



Beech Class
Mrs Noble/Mrs Williams
Curriculum Information
Autumn 1, 2026

Mathematics

Number and Place Value

- Read, write, order and compare numbers up to 10 000 000
- Round any whole number to a required degree of accuracy.
- Use negative numbers in context, and calculate intervals across zero

Four operations

- Add and subtract whole numbers with more than 4 digits, including using formal written methods.
- Use rounding to estimate and check answers to calculations.
- Solve addition and subtraction multistep problems in contexts.
- Formal multiplication methods up to 4 digits x 2 digits.
- Formal division methods, including long division.
- Identify common multiples and factors, prime numbers to 100, squared and cubed numbers.
- Understand the order of operations in calculation containing more than one operation (BIDMAS)

Science – Living things and their habitats

- To identify conditions for life
- To group organisms and classify animals and plants
- To identify, classify and understand microorganisms
- To learn about Carl Linnaeus

History/ Geography – Is Britain Really Great?

We will be studying the following :

Victorians

- To plot on a timeline present day, the Victorian period and other relevant times in history.
- To understand who Queen Victoria was and know some information about her reign.
- To understand daily life for children in Victorian Britain.
- To understand how Dr Barnardo improved children's lives.
- To understand how the Industrial Revolution changed towns and cities.
- To investigate the role of ports in Victorian trade.

English – Is Britain Really Great? - Victorians

We will study the following text:

Street Child by Berlie Doherty

Children will learn to apply the following to their writing:

- Identify the audience for and purpose of their writing,
- Use a variety of descriptive techniques including expanded noun phrases, similes, metaphors, pathetic fallacy, personification and symbolism to create impact to their writing.
- Create a variety of text types including narratives, fact files, non-chronological reports, recounts, letters, and persuasive texts.
- Select appropriate register for formal and informal purposes.
- Assess the effectiveness of their own and others' writing and suggest improvements and changes to grammar and vocabulary.
- Proofread for grammar, spelling and punctuation.
- Participate in discussion about books that are read to them, building on their own and others' ideas

**Is Britain
Really Great?**

Creative and Expressive Arts

Art – Exploring designing and making Victorian clothes
Music – Lopping and remixing
Computing – Bletchley Park and the History of Computers

Physical Education
Netball and OAA

Personal, Social and Health Education
Beginning and Belonging

RE: Respectful Religion and world views
What do people think about God?
Why do people have to stand up for what they believe in?



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Mathematics:

Fractions

- Identify equivalent fractions and simplify.
- Compare and order.
- Add and subtract fractions with and without the same denominator; including mixed numbers
- Multiply and divide fractions by integers and fractions.
- Solve multi-step problems with fractions.
- Calculate fractions of amounts and find the whole.

Converting Units

- Calculate and convert Metric Measures
- Miles and kilometres
- Imperial measures

Science – Electricity

- To construct and draw series circuits using symbols.
- To identify complete and incomplete circuits.
- To understand variations within circuits.
- To plan, investigate and evaluate a voltage experiment.
- To understand what renewable energy is and how to use it.

History/ Geography – Is Britain Really Great?

We will be studying the following:

British Empire

- To know when the British Empire occurred.
- To know which countries were part of the British Empire and where they are located.
- To identify the distance between the UK and countries of the Empire.
- To compare geography of countries in the Empire, using a key to locate different features on a map.
- To understand how Britain benefited from the Empire during the period.
- To identify the effect of the Empire on India.
- To know the subsequent effect of imperial colonialism on the Britain of today.

**Is Britain
Really Great?**

Creative and Expressive Arts –

DT -Exploring Structures - Bridges

Music – Blues music

Computing – Computing systems and networks –
Exploring AI

Physical Education

TAG Rugby

English – Heroes

Key Texts: Windrush Child by Benjamin Zephaniah

On the Move - Poems – Michael Rosen

Children will learn to:

- Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.
- Make conscious technique choices to engage the reader- e.g., tone, style.
- Blend action, dialogue and description within and across paragraphs.
- Use dialogue to convey character and advance the action.
- Consciously control the use of different sentence structures for effect, drawing on techniques used by authors.
- Assess the effectiveness of their own and others' writing in relation to audience and purpose.
- Suggest and make changes to enhance effects and clarify meaning.
- Proofread for grammar, spelling and punctuation errors.
- Use appropriate intonation, tone and volume to present their writing, keeping the audience in mind.

Personal, Social and Health Education

Exploring my Emotions

RE - Why doesn't Christianity always look the same?