

Dunstanburgh Class Overview - Summer 1 2026

| Subject | What we will be learning this half term: |
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| English | <p>This half term the children will have regular reading, grammar, spelling and handwriting sessions.</p> <p>We will be reading 'The Great Chocoplot' as well as a range of other short stories.</p> <p>This half-term we will produce a narrative linked to the book 'The mole, the Fox and the Horse'.</p> |
| Maths | <p>Decimals</p> <ul style="list-style-type: none">- Divide a 1-digit number by 10- Divide a 2-digit number by 10- Hundredths as fractions- Hundredths as decimals- Hundredths on a place value chart- Divide a 1- or 2-digit number by 100- Making a whole with tenths- Making a whole with hundredths- Partitioning decimals- Flexible partitioning decimals- Compare decimals- Order decimals- Round to the nearest whole number- Halves and quarters as decimals <p>Money</p> <ul style="list-style-type: none">- Write money using decimals- Convert between pounds and pence- Compare amounts of money- Estimate with money- Calculate with money- Solve problems with money |

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| Science | <p>Plants</p> <ul style="list-style-type: none"> - Compare the effect of different factors on plant growth. - Describe the function of different parts of the flowering plant. - Investigate the ways in which water is transported within plants. - Explore the part that flowers play in the life cycle of flowering plants. - Understand the pollination process and the ways in which seeds are dispersed. - Compare the effect of different factors on plant growth. |
| History | <p>Ancient Maya</p> <ul style="list-style-type: none"> - Sequence the key periods of the Ancient Maya civilisation. - Identify periods that were happening in Britain at the same time. - Explain how the Ancient Maya settled in the rainforest and the challenges they faced. - Describe Ancient Maya beliefs. - Name the features of the Ancient Maya cities. - Make deductions about the Ancient Maya cities. - Evaluate the reasons for the decline of the Maya civilisation. - Understand the importance of archaeologists, archivists and historians in constructing our understanding of the past. |
| DT | <p>Structures: Constructing a castle</p> <ul style="list-style-type: none"> - Draw and label a simple castle that includes the most common features. - Recognise that a castle is made up of multiple 3D shapes. - Design a castle with key features which satisfy a given purpose. - Score or cut along lines on the net of a 2D shape. - Use glue to securely assemble geometric shapes. - Utilise skills to build a complex structure from simple geometric shapes. - Evaluate their work by answering simple questions. |
| PSHE/RSE | <p>Why should we eat well and look after our teeth?</p> <ul style="list-style-type: none"> - Identify food and drink that should be consumed often and food and drink that should be consumed less often, or in smaller amounts. - Explain the effects different food and drink have on the body and the importance of a balanced diet. - Describe some healthier eating and drinking habits. - Identify different choices people might make about what to eat and drink. - Describe different influences on food and drink choices. - Explain how people can manage less helpful influences when making choices about food and drink. |

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| | <ul style="list-style-type: none"> - Describe some of the benefits of cooking at home. - Evaluate ingredients to decide on the healthiest option. - Explain how to prepare a healthy meal safely. - Explain how to correctly look after your teeth. |
| RE | <p>Christianity: What kind of world did Jesus want?</p> <ul style="list-style-type: none"> - Identify stories from the Bible which tells about the life of Jesus. - Make links between the first disciples and Christians today. - Offer suggestions about what Jesus' actions towards a Leper might mean for a Christian. - Give examples of how Christians try to show love to all. - Make links between Bible stories and the importance of love, expressing your own ideas clearly. |
| Computing | <p>Programming A - Sequence in music</p> <ul style="list-style-type: none"> - Explore a new programming environment - Recognise that commands in Scratch are represented as blocks. - Identify that each sprite is controlled by the commands I choose. - Explain that a program has a start. - Recognise that a sequence of commands can have an order. - Change the appearance of my project. - Create a project from a task description. |
| Music | <p>Composing music</p> <ul style="list-style-type: none"> - Understand a range of music. - Improvise music with peers. - Listen and respond to music. - Play instruments with a song - Compose and improvise music. - Learn and perform a song. |
| PE | <p>We will have PE every Tuesday and Thursday. We will be doing circuit training and Athletics each Tuesday and will have PE with NUFC every Thursday. We will also complete the daily mile each afternoon.</p> <p>Children should come to school in their PE kits every Tuesday and Thursday.</p> |

Useful Links:

[Numbots Game](#)

[Times Tables Rock Stars: Play](#)

[Times tables games - Learn them all here!](#)

[EdShed Web Game - Spelling Shed and MathShed](#)

<https://www.lexiacore5.com/?SiteID=1420-0156-4609-0710>