



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	Week 8
Key Events/ Assessments	Cultural Diversity Day (Fri) First Aid Workshops	Pride Month	Water Safety Week Train Safety Workshop	Diversity Week & End of Pride Month Y3 Trip to Weston- Super-Mare	Transition Fortnight	Transition Fortnight Class Photos Y6 Performance		Last day for Children: Monday INSET: Tuesday
School Values	June: Empathy July: Thankfulness							
Unicef Rights Respecting Schools – Main Focus Click here for more information	Article 22 – Refugee Children Article 13 – Sharing thoughts freely Article 34 – Protection from inappropriate touch							
Main Enquiry Questions	What would you see if you were at the seaside? (Geography) What do plants do and what do they need? (Science – continued from Term 5)							
Learn Together, including RE	*Food Feelings							
PSHE	R13. the importance of seeking support if feeling lonely or excluded R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary Changing and growing up – Medway		Water Safety Week Lesson	H26. that for some people gender identity does not correspond with their biological sex	Transition Activities	Transition Activities		
Focus Text	The Tear Thief							
Phase and key objectives								
Main Grammatical Focus	Rules for adding -ed		Coordinating conjunctions	Reviewing Year 3 Taught Grammar Skills				
Phonics/Spelling	28	29	30	31	32	33	34	
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	Dictation and curriculum exercises to increase speed, stamina and fluency							
Home Support	Access Letter Join at home to practice letter formation and spelling. Available on desktop, laptop and tablet.							
Main reading focus	The Tear Thief – Comprehension Non-Fiction based on Geography Unit							
Mathematics <i>For more information on the</i>	Time			Shape		Statistics		Consolidation



focus of the steps, please click here.								
Number Facts Focus	3 x Table					Revise		
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	<i>To understand how water is transported in plants</i>	Pollination	Seed formation	Seed dispersal	Life cycle of a flowering plant	Comparing what plants need in different habitats	Review of learning	
Geography	The key features of a coastline	Notice the difference between coastlines:	Erosion happens when high powered waves hit against a cliff and wear the rock down. Soft rock gets worn down (eroded) faster than hard rock which is why we have bays and headlands. The sand in the bay is the eroded rock from the cliff face that over time the waves have broken down. What happens when a coastline is eroded: When a headland is eroded, a cave, then an arch then a stack is created.	Know that coastal erosion is causing houses and even villages to disappear into the sea.	.Human and physical features of Clevedon -Shore platform, Cliffs, Beach, Promenade, Pier, Shops, Restaurants, Hotels - Children will be able to identify different features.	A four-figure grid reference shows a location on a map. The first two numbers indicate a reading along the bottom. The next two indicate to read up. Human and physical features of Tenerife (Playa de los Gigantes) -Cliffs, Black sand (children learn this is because of volcanoes), Harbour, Swimming Pool, Shops, Restaurants, Hotels Compare W-S-M and Los Gigantes: -Both have cliffs, Both have a beach, Both have shops, Both have hotels, Both have shops -Los Gigantes has a harbour, pool, black sand -W-S-M is a golden beach and has a headland and shore platform.	Children will demonstrate the knowledge they have learnt during this unit by being able to identify the coastal feature / erosion to its description and then be able to discuss this. The children will be able to discuss the similarities and differences between W-S-M and Los Gigantes in relation to what has been learnt.	
Art and Design	<ul style="list-style-type: none"> <i>Making Animated Drawings: To make animations by creating drawings which move in a sequence.</i> <i>To use all our mark making skills and imagination to make our drawings visually engaging.</i> <i>To use our moving drawings to share narratives.</i> 							
Computing	<ul style="list-style-type: none"> 6. Programming B - Events and actions in programs 							
Music	Singing Focus: Wizard of Oz							
Physical Education	OAA (Lily) & Football (Lily) For a breakdown of objectives, see our website							



Languages (KS2)

Ice-creams & Fruits

[Click here for the mapping of objectives for each unit.](#)