

English – Term 5: Descriptive Narrative. Term 6: Personal Statements and Recount Writing.

Intent

Pupils will develop confidence and independence in writing by creating descriptive narratives and functional texts, using language to describe settings, express ideas and communicate clearly for a purpose and audience.

Implementation

In Term 5, pupils will explore descriptive narrative writing through *Wolf Brother*, focusing on using adjectives and adverbs, developing vocabulary and describing settings. Teaching will be supported through model texts, visual stimuli, oral rehearsal and structured scaffolds. In Term 6, pupils will apply their writing skills to real-life contexts by writing personal statements and a recount of a visit to Cotswold Wildlife Park, focusing on sequencing events, sentence structure and writing for a clear purpose and audience. Handwriting, spelling and punctuation will be revisited across both terms.

Impact

Pupils will have written descriptive setting pieces, personal statements and simple recounts, and will demonstrate improved sentence structure, organisation and vocabulary use. They will show increased confidence and independence in writing and will have opportunities to share and talk about their work.

RE – Term 5: Reflecting on Experiences and Emotions within the Community. Term 6: Making Informed Decisions

Intent

Pupils will develop understanding of belief, values and decision-making by reflecting on their experiences within their community and exploring how beliefs influence choices.

Implementation

In Term 5, pupils will explore their own experiences and emotions within their school and local community, focusing on values such as respect, empathy and belonging. Learning will be supported through discussion, reflection and participation in community-based activities. In Term 6, pupils will build on this by exploring how values, beliefs and emotions influence decision-making, including identifying consequences and seeking advice. Teaching will use real-life scenarios, discussion and guided reflection to support understanding.

Impact

Pupils will have reflected on their own experiences and emotions and will understand how values influence behaviour within a community. They will be able to recognise how decisions are made and identify simple consequences, showing increased confidence in discussing choices and demonstrating respectful and thoughtful responses.

Chestnut Class Term 5/Term 6 Into the Wild!

Swimming – Term 6

Intent

Pupils will develop confidence, independence and safety in the water and during changing routines.

Implementation

Pupils will take part in swimming sessions in ability-led groups, supported by adults. Sessions will focus on developing swimming techniques, improving control in the water, basic lifesaving skills and increasing independence when changing and managing personal belongings.

Impact

Pupils will have shown increased confidence and control in the water and will have developed swimming skills appropriate to their ability. They will have demonstrated greater independence when changing and managing personal belongings and will have shown safe behaviour in and around the pool, alongside positive engagement with others.

PSHE – Term 5: Changing and Growing. Term 6: Together We Thrive

Intent

Pupils will develop understanding of personal growth, relationships and wellbeing by exploring changes during puberty and how to build safe, respectful connections with others.

Implementation

In Term 5, pupils will explore physical and emotional changes during puberty, with learning delivered in appropriate groups to support understanding and comfort. Teaching will focus on body changes, hygiene, emotions and identity, using clear explanations, visuals and discussion. In Term 6, pupils will build on this by exploring relationships, including trust, consent, boundaries and recognising healthy and unhealthy behaviours. Learning will be supported through discussion, scenarios and guided reflection to develop understanding and confidence.

Impact

Pupils will have developed understanding of how their bodies and emotions change and how to manage these changes appropriately. They will recognise features of positive relationships and demonstrate increased confidence in expressing themselves, setting boundaries and making safe, respectful choices.

Maths – Term 5: Number: Place Value and Measure: Time. Term 6: Measure: Mass and Capacity and Number: Multiplication and Division

Intent

Pupils will develop confidence and accuracy in number and measure by applying mathematical skills to real-life contexts.

Implementation

In Term 5, pupils will develop place value and time skills using a concrete–pictorial–abstract approach, focusing on recognising, representing and comparing numbers, and telling the time and understanding simple durations. In Term 6, pupils will explore mass, capacity and multiplication and division through practical activities such as measuring, comparing and solving problems using real-life contexts. Learning will be supported through clear modelling, guided practice and opportunities to explain thinking and solve problems.

Impact

Pupils will have demonstrated improved understanding of place value and time, and will have told the time and calculated simple durations appropriate to their level. They will have measured and compared mass and capacity, and will have applied multiplication and division skills in practical contexts, showing increased confidence and independence.

Problem Solving

Intent

Pupils will develop confidence in mathematical problem solving by applying reasoning and strategies to practical and unfamiliar problems.

Implementation

Pupils will take part in structured problem-solving activities linked to Maths, using practical resources and visual supports. They will practise making predictions, choosing strategies, explaining their thinking and checking answers, with modelling and scaffolded support to build independence.

Impact

Pupils will have shown increased confidence in tackling mathematical problems and will have selected strategies to support their working. They will have explained their reasoning with support where needed and will have applied problem-solving skills with increasing independence across a range of mathematical contexts.

PE – Term 5: Boxercise and Tennis. Term 6: Athletics and Rounders

Intent

Pupils will develop physical confidence, fitness and teamwork through a range of sports and movement activities that support health, wellbeing and enjoyment of being active.

