. To understand how to play in a safe way. | To be able to explore different ways to use/move with the ball. To watch and copy others movements. | To be able to show control of the ball with basic actions. To be able to copy what they see and say why it is good. | To develop catching and gathering skills. 2 To be able to send the ball in different ways. | To use skills individually and in combination to suit the game. To be able to move to defend the goal. To be able to describe what they have done or seen others doing. |
| DT | To identify fruits. | To describe where fruits and vegetables grow. | To practise food preparation skills. To select ingredients for a recipe. | To apply food preparation techniques to a recipe. | To evaluate against the design brief. |
| Music | Planned and taught by Music Specialist | | | | |