



Beaconside Primary & Nursery School
Autumn Term 2026 Curriculum
Newsletter

What is my child learning?

We devote a lot of time and resources to curriculum design and each subject leader has ensured that the provision not only meets the statutory requirements of the National Curriculum but the individual needs of the pupils and a good balance between a robust academic curriculum and one that supports the personal development of pupils.

Read on to find out what your child will be learning in each subject this term.

Further information can be found on the school website:

<https://www.beaconside.co.uk/curriculum/>



English - Miss Sheen

In English this term, each year group will be exploring texts to develop their reading and writing skills. The children will be creating pieces of writing where they will apply their learning of SPECS (sentences, punctuation, effect, connections and spelling).

Here are the texts that each year group will be exploring this term:

Year 1 - The Enormous Crocodile, Out and About and What Do You Do with a Tail Like This?
Little Red Riding Hood

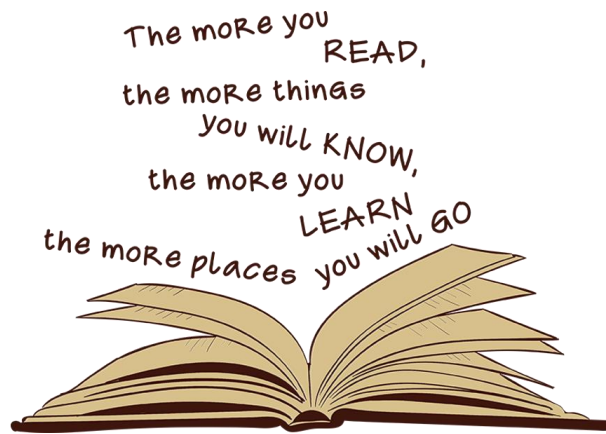
Year 2 - If All the World Were... and The Emperor's Egg

Year 3 - Leon and the Place Between and The Firework Maker's Daughter

Year 4 - Fantastically Great Women Who Changed the World, The Tin Forest and Lob

Year 5 - Shackleton's Journey, This a Poem? and The Lighthouse

Year 6 - Rose Blanche and Street Child.



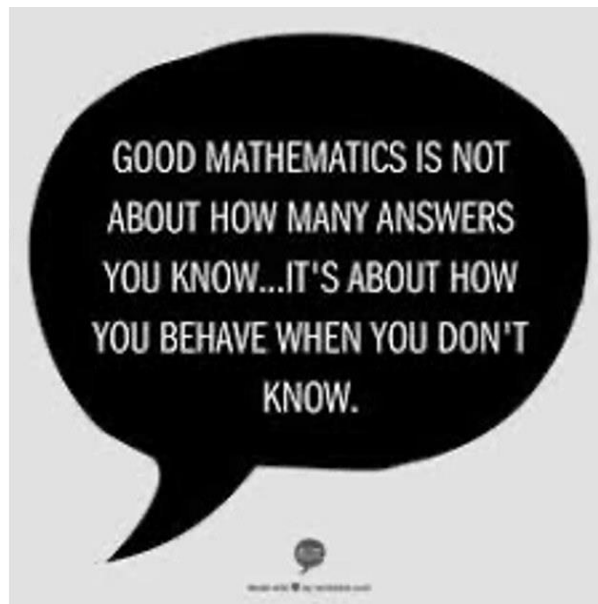
Maths - Mrs Carney

We have developed our curriculum so that it allows our pupils to communicate with each other mathematically, developing their knowledge of the subject and the skills required, whilst increasing confidence to apply their learning. They are provided with a range of activities and opportunities (both written and practical) so that they are able to gain a deeper understanding of concepts.

This half term in Years 1 and 2, the children will work on their place value knowledge as well as addition and subtraction. Next half term they will continue with addition and subtraction before moving onto shape.

This half term in Years 3 and 4, the children will work on their knowledge of place value as well as addition and subtraction. Next half term they will continue with addition and subtraction before moving onto multiplication and division.

This half term in Years 5 and 6, the children will work on their place value knowledge as well as addition, subtraction, multiplication and division. Next half term they will be developing their awareness of fractions.



