

## Dunstanburgh Class Overview - Spring 1 2026

Subject	What we will be learning this half term:
English	<p>This half term the children will have regular reading, grammar, spelling and handwriting sessions.</p> <p>We will be continuing to read 'Harry Potter and the Philosopher's stone' as well as a range of other short stories.</p> <p>This half-term we will produce a range of writing including a:</p> <ul style="list-style-type: none"> <li>- Narrative - Linked to the book 'The Fire Maker's daughter'</li> </ul>
Maths	<p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>- Factor Pairs</li> <li>- Use factor pairs</li> <li>- Multiply by 10</li> <li>- Multiply by 100</li> <li>- Divide by 10</li> <li>- Divide by 100</li> <li>- Related facts</li> <li>- Informal written method for multiplication</li> <li>- Multiply a 2-digit number by a 1-digit number</li> <li>- Multiply a 3-digit number by a 1-digit number</li> <li>- Divide a 2-digit number by a 1-digit number</li> <li>- Divide a 3-digit number by a 1-digit number</li> <li>- Correspondence problems</li> <li>- Efficient multiplication</li> </ul> <p><b>Length and perimeter</b></p> <ul style="list-style-type: none"> <li>- Measure in kilometers and meters</li> <li>- Equivalent lengths</li> <li>- Perimeter on a grid</li> <li>- Perimeter of a rectangle</li> <li>- Perimeter of rectilinear shapes</li> <li>- Perimeter of regular polygons</li> <li>- Perimeter of polygons</li> </ul>
Science	<p><b>Forces and Magnets</b></p> <ul style="list-style-type: none"> <li>- Explore contact and non-contact forces.</li> <li>- Compare how things move on different surfaces.</li> </ul>

	<ul style="list-style-type: none"> <li>- Explore different types of magnets.</li> <li>- Explore the properties of magnets and everyday objects that are magnetic.</li> <li>- Understand that magnetic forces can act at a distance.</li> <li>- Explore the everyday uses of magnets.</li> </ul>
History	<p><b>What was important to ancient Egyptians?</b></p> <ul style="list-style-type: none"> <li>- Identify where and when ancient civilisations first appeared.</li> <li>- Ask historically valid questions about sources.</li> <li>- Identify Ancient Egypt's location and its key geographical features.</li> <li>- Explain why the River Nile was important to ancient Egyptians.</li> <li>- Explain the significance of the Rosetta Stone.</li> <li>- Explain the importance of gods and goddesses to people in Ancient Egypt.</li> <li>- Analyse mummification's connection to Ancient Egyptian beliefs about the afterlife.</li> <li>- Decide what was important to people in Ancient Egypt.</li> </ul>
DT	<p><b>Digital world - Wearable technology</b></p> <ul style="list-style-type: none"> <li>- Give a brief explanation of the digital revolution and/or remember key examples.</li> <li>- Suggest a feature from the virtual micro:bit that is suitable for the product.</li> <li>- Write a program that initiates a flashing LED panel, or another pattern, on the virtual micro:bit when a button is pressed.</li> <li>- Identify errors, if testing is unsuccessful, by comparing their code to a correct example.</li> <li>- Explain the basic functionality of their finished program.</li> <li>- Suggest key features for a way to attach the product to the user, with some consideration for the overall theme and the user.</li> <li>- Create annotated diagrams to help illustrate how their product is worn.</li> <li>- Describe what is meant by 'point of sale display' with an example.</li> <li>- Follow basic design requirements using computer-aided design, drawing at least one shape with a text box and bright colours, following a demonstration.</li> <li>- Evaluate their design using a focus group.</li> </ul>
PSHE/RSE	<p><b>What are families like?</b></p> <ul style="list-style-type: none"> <li>- Recognise the features of family life.</li> <li>- Identify the qualities of different family relationships.</li> <li>- Explain how families can support and care for each other.</li> <li>- Describe positive aspects of belonging to a family.</li> <li>- Describe different family structures.</li> </ul>

	<ul style="list-style-type: none"> <li>- Identify what families have in common and how they can differ.</li> <li>- Recognise that all family types should be valued and celebrated.</li> <li>- Describe some changes that can happen in a family.</li> <li>- Recognise how changes in a family can make someone feel.</li> <li>- Identify ways to manage changes in a family, some strategies for resolving conflicts, and who can help if feeling worried or unhappy.</li> </ul>
RE	<p><b>How do festivals and worship show what matters to Muslim people?</b></p> <ul style="list-style-type: none"> <li>- Identify some beliefs about God in Islam.</li> <li>- Make clear links between these and Ibadah.</li> <li>- Give examples of Ibadah - prayer, fasting, celebrating</li> <li>- Describe what they involve.</li> <li>- Describe how Muslims worship - as a family/community, at home/mosque</li> <li>- Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today.</li> </ul>
Computing	<p><b>Creating media - Desktop publishing</b></p> <ul style="list-style-type: none"> <li>- Recognise how text and images convey information.</li> <li>- Recognise that text and layout can be edited.</li> <li>- Choose appropriate page settings.</li> <li>- Add content to a desktop publishing publication.</li> <li>- Consider how different layouts can suit different purposes.</li> <li>- Consider the benefits of desktop publishing.</li> </ul>
Music	<p><b>Exploring feelings when you play</b></p> <ul style="list-style-type: none"> <li>- Copy increasingly challenging rhythms using body percussion and untuned instruments.</li> <li>- Understand some formal written notation.</li> <li>- Perform with an understanding of simple time signatures.</li> <li>- Copy back and improvise a rhythm using varied note lengths and their equivalent rests.</li> <li>- Hear a note and suggest its length in relation to other notes over a steady pulse.</li> <li>- Discuss the words of a song and explain why the song/music was written.</li> <li>- Sing on pitch and in time, adjusting for accuracy when needed.</li> </ul>
PE	<p>We will have Dance every Tuesday and PE with NUFC every Thursday. We will also complete the daily mile each afternoon.</p> <p><b>Children should come to school in their PE kits every Tuesday and Thursday.</b></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>