Implementation

Pupils will take part in weekly PE lessons delivered by specialist staff and regular fitness sessions. Activities will include Boxercise, tennis, athletics and rounders. Sessions will focus on coordination, stamina, strength and teamwork through structured activities and adapted games.

Impact

Pupils will have shown improvements in fitness, coordination and confidence in movement. They will have engaged positively in physical activity, will have worked cooperatively with others, and will have developed an understanding of the benefits of staying active for both physical and mental wellbeing.

Accreditation – Creative Arts

Intent

Pupils will develop confidence and self-expression through engaging in new creative activities and sharing their work with others, building awareness of their own creative skills.

Implementation

Term 5 – Engaging in New Creative Activities

Pupils will take part in a range of new creative activities, exploring different materials, techniques and processes. They will engage in at least three different activities, following instructions and making choices with support. Sessions will focus on participation, exploration and developing confidence through practical, hands-on experiences. Evidence will be gathered through artwork, photographs and staff observations.

Term 6 – Displaying Creative Work

Pupils will contribute to preparing and displaying their own creative work. They will select pieces, support presentation and take part in creating displays for others to view. Sessions will focus on sharing work, recognising achievements and engaging with others' artwork. Evidence will be gathered through photographs, observations and pupil voice.

Impact

Pupils will have taken part in a range of creative activities and will have contributed to displaying their own work. They will have shown increased confidence in participating, creating and sharing artwork, with evidence supporting progress towards Creative Arts accreditation.

Accreditation – Conservation Skills

Intent

Pupils will develop practical conservation skills and understanding of their environment by learning how to maintain planted areas and explore their local community.

Implementation

Term 5 – Introduction to the Maintenance of a Planted Area

Pupils will learn how to care for and maintain planted areas through practical, hands-on activities. They will explore tasks such as watering, weeding and basic planting, using appropriate tools with support. Pupils will begin to understand when and why maintenance is needed and will follow simple instructions to complete tasks safely. Learning will be structured, repetitive and supported through modelling and clear routines.

Term 6 – Knowing Your Local Area

Pupils will explore their local area, identifying key buildings, facilities and features within the community. They will learn about different groups of people and community activities, and begin to understand their role within the community. Activities will include local visits, discussion and practical engagement, supporting pupils to recognise how they can contribute positively to their environment.

Evidence for accreditation will be gathered through observations, photographs, checklists and supported pupil responses.

Impact

Pupils will have developed practical skills in maintaining planted areas and will have used tools appropriately with support. They will have shown increased awareness of their local area, including key places and community groups, and will have demonstrated understanding of how to behave responsibly and contribute positively, supporting progress towards Conservation Skills accreditation.

Accreditation – Science (How the World is Powered)

Intent

Pupils will develop understanding of how energy is generated and used, exploring different power sources and their importance in everyday life.

Implementation

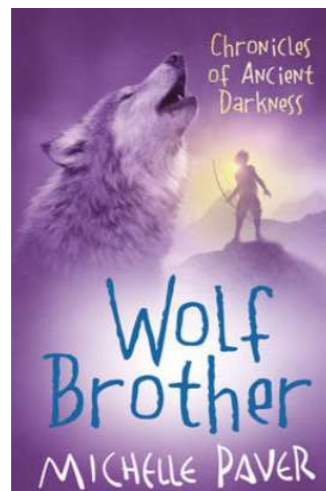
Pupils will explore how the world is powered through practical activities, discussion and visual resources. They will identify renewable and non-renewable energy sources and learn how energy is generated, stored and used in homes and communities. Pupils will develop understanding of the National Grid and how electricity is delivered, as well as recognising common household appliances and how they are powered. Learning will also focus on the risks, benefits and environmental impact of different energy sources, supported through structured tasks and real-life examples.

Evidence for accreditation will be gathered through practical work, worksheets, observations and supported pupil responses.

Impact

Pupils will have identified different energy sources and will have shown understanding of how electricity is generated and used. They will have recognised how energy is delivered to homes and appliances and will have demonstrated awareness of safety and environmental considerations, supporting progress towards Science accreditation.

This term we will be reading:
Wolf Brother by Michelle Paver



Our Skills Builder focus

Term 5



Term 6



Functional Skills – Maths and English

Intent

Pupils will develop confidence and independence in applying their reading, writing, communication and maths skills in structured and real-life situations, supporting preparation for adult life and future pathways.

Implementation

Pupils will take part in regular structured sessions that reinforce and apply skills taught in English and Maths lessons. This will include reading short texts, answering questions, spelling key words, writing simple responses and using speaking and listening skills to communicate ideas. In Maths, pupils will practise number, measure and data through practical and written tasks such as using money and time. Activities will follow familiar formats and routines to build confidence, support communication and promote independence.

Impact

Pupils will have demonstrated increased confidence in applying their reading, writing, communication and maths skills independently across a range of contexts. They will show improved accuracy, understanding and resilience, and will be better prepared to use these skills in everyday life.