Science - Miss Wells

Our science curriculum is based on evidence from cognitive science; three main principles underpin it:

- learning is most effective with spaced repetition
- interleaving topics helps pupils to discriminate between them and aids long-term retention
- retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles, we also understand that learning can be invisible in the short-term and that sustained mastery takes time. The science curriculum promotes an 'advancing understanding' mindset rather than a 'coverage and evidence' mindset. We advocate making conscious connections between the science curriculum and other subjects so that more efficient use of time is made. What does this mean? It means that instead of spending 6 weeks studying 'rocks and soils' and 6 weeks studying 'living things, never to be repeated again, we will focus on scientific knowledge and skills under the concept headings of biology, chemistry, physics and scientific enquiry. Under these headings we will cover the National Curriculum content but by making the links and connections between the different scientific themes explicit and providing regular opportunities for retrieval and deepening understanding.

During the autumn term, pupils will engage with a 10-week programme of study.



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Yr 1	plants	trees	animals		human body	materials	light	sound	electricity	electricity
Yr 2	trees		animals		living things	materials	light	sound	electricity	electricity
Yr 3	plants	living things	classification keys	habitats	food chains	rocks	solids, liquids and gases	forces	sound	light
Yr 4	plants	living things	classification	habitats	food chains	rocks	solids, liquids and gases	forces	sound	light
Yr 5	evolution & adaptation	human development	circulatory system	lifecycles	materials		forces		light	shadows
Yr 6	plants	living things	heart, exercise & diet	lifecycles	filtering, sieving and evaporation	materials & their uses	magnets	gravity	light & shadows	earth & space

Art - Mrs Jinks

Year 1 – Artist studied Georgia O’Keeffe. Year 1 will be looking at the work of the American artist Georgia O’Keeffe. They will be using her work to inspire their own exploration of drawing and painting using Autumn leaves.

Year 2 – Artist studied Pablo Picasso. Year 2 will be studying the work of the Spanish painter Pablo Picasso. They will be investigating collage using a combination of cut, torn and glued materials.

Year 3 – Artist studied Vincent Van Gogh. Year 3 will be learning about the Dutch artist Vincent Van Gogh. They will be investigating the techniques used by Van Gogh to create his unique style and replicating this in their own paintings and drawings.

Year 4 – Artist studied Giorgio Morandi. Year 4 will be looking at the work of the Italian painter Giorgio Morandi. They will be learning about the colour palette he used and will use this to create their own still-life painting.

Year 5 – Artist studied David Hockney. Year 5 will be exploring the work of the British painter and photographer David Hockney. They will learn to use a variety of techniques to depict movement, perspective, shadow and reflection in their own paintings and drawings.

Year 6 – Artist studied Henri Rousseau. Year 6 will be looking at the work of the French painter Henri Rousseau. They will be investigating his use of jungle landscapes and replicating these in their own paintings.



Design Technology (DT) - Mrs Hadley

Design and Technology involves two important elements - learning about the designed and made world and how things work, and learning to design and make functional products for particular purposes and users. Children acquire and apply knowledge and understanding of materials and components, mechanisms and control systems, structures, existing products, quality and health and safety.

There are three core activities children engage with in Design and Technology:

- activities which involve investigating and evaluating existing products
- focused tasks in which children develop particular aspects of knowledge and skills
- designing and making activities in which children design and make 'something' for 'somebody' for 'some purpose'.

During the autumn term...

Year 1

Structures: Constructing windmills

Pupils will construct a windmill to complete a request from a user.

This will involve them developing an understanding of different types of windmill, how they work and their key features and beginning to use technical skills such as making evenly spaced cuts and adding weight to ensure a successful structure.

Textiles: Puppets

Pupils will explore different ways of joining fabrics before creating their own hand puppets based upon characters from a well-known fairytale. This will involve them developing their technical skills of cutting, glueing, stapling and pinning.

Year 2

Mechanisms: Making a moving monster

After learning the terms; pivot, lever and linkage, children will design a monster which will move using a linkage mechanism. This will involve them practising making linkages of different types and varying

the materials they use to bring their monsters to life.

