

	SCHOOL CLOSES	SCHOOL OPENS
CHRISTMAS		MONDAY 5 <sup>th</sup> JANUARY '26
SPRING HALF-TERM	FRIDAY 13 <sup>th</sup> FEBRUARY	MONDAY 23 <sup>rd</sup> FEBRUARY
EASTER	FRIDAY 27 <sup>th</sup> MARCH	MONDAY 13 <sup>th</sup> APRIL
May Bank Holiday	School closed – Monday 4 <sup>th</sup> May	
SUMMER HALF-TERM	FRIDAY 22 <sup>nd</sup> MAY	TUESDAY 2 <sup>nd</sup> JUNE
SUMMER 2026	FRIDAY 17 <sup>th</sup> JULY	

Year 6 SATs – 11<sup>th</sup> May to 14<sup>th</sup> May 2026  
 Year 1 Phonics screening w/c 8<sup>th</sup> June 2026  
 Year 4 Multiplication check w/c 1<sup>st</sup> and 8<sup>th</sup> June 2026

**Inset Days**  
 Monday 1<sup>st</sup> June 2026  
 Monday 20<sup>th</sup> July 2026

### Dates for your diary

Date	What's happening	For who	Times
20.01.26	Visit to Thackray Museum	Year 2	All day
30.01.26	Young Voices	School choir	1.15pm-9.30pm
03.03.26	Parents Evening	School and nursery	After school
04.03.26	Parents Evening	School and nursery	After school
05.03.26	World Book Day	School and nursery	All day
9th—13th March	Art Week in School	Whole school	
10.03.26	Visit to Yorkshire Wildlife Park	Year 3	All day
11th—13th March 26	Robinwood Residential	Selection of year 5 and year 6 pupils	
16th—20th March 26	Science Week in School		
23.03.26	Imagination Gaming	Year 1 to Year 6	All day
27.03.26	Finish for Easter break	School and nursery	



# Information Brochure Class Chameleon 1st Half Spring Term 2025-2026

**Music: Changes in pitch, tempo and dynamics**

Sing in tune and in harmony with others, with developing breath control.  
Explain how a piece of music makes them feel with some use of musical terminology.  
Perform a vocal ostinato in time.  
Listen to other members of their group as they perform.  
Create an ostinato and represent it on paper so that they can remember it.  
Create and perform a piece with a variety of ostinatos.

**P.E**

Please have indoor and outdoor PE kit in school Monday-Friday.

**Fundamental movement skills**  
**Gymnastics**  
**Swimming for first 4 weeks**

**English**

**Weeks 1-2 – Explanation text**

Word families, ask questions, write a letter, write cohesive paragraphs, recognise features of an explanation, research and make notes, informal and formal, edit for cohesion.

**Weeks 3-6 – Narrative sequel**

Make predictions, use technical vocabulary, use different tenses, use fronted adverbials, contrasting conjunctions, make comparisons, predict definitions, use a dictionary, plan an explanation text, use paragraphs, identify themes in a story, improve word choices, use factual information, edit work.

**R.E: Judaism**

- describe the impact of Abraham on Jewish people.
- describe the significance of the Torah for the Jewish people.
- describe ways in which Jewish people show their belief in God at home.
- describe the interior of a synagogue using correct terminology.
- show an understanding of the importance of the synagogue in Jewish life.

**PHSE: One World**

Discuss ways in which people's lives are similar and different and give reasons for these differences.  
Explore differences of opinion and identify if I feel these are fair.  
Think about the lives of people living in other places, make considered decisions and give reasons for my opinions.  
Recognise how my actions impact on people living in different countries and can identify things I can do to make the world a fairer place  
Explain what climate change is and how it affects people's lives and identify what I can do to help.  
Identify different organisations which help people in different countries who are in challenging situations and explain how they do this.

**Maths**

**Weeks 1-3 – 3, 6, 9 Times Tables**

Represent counting in 3s, 6s and 9s as the relevant times tables, explain relationships between multiples, use known facts, use divisibility rules.

**Weeks 4-5 – 7 times table and Patterns**

Represent counting in 7s as the 7 times table, explain relationship between adjacent multiples, solve problems, identify patterns, represent square numbers, use knowledge of divisibility rules.

**Week 6 – Perimeter recap**

**Class Chameleon**

TOPIC -  
Sheffield

**Author Study –  
Jill Tomlinson**

**Computing: Repetition in Shapes**

Programming a screen turtle  
Programming letters  
Patterns and repeats  
Using loops to create shapes  
Breaking things down  
Creating a program

**Science: Physics - Electricity**

Develop my understanding of what Science/a Scientist is.  
Explain ways that electricity is generated.  
Make links with Scientists.  
Identify common appliances that run on electricity.  
Understand the work of James West.

**Art: Painting and Mixed Media**

Understand how to darken or lighten a colour when mixing paint  
Use tints and shades to give a 3D effect  
Explore how paint can create very different effects  
Consider proportion and composition when planning a still life painting  
Apply knowledge of colour mixing and painting techniques to create a finished piece

**Topic: Sheffield**

Identify Sheffield and its major features.  
Compare the physical geography of Sheffield with that of my own local area.  
Compare land use in Sheffield with that of my own area.  
Understand the history of the steel industry in Sheffield.  
Create a travel guide for a trip to Sheffield.  
Comparing the physical and human features of Sheffield with those of the area I live in.