



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 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 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 and 7	
Key Events/ Assessments	INSET: Monday Friendship/ Remembrance prep	Remembrance Day 11.11.24	Road Safety Week World Children’s Day	Friendship Buy nothing day Thursday and Friday	Pace/International Day of persons with disabilities		Pace/Human Rights Day <b>KS 2 Songs by Candlelight 12.12.24</b> KS1 Christmas Nativity performance 13.12.24 Dinner 18.12.24 Lifeskills Centre Visit	
School Values	Kindness and perseverance							
Unicef Rights Respecting Schools – Main Focus <a href="#">Click here for more information</a>	This term we will focus in particular at these three rights: Article 12: You have the right to give your opinion, and for adults to listen and take it seriously.  Article 14: You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.  Article 28: You have the right to learn.							
Main Enquiry Questions	What was Windrush, and how and why is it significant?							
	Opening experience and asking questions.	To explore culture, geography and history of the Caribbean	To know that African- Caribbean people were present in Britain before the 1940s.	To explore the presence of African-Caribbean service men and women in the war	To write a diary extract from the perspective of a passenger aboard Windrush	To explore who was aboard the Windrush	To understand the difficult faced by the Windrush settlers when they arrived in Britain.	
Learn Together, including RE	<b>Environmental issues 1 Research questions:</b> What are food miles/fast fashion? Why does it exist? How does it impact the environment? Does it impact anything else in the world? E.g. how people live in other countries? Why and how could we reduce this environmental issue?	<b>Environmental issues 2</b> Engage in research in one of the following: fast fashion. food miles. a contemporary environmental issue.	<b>Environmental activism 1</b> Engage in environmental activism by addressing an issue researched in previous elements. Select one from: fast fashion food miles	<b>Environmental activism 2</b> Engage in environmental activism by addressing an issue researched in previous elements. Select one from: fast fashion food miles	<b>Interdependence of life</b> Demonstrate an understanding of how human consumption has impacted on biodiversity i.e. plants and animals. Crossword and ppt. Chn research on laptops		<b>Environmental issues 1</b>	
PSHE								
Focus Text	Locomotion by Jacqueline Woodson							
Phase and key objectives	Phase 1: Opening experience Teaching key vocabulary Reading and immersion in text	Phase 2: Writer talk Analysing author’s style Identifying organisational features	Phase 3: Planning (mapping/boxing up) Oral rehearsal Modelled and shared writing		Phase 1: Opening experience Teaching key vocabulary Reading and immersion in text	Phase 2: Writer talk Analysing author’s style	Phase 3: Planning (mapping/boxing up) Oral rehearsal	



	Speaking and listening Book talk Grammar skill 1 Writing opportunities	Identifying language features Exploring key events, themes, characters Grammar skill 2 Writing opportunities	Drafting Feedback and target setting Editing and revising		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	Modelled and shared writing Drafting Feedback and target setting Editing and revising	
Main Grammatical Focus	<u>Narrative</u> Week 1: Semi colons Week 2: Dialogue to convey character Week 3: ISPACE and perfect form Week 4: Expanded noun phrases- concise meaning <u>Non-fiction</u> Week 5: Modal verbs and adverbs Week 6: active and passive voice Week 7: various verb forms Progressive							
Spelling		1.ancient 2. cemetery 3. criticise 4. equipped 5. government 6. leisure 7. opportunity 8. recognise 9. sincerely 10. variety	1. apparent 2. committee 3. curiosity 4. especially 5. guarantee 6. lightning 7. parliament 8. recommend 9. soldier vegetable	1.appreciate 2. communicate 3. definite 4. exaggerate 5. harass 6. marvellous 7. persuade 8. relevant 9. stomach 10. vehicle	1. attached 2. community 3. desperate 4. excellent 5. hindrance 6. mischievous 7. physical 8. restaurant 9. sufficient 10.yacht	1.antonym 2. crystal 3. lyrics 4. mystery 5. oxygen 6. rhythm 7. symbol 8. symptom 9. system 10. typical	1.apply 2. hygiene 3. hyphen 4. identify 5.multiply 6. occupy 7. python 8. recycle 9. rhyme 10. supply	
Home Learning Support	For more information on the focus of the steps, <a href="#">please click here.</a> <a href="#">Spelling Shed Home Use (For weekly spellings including interactive games)</a>							
Main handwriting Focus	Letter formation assessment.	Recap on horizontal joins	Recap on horizontal joins	Recap on horizontal joins	Recap on diagonal joins.	Recap on diagonal joins.	Recap on diagonal joins.	Practise joins and legibly.
Home Support	<a href="#">Access Letter Join at home to practice letter formation and spelling. Available on desktop, laptop and tablet.</a>							
Main reading focus	Vocabulary Prediction	Vocabulary Inference	Vocabulary Retrieval	Vocabulary Summarising	Vocabulary Inference	Vocabulary Summarising		Mixed skills
Mathematics <i>For more information on the focus of the steps, <a href="#">please click here.</a></i>	Fractions pre-assessment A Equivalent fractions and simplifying Equivalent fractions on a number line Compare and order (denominator)	Compare and order (numerator) Add and subtract simple fractions Add and subtract any two fractions Add mixed numbers Subtract mixed numbers	Equivalent fractions on a number line Compare and order (denominator) Compare and order (numerator) Add and subtract simple fractions	Add and subtract any two fractions Add mixed numbers Subtract mixed numbers	Multistep problems Fractions end of unit assessment B Multiply fraction by integers Multiply fractions by fraction	Divide any fraction by an integer Mixed questions with fractions Fraction of an amount Fraction of an amount – find the whole Fractions end of unit assessment B		Metric measures Convert metric measures Calculate with measures Miles and kilometres Imperial measures



					Divide a fraction by an integer		
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. <a href="#">Early Years</a> <a href="#">Year 1</a> <a href="#">Year 2</a> <a href="#">Year 3</a> <a href="#">Year 4</a> <a href="#">Year 5</a> <a href="#">Year 6</a> <a href="#">Free Downloadable Workbooks for Year 1 – 6</a> <a href="#">TTRS for Key Stage 2</a> <a href="#">1 Minute Maths App for all year groups</a> <a href="#">Numbersense Home Learning Overviews (Year 1, Year 2 &amp; Year 3 Autumn Term)</a>						
Science	What do I already know?	What is blood composed of?	What is the structure of the heart? Dissection	What nutrients do we need?	.How does the circulatory system work?	What is a healthy lifestyle?	What have I
History What is the Windrush?							
Art & Design Activism in art	I have seen how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities.	I have explored how I can find out what I care about, and find ways I might share my ideas with us.	I have seen how my classmates may have different things they care about, or share things we care about, but they are all valid.	I can create visuals and text which communicate my message.	I can use line, shape and colour to make my artwork.	I can use typography to make my messages stand out.	I can combine different techniques such as print, collage and drawing.
Computing							
Music	Singing in class						
Physical Education	For a breakdown of objectives, see our website						
Languages (KS2)	At school <a href="#">Click here for the mapping of objectives for each unit.</a>						