Year 3

Structures: Constructing a castle

Pupils will learn about the features of a castle, design and

make one of their own. This will involve using configurations of handmade nets and recycled materials to make towers and turrets and constructing a base to secure them.

Year 4

Structures: Pavilions

Pupils will explore pavilion structures, learn about what they are used for and investigate how to create strong and stable structures before designing and creating their own pavilions, complete with cladding.

Year 5

Mechanical systems: Making a pop-up book

Pupils will create a four-page pop-up storybook design incorporating a range of mechanisms and decorative features, including: structures, levers, sliders, layers and spacers.

Year 6

Digital world: Navigating the world

Pupils will programme a navigation tool to produce a multifunctional device for trekkers; combine 3D objects to form a complete product in CAD 3D modelling software.

Textiles: Waistcoats

Pupils will select suitable fabrics, using templates, pinning, decorating and stitching to create a waistcoat for a small teddy.



History - Mrs Tolley

Year 1 and 2 - History is not taught in the Autumn Term in KS1. This is because we have an interleaving curriculum whereby History and Geography are alternated.

Year 3 - This unit spans a vast period, considering the question: would you rather live in the Stone Age, Bronze Age or Iron Age? They will look at the changes and continuities between each era and have the opportunity to explore artefacts linked to the Amesbury Archer.

Year 4 – The Roman Empire grew from a small village to become one of the largest empires the world has ever seen, stretching over many centuries. In this unit, Year 4 consider their army and how Romans spread their technology, art and beliefs.

Year 5 – Year 5 are learning about the powerful civilisation of Ancient Egypt, looking at many aspects of Egyptian life such as hieroglyphics and how they prepared the dead for the afterlife. Year 5 also deliberate over the mystery surrounding building the Great Pyramids of Giza.

Year 6 – In this unit, Year 6 are learning about World War II and how this ignited many social changes in Britain such as: rationing, women in the workplace, evacuation and the Blitz. Year 6 will also look at propaganda messages and some of the positive legacies from WWII.



Geography - Mrs Bird

Year 1 - What is it like here? Children will locate where they live on an aerial photograph and will recognise local features. They will create maps using classroom objects before drawing simple maps of the school grounds. They will use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.

Year 2 - Would you prefer to live in a hot or cold place? Children will be introduced to the basic concept of climate zones and mapping out hot and cold places globally. They will compare features in the North and South Poles and Kenya as well as in the local area. They will learn the four compass points and the names and location of the seven continents.

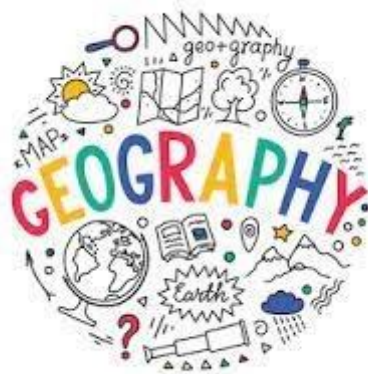
Year 3 - Why are rainforests important to us? Children will be focussing on the link between biomes and climate. The children will locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. They will investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions. They will also be learning about the people who live in the rainforest, and discuss the impact of human activity locally and globally.

Year 4 - Why do people live near volcanoes? Children will be learning how the Earth is constructed and about tectonic plates and their boundaries. They will learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes. They will map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes.

Year 5 - What is life like in the Alps? Children will be discovering the climate of mountain ranges and considering why people choose to visit the Alps. They will focus on Innsbruck and identify the human and physical features that attract tourists. They will then apply their learning to investigate tourism in the local area, mapping recreational land use and presenting their findings.

Year 6 - Why does population change? Children will be looking at global population distribution and thinking about why certain areas are more populated than others. They will explore the factors that influence birth and death rates and use case studies to illustrate these. Children will consider and discuss the social, economic and environmental push and

pull factors that influence migration. Fieldwork will be carried out to explore the impact of population on the local environment.



Religious Education (RE) - Mrs Jinks

Year 1:

Autumn 1 Theme – The Creation Story

We are learning to re-tell the Creation Story and to explore how this influences how Christians behave towards nature and the environment.

Autumn 2 Theme - The Christmas Story

We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus today.

