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
Key Events/ Assessments			Walk around local area (history)		Children's Mental Health Week	Safer Internet Day Parent's Evening
School Values	September: Responsibility, October: Respect					
Unicef Rights Respecting Schools – Main Focus Click here for more information	Article 2: All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.					
Main Enquiry Questions	*Learn Together: "I wonder what love means to me?" Science: "I wonder where animals get their food from?" History: "I wonder how Frys Chocolate changed Keynsham?"*					
Learn Together, including RE	*Identify when and how they feel loved.* *Identify when and how they express love to others.*	Identify different types of love such as love for people, food, sports, pets or toys.	Identfiy that some religious and secular celebrations and rites of passeage are associated with love, such as the naming of a child or marriage. Engage in debate and discussion about whether celebrations or rites of passage would change if love was not a key feature.	Identify a celebration in one belief system which features expressions of love. Recall a story of celebration. Engage in debate and discussion on why it is important for members of the belief system to acknowledge love in the chosen celebration.		Identify seasons and months of the year (winter).
PSHE		To recognise what makes them special and unique including their likes, dislikes and what they are good at.			To understand how they are the same and different to others.	
Focus Text	What We'll Build by Oliver Jeffers					
Phase and key objectives	Phase 1: Immersion in Text To understand our key text including key vocabulary	Phase 2: Grammar focus and analyzing author's writing Using and to join words	Phase 3: Writing a part of a re-imagined story based on 'What We'll Build'.	Phase 1: Hook lesson Recognising and following instructions	Phase 2: Identifying key features within text Grammar focus	Phase 3: Writing a set of instructions
Main Grammatical Focus	Use capital letters for proper nouns and I Join clauses using and Write sequences of linked sentences to form short texts. Use full stops and capital letters to demarcate sentences. Add -s to nouns and verbs e.g flowers					
Phonics/Spelling	*/ee/ y* */e/ ea* */w/ wh* */oa/ Grow the Code*	/igh/ y /oa/ ow /j/ g /f/ ph	/l/ le /l/ al /s/ c /v/ ve	/u/ Grow the Code /z/ se /s/ se ce /ee/ ey	/oo/ /yoo/ Grow the Code /ee/ Grow the Code /s/ Grow the Code /oa/ Grow the Code	Phonics Assessments
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	Introducing cursive letters and consolidating number formation					
Home Support	Access Letter Join at home to practice letter formation and spelling. Available on desktop, laptop and tablet.					
Main reading focus	Fluency, expression and comprehension covered weekly throughout the year during guided reading.					
Mathematics *For more information on the focus of the steps, please click here.*	*Place value within 20:* *Count within 20* *Understand 10* *Understand 11, 12, 13* *Understand 14, 15, 16*	*Place value within 20:* Understand 17, 18, 19 Understand 20 1 more 1 less The number line to 20	*Place value within 20:* *Use a number line to 20* *Estimate on a number line to 20* *Compare numbers to 20* *Order numbers to 20*	Addition and Subtraction within 20: Add by counting on within 20 Add one using number bonds Find and make number bonds to 20	Addition and Subtraction within 20: Doubles Near Doubles Subtract ones using number bonds Subtraction – counting back	Addition and Subtraction within 20: Subtraction – finding the difference Related facts Missing number problems
Number Facts Focus	*One more, one less*	Two more, two less: think odds and evens	Number 10 fact families	Five and a bit	Know about zero	Doubles and Near Doubles
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	*Recall – different types of animals* *What is a carnivore?*	What is a herbivore?	What is an omnivore?	Compare the structure of a variety of common animals	Observe changes across the four seasons – how is Winter different to Autumn (weather focus)	Observe changes acrss the four seasons – day length
History	1. Know what life was like in Keynsham 100 years ago. *Link to equality & rights* 2. How was the local area different?	2. Describe who the Fry family were. Explain how as a Quaker, this influenced how the family ran the business and the design and planning of Somerdale.**	3. Explain why the factory was important to Keynsham.	4. Why did they stop making chocolate in Somerdale?	5. Use a timeline to show changes in Keynsham & Somerdale, including the end of the factory and the opening of Somerdale School.	6. End of Unit: To recognise key changes that have happened in our local area over time.
Design and Technology	Go on a walk and/or look at photographs of the local area to explore structures such as playground equipment, street furniture, walls, towers and bridges Where possible, ask the children to draw or photograph the structures they have been exploring and label with the correct technical vocabulary in relation to the structure, materials used and shapes	Demonstrate measuring, marking out, cutting, shaping, joining and finishing techniques with a range of tools and new and reclaimed materials that children are likely to use to make their structures. Discuss the suitability of materials for their products according to their characteristics.	Ask the children to build and explore a variety of freestanding structures using construction kits, such as wooden blocks, interconnecting plastic bricks and those that make frameworks	Ask children to fold paper or card in different ways to make freestanding structures, using masking tape where necessary to make joins.	Discuss with the children what structure they will be designing, making and evaluating Generate some simple design criteria with the children Encourage the children to develop their ideas through talking, drawing and making mock-ups of their ideas with construction kits and other materials.	As a whole class, plan the order in which the structures will be made. Children could make their final products from construction kits, new and reclaimed materials or any combination of these, according to their characteristics. Ask children to evaluate their developing ideas and final products against original design criteria.

Computing	*Moving a Robot - Buttons*	*Moving a Robot - Directions*	*Moving a Robot – Forwards and Backwards*	*Moving a Robot – Four Directions*	*Moving a Robot – Getting There*	*Moving a Robot - Routes*
Music	Singing – So-Mi songs	Singing – Bounce High, Bounce Low	Singing – Dr Knickerbocker	Singing – Boom Chicka Boom	Pitch – Environmental Sounds	Enhancing stories using percussion – Jack and the Beanstalk
Physical Education	Fundamentals and Fitness For a breakdown of objectives, see our website					