



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		
Key Events/ Assessments	Easter Monday: School Closed		Bank Holiday Monday: School Closed Book Fair arrives	Book Fair SEND Learning Plan Meetings	World Cultural Diversity Day TBC SEND Learning Plan Meetings UNICEF Gold Reaccreditation Visit Sports Day: Friday		
School Values	April: Dignity May: Courage						
Unicef Rights Respecting Schools – Main Focus <a href="#">Click here for more information</a>	Article 38 – Protection in War Article 39 – Recovery and reintegration						
Main Enquiry Questions	What do plants do and what do they need? What was the significance of the Bristol Civil War, and what effect did it have on the city?						
Learn Together, including RE	<i>Communicate (children reflect on own experiences of concept) Identify times when they had to give up something or go without something such as access to screens / tv / online games or not being able to play due to an injury.</i>	Apply (children reflect on how concept affects them and others – impact on feelings and behaviours) Articulate how they felt and acted during this time e.g. impatient, occupied their time differently, anticipated the return of the item / event, appreciated it more upon its return.	Enquire (children speculate and ask questions about concept) Discuss the different reasons why people give things up. Articulate the meaning of giving things up.	Contextualise (children create connections between concept and Buddhism) Identify the concept of sacrifice or 'giving things up' in one belief system. Listen to and discuss stories and experiences of people who make sacrifices or give something up for religious reasons.	Reflect (children reflect on value and importance of concept) Within (belief system / from viewpoint of member of belief system) Engage in debate and discussion on the importance of giving things up for members of a belief system. Without (from children's perspective) Engage in debate and discussion on whether giving something up or going without something for a time makes us more appreciative of or grateful for it.		
PSHE	R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact H30. to identify the external genitalia R26. about seeking and giving permission (consent) in different situations R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret						
Focus Text	The Wild Robot by Peter Brown						
Phase and key objectives	Phase 1: Immersion Fiction: Dialogue – 'Defeat the monster'	Phase 2: Analysing Author's style Fiction: Dialogue – 'Defeat the monster'	Phase 3: Planning and final write Fiction: Dialogue – 'Defeat the monster'	Phase 1 and 2: Immersion and analysing key features Non fiction: Writing to inform - recount	Phase 3: Planning and final write Non fiction: Writing to inform - recount		



Main Grammatical Focus	Speech marks and punctuation for dialogue		Punctuate exclamation marks and commas in a list	Extend the range of sentences with more than one clause by using a wider range of conjunctions: yet, as, while, until, although, before				
Phonics/Spelling	Step 26: Words where the digraph 'ch' makes a /k/ sound	Step 27: Words ending in '-gue' and '-que'	Step 28: Words where the digraph 'sc' makes a /s/ sound	Step 29: Words that are homophones	Step 30: Words with irregular spelling patterns			
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	Dictation and curriculum exercises to increase speed, stamina and fluency							
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								
Mathematics <i>For more information on the focus of the steps, please click here.</i>	<b>Fractions B</b>		<b>Money</b>		<b>Time</b>			
Number Facts Focus	3 x 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. <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	<i>Reflection on what we already know and what we want to know. Entry quiz.</i>	<i>What plants need to grow (Comparative test investigation)</i>	The Function of Leaves	The Function of roots	Water Transportation Reflection on what we have learned. Exit quiz			
/History	The English Civil War broke out in 1642 2. The English Civil War was a conflict between Royalists and Parliamentarians The English Civil war took place in the 17 <sup>th</sup> Century 3. Key figures in the English Civil war include King Charles I and Oliver Cromwell. . The Bristol Civil war was part of the larger English Civil war	. Bristol was a strategic city due to its location and resources 6. Control of Bristol changed hands during the English Civil War, with both Royalists and Parliamentarians holding the city at different times. 7. Key events include the Siege of Bristol and its capture by Royalist forces 23 <sup>rd</sup> - 26 <sup>th</sup> July 1643	8. Describe tactics used and the capture of Bristol by Royalist forces 9. Discuss strategic advantages gained by Royalists after capturing Bristol 10. Discuss the role of significant figures during the Bristol Civil War	11. Highlight personal stories and accounts from the period to illustrate impact 12. The impact on the local community included economic disruption and changes in control. 13. Bristol Castle was demolished in 1656 under orders from Oliver Cromwell. Discuss the impact of the Bristol Civil War on the local community	Children to demonstrate the knowledge they have learnt this unit by creating a double page spread answering the enquiry question. The children can then use this information during group discussions linked to the enquiry question. The spread should include a timeline of key events.			
Design and Technology – Food technology	To know the different hygiene rules to be followed before any cooking starts.  To know where different ingredients should be stored and how kitchen equipment should be used, to ensure food safety.	To research different types of recipes for different salads. To understand that consideration has to be given into ingredient quantities and combinations to achieve the desired effect.  To understand that dishes originate from different countries.  To know that dressings and toppings can be added to salads.	To plan ingredients which will be used to make a vegetable couscous salad. To plan the method/steps they will follow to prepare a salad, including a dressing.  To recognise the food groups that will be used within the salad. To understand that a dish made from a number of food groups is called a composite dish.	To be able to follow what they have been taught about hygiene, safety and preparing a salad to make a small experimental salad: Vegetable couscous salad.	To be able to identify the good points and areas that could be improved based on their own planning and preparing of the vegetable couscous salad.			
Computing	To know how to use equipment safely and accurately to prepare food.	To recognise that text and layout can be edited	To choose appropriate page settings	To add content to a desktop publishing publication	To consider how different layouts can suit different purposes			



Music	Preludes								
Physical Education	Athletics (Tiarna) & Tennis (Lily) <a href="#">For a breakdown of objectives, see our website</a>								
Languages (KS2)	Ice-creams <a href="#">Click here for the mapping of objectives for each unit.</a>								