Year 2:

Autumn 1 Theme - Jesus's example as the son of God

We are learning to re-tell Bible stories that show kindness and explore how this makes Christians behave towards other people.

Autumn 2 Theme – Jesus as a Gift from God

We are learning to reflect upon the Christmas story and the reasons for Jesus' birth.

Year 3:

Autumn 1 Theme – Sanatana Dharma

We are investigating whether visiting the Ganges makes a person a better Sanatani? (Hinduism)

Autumn 2 Theme – Christmas

We are learning to find out what the true meaning of Christmas is to Christians and to compare this with what Christmas means to us.

Year 4:

Autumn 1 Theme - Beliefs and Practices

We are investigating what is the best way for a Jew to lead a good life?

Autumn 2 Theme – Christianity

We are investigating whether a belief in the Trinity helps Christians make better sense of God?

Year 5:

Autumn 1 Theme – Belief into Action

We are investigating what is the best way for a Buddhist to show commitment to their belief?

Autumn 2 Theme – Christmas

We are learning to evaluate different accounts of the Christmas story and understand that stories can be true in different ways.

Year 6:

Autumn 1 Theme – Beliefs and Practices

We are learning to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.

Autumn 2 Theme – Christmas

We are learning to analyse the Christian belief in the Virgin Birth and to assess the significance of this to Christians.



Personal, Social, Health Education (PSHE) - Mrs Jones

We are proud to be a part of the myHappymind Family!

myHappymind is a mental health and well-being programme to teach and support children in learning habits where they can support their own mental health. It does also cover all the mandatory objectives from the DfE Relationship Education Curriculum and has been tailored to meet most of the relevant PSHE objectives.

As a whole school program grounded in science and dedicated to building positive mental wellbeing, myHappymind helps children understand how their brains work and creates a culture that helps to build children's resilience, confidence, and self-esteem. myHappymind also teaches the children how to self-regulate and manage their emotions in stressful times, allowing them to be their very best selves!

Learn more here: <https://myhappymind.org/>

During the Autumn term all children from Nursery to Year 6 will cover the following modules:

***Meet Your Brain:** Understanding how your brain works and how to ensure we look after it so that we can manage our emotions and be at our best. Growth mindset is a key part of this too.

***Celebrate:** Understanding your unique character strengths and learning to celebrate them. This is a fantastic module for building self-esteem

There will be some additional modules in certain year groups as listed in the overview.



Beaconside Myhappymind		
	Autumn 1	Autumn 2
Nursery	Meet Your Brain	Celebrate
Reception	Meet Your Brain	Celebrate
Year 1	Meet Your Brain	Showing respect and managing hurtful behaviour Celebrate
Year 2	Meet Your Brain	Celebrate
Year 3	Meet Your Brain	Celebrate
Year 4	Meet Your Brain	Showing respect and managing hurtful behaviour Celebrate
Year 5	Meet Your Brain	Celebrate
Year 6	Meet Your Brain Shared responsibilities Communities Media and digital literacy	Showing respect and managing hurtful behaviour Celebrate

PE - Mrs Waterhouse

All pupils receive two hours of PE every week. This will consist of 2 x 1 hours sessions made up of the following: Real PE, Real Dance and traditional sports. Key Stage 2 will have an afternoon of PE, but will still receive the 2 hour offer within this afternoon.

Real PE and Real Dance are educational programs for primary schools that aim to develop children's physical literacy, emotional, and thinking skills, not just through traditional sports but through a unique, child-centered approach. Real PE focuses on a whole-child methodology that includes Physical, Social, Cognitive, Personal, and Creative elements, often referred to as "cogs".

Real Dance is a specific program within the Real PE framework that provides structured dance lessons designed to develop physical actions, creativity, and movement skills in a positive and inclusive way, ultimately supporting children's overall development and lifelong love of physical activity.



