



The Willows School Curriculum Overview – Autumn 2 2025

Pine

Subject	Autumn
English	<p data-bbox="1234 309 1568 339"><u>Pugs of the Frozen North</u></p> <p data-bbox="674 373 1001 403"><u>Reading & Comprehension</u></p> <ul data-bbox="723 411 1668 628" style="list-style-type: none">• Increase familiarity with a range of books• Identify themes and conventions• Prepare play scripts to read aloud• Show understanding through intonation, tone, volume and action• Discuss words and phrases that capture readers' interest and imagination• Draw inferences about characters' feelings, thoughts, emotions and actions <p data-bbox="674 671 768 702"><u>Writing</u></p> <ul data-bbox="723 710 2074 887" style="list-style-type: none">• Plan to write by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar• Draft and write by composing and rehearsing sentences orally• In narrative create settings, characters and plot• Develop creative and imaginative writing by adopting, creating and sustaining a range of roles <p data-bbox="674 930 954 960"><u>Speaking and Listening</u></p> <ul data-bbox="723 968 2080 1369" style="list-style-type: none">• Ask relevant questions to extend their understanding and knowledge• Use relevant strategies to build their vocabulary• Give well-structured descriptions, explanations, and narratives for different purposes, including for expressing feelings• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• Use spoken language to develop understanding through speculating, hypothesising, imagining, and exploring ideas• Participate actively in collaborative conversations• Use spoken language to develop understanding through imagining and exploring ideas• Select and use appropriate registers for effective communication <p data-bbox="674 1412 770 1442"><u>Phonics</u></p> <ul data-bbox="723 1450 1025 1481" style="list-style-type: none">• Phonics International



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Mathematics

Measurement

- know the number of seconds in a minute and the number of days in each month, year and leap year
- record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight
- compare durations of events, for example to calculate the time taken by events or tasks
- Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
- Read, write and convert time between analogue and digital 12 and 24-hour clocks

Addition and Subtraction

- Add and subtract numbers mentally, including:
 1. a four-digit number and ones
 2. a four-digit number and tens
 3. a four-digit number and hundreds
- Add and subtract numbers with up to four digits, using formal written methods of columnar addition and subtraction
- Estimate the answer to a calculation and use inverse operations to check answers
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

How humans work

Science

- How our eyes and ears work
- They different jobs are teeth do
- The digestive system
- The circulatory system
- The respiratory system
- The skeleton and muscles
- Why we should eat a range of different foods

Science

Health and Well-Being

- The human life cycles
- Exercise and healthy lifestyles



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- Mental health
- Oral hygiene
- Protecting ourselves from germs

Physical Education

- Stretching and warming up before exercise
- How different types of exercise benefit our bodies
- Strength, stamina and coordination

History

Stone, Iron and the Bronze Age

Key skills:

- Develop a range of methods of historical enquiry.
- Understand how changes through the Stone Age to the Iron Age and implications on Britain.
- Use a range of sources to draw historical conclusions and evaluate their reliability.
- To build chronology, using timelines.
- Compare and contrast similarities and differences between periods and significance to Britain.

About this unit:

Children introduced to the idea that people have been living in Britain for a very long time. They can learn about the changes that occurred between the middle Stone Age [Mesolithic Times] to the Iron Age – a period of over 10,000 years! Pupils should be encouraged to recognise the continuities too. For example, there is very little change in houses, house building or settlement size, until well into the Iron Age. For most of the period, there is no written evidence, so the archaeological record is very important. There is a strong emphasis on children investigating issues and solving valid historical questions recognising the nature of the evidence on which their judgements and knowledge is based.

- Lesson 1 - What was the Stone Age and how did people survive?
- Lesson 2 - Why was the change from hunter-gather to farmer so important for the 'new' Stone Age?
- Lesson 3 - What was the Bronze Age?
- Lesson 4 - What is Stonehenge and what does it tell us about the bronze age?
- Lesson 5 - What was the Iron Age?
- Lesson 6 - To debate which age had the biggest impact, bronze or iron?



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<p style="text-align: center;">PSHE</p>	<p style="text-align: center;"><u>Celebrating Difference</u></p> <ul style="list-style-type: none"> • <u>Puzzle 1</u> – Judging by appearances • <u>Puzzle 2</u> – Understanding influences • <u>Puzzle 3</u> – Understanding bullying • <u>Puzzle 4</u> – Problem-Solving • <u>Puzzle 5</u> – Special me • <u>Puzzle 6</u> – Celebrating difference
<p style="text-align: center;">RE</p>	<p style="text-align: center;"><u>Christianity - Has Christmas lost its true meaning?</u></p> <ul style="list-style-type: none"> • Lesson 1 - I can talk about what the Christmas celebrations or holidays mean to me. • Lesson 2 - I can start to explain why certain Christmas items or symbols might be meaningful to Christians • Lesson 3 - I can start to explain why kindness might be meaningful to Christians at Christmas • Lesson 4 - I can start to consider how a Christian might explain why Jesus was sent to Earth • Lesson 5 - I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts • Lesson 6 - I can explain what Christmas means to me and talk about what gift I would like to give to the world
<p style="text-align: center;">PE</p>	<p><u>OAA</u> <u>Unit 1</u></p> <ul style="list-style-type: none"> • Work well in a team or group within defined and understood roles • Plan and refine strategies to solve problems • Identify the relevance of and use maps, compasses and symbols • Identify what they do well and suggest what they could do to improve <p><u>Dance</u></p>



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Computing	<ul style="list-style-type: none">• Recording sound• Editing audio• Planning a podcast• Creating a podcast• Combining audio• Evaluating podcasts
Music	<p><u>Sounds</u></p> <ul style="list-style-type: none">• Be able to recognise and explore the ways that sounds can be made, organised and used expressively <p><u>Singing</u></p> <ul style="list-style-type: none">• Singing Assembly
Art & DT	<p style="text-align: center;"><u>Paintings, Pictures and Photographs</u></p> <p>In Paintings, Pictures and Photographs we will be learning about the variety of visual media that inform and enrich our lives. As artists, we will be learning to represent the world as painters and photographers and we will be viewing art as historians to learn what drawings and portraits can tell us about the past.</p> <p>Can we all learn to express ourselves and communicate in the universal language of paintings, pictures and photographs?</p> <p>Things we'll be covering are:</p> <ul style="list-style-type: none">• The different purposes for which art is created• The seven elements of art and how artists use them• Pointillism• Using the rule of thirds to improve our photography• Using images to influence people's behaviour.