



Through an enquiry approach, our curriculum is responsive. We nurture, develop and build on children's interests and passions; make links to their local environment so that learning is relevant, lifelong and builds the broad skills and knowledge for the world ahead. With an ethical focus in which children learn about rights, through rights and for rights, our children have the confidence to question the world around them, allowing them to be active participants to shape their community. Our children are stewards of the environment, developing strong core moral values which celebrates openness, diversity, and equity.

This document provides an overview of the planned sequence of learning for a term. Actual teaching and timings may differ as teachers adapt teaching and learning opportunities as they teach to ensure teaching is responsive to children's needs.

| Subject/Area/Focus | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | |
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| Key Events/ Assessments | | | | | Children’s Mental Health Week | | | |
| School Values | Perseverance and kindness | | | | | | | |
| Unicef Rights Respecting Schools – Main Focus Click here for more information | Article 24: every child has the right to good health, including health care, clean drinking water and nutritious food. Article 12: Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously. Article: 13: You have the right to find out and share information and share what you think. Article 6: You have the right to life, to grow up and reach your full potential. | | | | | | | |
| Main Enquiry Questions | How can we use sustainable materials to design and build homes that help animals live? (DT & Science) | | | | | | | |
| Learn Together, including RE | Exploring the natural world (an ethical approach to the environment) Investigate the life cycle of an animal (frog & butterflies). | Discuss and debate why it is that some animals resonate with us more than others and the implications for species considered ‘cute’ and ‘not cute’ | Demonstrate an understanding of how we should care for the natural world, such as planting flowers that attract pollinators. | Explore the concept of interdependence by examining food chains and eco-systems. Litter Picking | Children’s mental health week – mindfulness activities | Exploring the natural world (an ethical approach to the environment) Investigate the life cycle of an animal (frog & butterflies). | | |
| PSHE | To learn the talk PANTs rules and that they help keep children safe. | To learn the talk PANTs rules and that they help keep children safe. | Lesson 1: Watch out! Helping to make good viewing choices • identify that some rules are made to keep us safe • recognise some of the BBFC’s age-rating symbols • identify why we should use these, and what to do if we need help | | Lesson 2: Watch out! Keeping viewing choices safe • explain how to use child-friendly or family friendly age rating symbols • describe how these and other strategies can help someone decide what to watch • apply these strategies to everyday viewing situations • identify what do if they feel something is unsafe, such as asking for help | | | |
| English - Focus Text | The Journey Home By Frann Preston Gannon. | | | | The Bear and the Piano by David Litchfield | | | |
| Phase and key objectives | Phase 1: Opening experience Teaching key vocabulary | Phase 2: Writer talk Analysing author’s style | Phase 3: non-fiction Persuasive letter Planning (mapping/boxing up) | Phase 1: Opening experience Teaching key vocabulary | Phase 2: Writer talk Analysing author’s style | Phase 3: Journey Tale (Narrative) Planning (mapping/boxing up) | | |