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Invasion Games	Invasion Games	Invasion Games	Invasion Games	Real Dance	Hockey/Football
Autumn 1	Real PE: Unit 1 Footwork/1 leg balance	Real PE: Unit 1 Footwork/1 leg balance	Real PE: Unit 1 Footwork/1 leg balance	Real PE: Unit 1 Footwork/1 leg balance	Real PE: Unit 1A Invasion	Real PE: Unit 1B Net and wall
	Real Dance	Real Dance	Real Dance	Real Dance	Rugby/Netball	Real Dance
Autumn 2	Real PE: Unit 2 Jumping/seated balance	Real PE: Unit 3 Dynamic balance/ stance	Real PE: Unit 2 Jumping/seated balance	Real PE: Unit 3 Dynamic balance/ stance	Real PE: Unit 2A OAA	Real PE: Unit 2B Invasion

Spanish - Mrs Jacques

Autumn 1

In year 3, pupils will be introduced to the Spanish language and learn where it is spoken. They will practise greeting each other in Spanish and know numbers 1 to 12. Children will also meet 'Pablo', our Spanish puppet! ¡Hola Pablo!

In year 4, pupils will read the book, 'Oso pardo, oso pardo, ¿qué ves ahí?' and will continue to develop an understanding of key grammatical concepts – focusing on adjectival agreement and building noun phrases. At the end of the unit, pupils will create their own mini book based on the rhythm and patterns of 'Oso pardo'.

Year 5 pupils will learn nouns for parts of the head and associated adjectives. Children will describe their faces and express opinions on whether they like, for example, their hair, and give reasons why. They will build sentences that include expanded noun phrases, conjunctions, correct punctuation and spelling.

Year 6 children will learn nouns for different sports in Spanish, articulating which sports they like and dislike and give reasons why. They will also practise using a Spanish/English dictionary.

Autumn 2

Year 3 children will learn how to say their age in Spanish and explore the currency used in Spain. They will develop their phonics knowledge and make a Christmas card with a Spanish greeting. ¡Feliz Navidad!

Year 4 children will extend their knowledge of Spanish numbers up to 31, as well as learning Spanish words for days and months. They will say, listen to and interpret dates in Spanish and start to form dates in writing. They will ask and answer 'When is your birthday?' as well as exploring how the festive period is celebrated in Spain.

In year 5, pupils will count to 100 in Spanish. They will interpret simple times of the day in Spanish and play ¿Qué hora es, Señor Lobo? ('What's the time Mr Wolf?'). Then they will move on to telling different times in Spanish, in both spoken and written form.

In year 6, pupils will undertake a class survey in Spanish, practise two verbs to say, 'I play' (a sport), learn adverbials of time and frequency and write a short paragraph in Spanish. They will also recall classroom vocabulary.



Music - Miss Sheen

This term, Year 4 will begin their weekly ukulele lessons.

Additionally, each class will develop their singing skills by learning and performing Christmas Songs for their Christmas performances. Here are the units of work that will be studied:

Year Group	Unit Name	Genre
1	Hey <u>You!</u>	Old-School Hip-Hop
2	Hands, Feet, Heart	South African
3	Glockenspiel Stage 1	Instrument Skills
5	<u>Lin</u> in' On <u>A</u> Prayer	Rock
6	Happy	Pop/Motown



Computing - Mr Stone

During the Autumn term, the children will be covering a range of different topics across the computing curriculum.

Year 6 will use 'Scratch' to create a simple game program that explores computational creation and the concepts of conditionals and data. They will also investigate how the internet and internet search engines work.

Year 5 will be using 'Sketchpad' software to create images with vector shapes and using skills such as layering, resizing and rotating. They will also use 'Scratch' to create programs using conditional statements and variables.

Year 4 will be using 'Scratch' to create programs that develop deeper fluency in programming activities and computational concepts such as synchronising actions and creating more complex algorithms.

Year 3 will be using 'Scratch' to create programs that accomplish specific goals and using reasoning to explain how algorithms work.

Year 2 will be learning about programming using Scratch Junior in the context of art and drawing. They will also begin to use the world wide web to search for information.

Year 1 will be beginning to use and follow algorithms and then apply this knowledge to create simple programs controlling Beebots.



Early Years (EYFS) - Mrs Coleby

Reception

This term in Reception we will be very busy learning all about ourselves and our families in our topic 'Marvellous Me'.

