



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			Book Fair FOSET Spring Quiz SEND Coffee Morning	Book fair	Y1 Class Assembly SEND Learning Plan Meetings	
School Values						
Unicef Rights Respecting Schools – Main Focus Click here for more information	This term we will focus on these rights: Article 2: No Discrimination Article 3: Best Interest of the Child. Article 6: Life, survival and development Article 12: Respect for children's views					
Main Enquiry Questions	How do living things grow and change over time? (Learn Together & Science)					
Growing and changing (Christianity)	How have we changed over the years?	How does change affect our feelings? Class discussion.	How does change affect our feelings? Class discussion.	Making connections between growth and belief systems (Christianity).	Making connections between growth and belief systems (Christianity).	
PSHE	Keeping safe from the sun	Keeping safe from the sun	Keeping safe at home	Keeping safe at home		
Focus Text	<i>A Walk in London</i> by Salvatore Rubbino. <i>Vlad and the Great Fire of London</i> by Kate Cunningham					
Phase and key objectives	Phase 1: Opening experience Teaching key vocabulary Reading and immersion in text Speaking and listening Book talk Grammar skill 1 Writing opportunities	Phase 2: Writer talk Analysing author's style Identifying organisational features Identifying language features Exploring key events, themes, characters Grammar skill 2 Writing opportunities	Phase 3 Non- Fiction: Non-chronological report on London Planning (mapping/boxing up) Oral rehearsal Modelled and shared writing: Drafting Feedback and target setting Editing and revising	Phase 1: Opening experience Teaching key vocabulary Reading and immersion in text Speaking and listening Book talk Grammar skill 1 Writing opportunities	Phase 2: Writer talk Analysing author's style Identifying organisational features Identifying language features Exploring key events, themes, characters Grammar skill 2 Writing opportunities	Phase 3: Fiction: finding tale Planning (mapping/boxing up) Oral rehearsal Modelled and shared writing Drafting Feedback and target setting Editing and revising



Main Grammatical Focus						
Spelling	Words where 'ed' is added to single syllable words	Words where 'a' makes an /or/ sound	Words where 'o' makes an /u/ sound	Words where the digraph 'ey' makes an /eel/ sound	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	Continue to consolidate joins and trickier letters	Dictation: sentences	Dictation: sentences	Continue to consolidate joins and trickier letters	Continue to consolidate joins and trickier letters	
Home Support	See newsletter					
Main reading focus	<p>Whole class guided reading:</p> <p>Week 1-2 Goldilocks and Just the One Bear (fiction)</p> <p>Week 3: Different types of hats (non-fiction)</p> <p>Week 4-5: Toby and the Great Fire of London (fiction)</p>					
Mathematics <i>For more information on the focus of the steps, please click here.</i>	Fractions Beginning of unit Introduction to equal and unequal parts Equal and unequal parts Recognise a half Find a half Find the whole Unit fractions Non-unit fractions Recognise equivalent fractions Recognise three quarters	Fractions Recognise a quarter Find a quarter Recognise a third Find a third Find the whole	Fractions Unit fractions Non-unit fractions Recognise the equivalence of a half and two quarters Recognise three quarters Find three quarters	Time Beginning and end of unit O'clock and half past O'clock and half past Quarter past and quarter to Quarter past and quarter to	Time Tell time to the hour Tell the time to 5 minutes Minutes in an hour Hours in a day End of unit	
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 Number sense Home Learning Overviews (Year 1, Year 2 & Year 3 Autumn Term)					
Science	Plants - Ready, Steady, Grow! Explore the outdoors, looking at how plants disperse their seeds and why. Think specifically about plants that spread their seeds by utilising the wind. Make a seed helicopter and a dandelion seed.	Plants - Ready, Steady, Grow! Consider different ways that plants can disperse their seeds, including seed designed to stick on animals and humans. Using clay or Modroc, create a large burr, with hooks and use junk modelling to create other seeds.	Hydroponics in the classroom Talk about what bulbs need to grow into healthy plants. Plant beans in bags of water and watch them grow. What will happen to the bean left growing in a cupboard?	Growing runner beans Think about the conditions for healthy plant growth and plant your own runner beans. Record their growth. How long will it take for them to be long enough to eat?	Growing flowers Think about the conditions for healthy plant growth and plant your own seeds. Record their growth. How long will it take for them to be long enough to eat?	



<p>Geography <i>Where would you rather be?</i></p>	<p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles and make comparisons with local weather.</p>	<p>Use basic geographical vocabulary to refer to key physical features of the local area, the UK (London) and a contrasting locality (Kenya) including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<p>Use basic geographical vocabulary to refer to key physical features of the local area, the UK (London) and a contrasting locality (Kenya) including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<p>Use basic geographical vocabulary to refer to key human features of our local area, the UK and a contrasting (Kenya) locality, including city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Use basic geographical vocabulary to refer to key human features of our local area, the UK and a contrasting (Kenya) locality, including city, town, village, factory, farm, house, office, port, harbour and shop.</p>	
<p>Be An Architect Exploring architecture and creating architectural models.</p>	<p>Create a conversation around more well-known architecture and architecture in our local environment. What are the landmarks in our area – old or new?</p>	<p>Children to work in sketchbooks. Using the “Drawing Source Material: Exploring Architecture” resource to inspire drawings using the pupil’s chosen drawing medium.</p>	<p>Use the “Talking Points: Hundertwasser the Architect” resource to introduce pupils to the work of an architect. Use the images and videos to frame a discussion around his work and enable the pupils to articulate their response.</p>	<p>Pupils to create their own architectural inventions using different types of materials (cardboard and plastic).</p>	<p>Pupils to create their own architectural inventions using different types of materials (cardboard and plastic).</p>	
<p>Computing</p>	<p>Lesson 1 ScratchJr recap</p>	<p>Lesson 2 Outcomes</p>	<p>Lesson 3 Using a design</p>	<p>Lesson 4 Changing a design</p>	<p>Lesson 5 Designing and creating a program</p>	
<p>Music</p>	Singing					
<p>Physical Education</p>	Athletics Net and ball					