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| | Reading and immersion in text Speaking and listening Book talk Grammar skill 1 Writing opportunities | Identifying organisational features Identifying language features Exploring key events, themes, characters Grammar skill 2 Writing opportunities | Oral rehearsal Modelled and shared writing: Drafting Feedback and target setting Editing and revising | Reading and immersion in text Speaking and listening Book talk Grammar skill 1 Writing opportunities | Identifying organisational features Identifying language features Exploring key events, themes, characters Grammar skill 2 Writing opportunities | Oral rehearsal Modelled and shared writing Drafting Feedback and target setting Editing and revising | | |
| Main Grammatical Focus | | | | | | | | |
| Phonics/Spelling | <i>Where g makes j sound</i> | <i>Words where 'c' makes a /s/ sound before 'e', 'i' and 'y'</i> | Words where 'wr' makes a /r/ sound at the beginning of words | Words ending in 'le' | Words ending in 'el' | Challenge words | | |
| Home Learning Support | For more information on the focus of the steps, please click here. Spelling Shed Home Use (For weekly spellings including interactive games) | | | | | | | |
| Main handwriting Focus | Capital letters | Dictation: sentences | Dictation: sentences | high frequency words | high frequency words | long a,e, i, o, u words. | Capital letters | |
| Home Support | See newsletter | | | | | | | |
| Main reading focus | Whole class guided reading: Week 1: The couch potato (fiction) | Whole class guided reading: Week 2: Poetry | Whole class guided reading: Week 3: Butterfly Cycle (Non-fiction) | Whole class guided reading: Week 4: United Kingdom (Non-fiction) | Whole class guided reading: Week 6: The Princess in Black (fiction) | Whole class guided reading: Week 6: CGP comprehension booklets | | |
| Mathematics <i>For more information on the focus of the steps, please click here.</i> | Step 9 Count vertices in 3D shapes step 10 :Sort 3D shapes step 11: Make patterns with 3D shapes End of unit Beginning of unit (Money) | Step 1 Count money - pence Step 2 Count money - pounds (notes and coins) Step 3 Count money - pounds and pence Step 4 Choose notes and coins Step 5 Make the same amount | Step 6 Compare amounts of money Step 7 Calculate with money Step 8 Make a pound Step 9 Find change Step 10 Two-step problems End of unit | Step 1 Recognise equal groups Step 2 Make equal groups Step 3 Add equal groups Step 4 Introduce the multiplication symbol Step 5 Multiplication sentences | Step 6 Use arrays Step 7 Make equal groups – grouping Step 8 Make equal groups – sharing Step 9 The 2 times-table Step 10 Divide by 2 | Step 11 Doubling and halving Step 12 Odd and even numbers Step 13 The 10 times-table Step 14 Divide by 10 Step 15 The 5 times-table | | |
| Home Learning Support | Home Support: Use the link below to access videos which explain each step. These can help you to see the methods that are being taught, or can be used as additional practice. Early Years Year 1 Year 2 Year 3 Year 4 Year 5 Year 6 Free Downloadable Workbooks for Year 1 – 6 TTRS for Key Stage 2 1 Minute Maths App for all year groups Numbersense Home Learning Overviews (Year 1, Year 2 & Year 3 Autumn Term) | | | | | | | |
| Science | Mopping up Explore the properties of different kitchen papers | Are bricks absorbent? Think about hard materials and their absorbent | Waterproofing materials | Printing • Explore the textures and properties of | Resist the wax! Learn more about the waterproof properties of wax | Melting and moulding | | |



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| | and disposable cloths. Rise to the challenge of mopping water from the floor. Which paper is the most absorbent? Which will be the best for mopping up the spillage? | properties. Which building materials are absorbent? Why must they have this property? Test different hard materials and record the results. | Explore different fabrics and investigate how waterproof they are using a dropper of water. How can we make the fabrics waterproof? Colour them in with wax crayon and repeat the investigation! | different materials by printing with a selection of items. Make a large collective piece of art showing the variety of materials used by the class. | by having a go at a wax resist picture! | Talk about how some materials change shape when they are heated up. Chop up old wax crayons, heat them up and turn them into different shapes! | | |
| Geography <i>Where in the World Are We?</i> | Names and locations of the 7 continents and 5 oceans; definition of continents and oceans. | Key facts about the North Pole, South Pole, and equator; understanding of hemispheres. | Basic features and characteristics of Europe and Africa, including wildlife and geographic landmarks. | Key characteristics of Asia, Australia, and Antarctica, including native animals and geographical features. | Understanding the geography, climate, and key features of North and South America; facts about the five oceans. | Ability to identify, locate and describe the continents and oceans; use of geographical vocabulary covered throughout the unit. | | |
| ART <u>ART</u> | <u>Exploring the world through Mono printing</u> Using a simple mono print techniques to develop drawing skills, encourage experimentations and ownership | <u>Exploring the world through Mono printing</u> Using a simple mono print techniques to develop drawing skills, encourage experimentations and ownership | <u>Exploring the world through Mono printing</u> Using a simple mono print techniques to develop drawing skills, encourage experimentations and ownership | <u>Exploring the world through Mono printing</u> Using a simple mono print techniques to develop drawing skills, encourage experimentations and ownership | <u>Exploring the world through Mono printing</u> Using a simple mono print techniques to develop drawing skills, encourage experimentations and ownership | | | |
| Computing | <u>L Lesson 1 Giving instructions</u> | <u>Lesson 2 Same but different</u> | <u>Lesson 3 Making predictions</u> | <u>Lesson 4 Mats and routes</u> | <u>Lesson 5 Algorithm design</u> | <u>Lesson 6 Debugging</u> | | |
| Music | Singing | | | | | | | |
| Physical Education | Fundamentals Fitness | | | | | | | |