In Maths we will focus on counting. We will count, sing and chant to 10 and beyond. We will also learn how to form and recognise numerals to 4.

In English we will listen to and look at a range of texts, including stories and other reading materials that you may find in the home. We will start our phonics, teaching all of set 1 sounds.

In Communication and Language we will focus on children's listening and attention by playing games to develop these skills.

In PSED we will learn class rules and routines, sharing stories about ourselves and learning about our feelings. We also start My Happy Mind, where we learn happy breathing to bring calm, focus and joy each day.

As part of physical development, we will focus on moving and stopping, travelling in different ways and improving our spatial awareness.

In Understanding the World we will explore our new classroom and outdoor environment, learning about our bodies, senses and changes in autumn.

In Expressive Arts and Design we will use a variety of media to encourage children's creative development.

Next term in Reception we will be exploring and learning about the weather and how temperatures impact our world in our topic 'It's Cold Outside.'

In Maths we will be working with amounts up to 6. Finding One more or one fewer, ordering numbers 1 – 6 and completing addition and subtraction within 6.

In Communication and Language, children will be retelling traditional stories, developing story language and exploring new vocabulary. We will be focusing on the children talking in full sentences. Children will be developing their vocabulary by being introduced to seasonal vocabulary: frost, ice, freeze, shiver, melt. The children will have an opportunity to play in our Winter themed role play, such as building an 'indoor igloo' or 'hot chocolate cafe'.

In English we will be sequencing the story of 'The Little Red Hen' and exploring Speech bubbles. We will be creating wanted posters to catch the troll. We will be focusing on writing labels and simple sentences with support.

In PSED we will be continuing to build on last term by looking at how we can deal with certain emotions and we will be building children's confidence to talk in small or large groups in line with My Happy Minds.

As part of Physical Development, we will be developing children's ball skills as well as learning how to hop, skip, jump and run in a controlled environment. Children will be developing their skills with using zips and other fastenings, alongside learning how to put on gloves, hats and scarfs.

In Understanding The World we will explore the wonders of winter through play, stories and hands on experiences. We will look at the changes that happen in the environment when it gets colder and learn how people, animals and plants adapt to Wintertime. The children will be exploring maps and globes to find cold places in the world. We will be observing ice and learning what happens when it melts.

In Expressive Arts and Design the children we will be creating Winter art with cool colours, glitter and frosty textures. Using junk modelling the children will make snowmen, igloos or arctic animals using a range of materials.

Nursery

This term in Nursery, we will focus on getting the children settled and into a routine. We will start our 'I Can Sing a Rainbow' topic learning all about ourselves.

In Maths, this half-term we will be learning about colours, sorting and matching through a range of fun activities. We will then move on to number recognition: 1-2.

In Communication and Language, we will focus on children's listening and attention by playing games to develop these skills.

In English we will listen to and look at a range of texts, including stories and other reading materials that you may find in the home.

In PSED we will talk about the importance of looking after our toys and how we play with them correctly. We will also develop our skills on how to work as a team. We will introduce the children to My Happy Mind and learn about breathing techniques.

In Understanding the World, we will learn about different types of families. The children will have the opportunity to share pictures of their families. We look at what happens during harvest time and prepare, cook and try vegetable soup.

In Expressive Arts and Design, the children will create their own self-portraits and portraits of their families.

Next half term in Nursery we will be exploring and learning about colours with our topic 'I Can Sing A Rainbow'.

In Maths we will be looking at numbers 3-6 and we will be learning about length, height and capacity.

In Communication and Language the children will be given opportunities to develop speaking and listening skills during play and learning time. Adults will be modelling the skills to support children in developing these skills.

In English we will listen to and look at a range of texts, including stories and other reading materials that you may find in the home.

In PSED we will be learning about what makes a good friend? The children will have a variety of opportunities to develop turn taking and sharing skills. In My Happy Mind will also learn

about how our brains help us with lots of different jobs, and how we need to look after our brains for us to be at our best.

In Understanding The World we will be looking at planets and space. We will be naming the planets and looking at what colours they are.

In Expressive Arts and Design the children will explore how colours change when they are mixed. Children will be learning and performing the song 'I can sing a rainbow'.

