



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
Key Events/Assessments	World Cultural Diversity event (Friday 6 <sup>th</sup> June)	Phonics Screening Check This Week SEND Coffee Morning w/ School Nurse	Year 6 Camp This Week Transition letters sent out to classes		Year 2 Trip to the Bristol Zoo Project (Monday 30 <sup>th</sup> June).  Transition Afternoon for classes (Thursday 3 <sup>rd</sup> July)	Y6 Performance	
School Values							
Unicef Rights Respecting Schools – Main Focus <a href="#">Click here for more information</a>	<b>This term we will focus on these rights:</b> Article 12: Respect for children’s views Article 14: Freedom of thought, belief and religion Article 15: Freedom of association (joining groups and clubs) Article 24: Health and health services						
Main Enquiry Questions	I wonder how plants grow and change over time? <b>(science)</b> I wonder, what is lifelike on another continent? (Learn Together)						
Philosophy for children ( <b>values and ethical perspectives</b> )	What Makes Something Fair or Unfair ?	What Is a Good Friend ?	Do Rules Help or Hurt Us ?	Should You Always Tell the Truth ?	Who Makes the Right Choices ?	Big Questions Circle (Pupil-Led)	Big Questions Circle (Pupil-Led)
RSHE	My special people		Growing up; the human life cycle		Growing up; the human life cycle		Everybody’s body
Focus Text	<b>Lila and the secrets of rain by David Conway and Jude Daley</b>						
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	Phase 3 <b>Fiction:</b> tale of fear (Narrative) Planning (mapping/boxing up) Oral rehearsal Modelled and shared writing:  Drafting	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	Phase 3: <b>Non-fiction:</b> Diary entry <b>Non-fiction:</b> Dictionary week Planning (mapping/boxing up) Oral rehearsal	Phase 3: <b>Non-fiction:</b> Diary entry <b>Non-fiction:</b> Dictionary week Planning (mapping/boxing up) Oral rehearsal



		Exploring key events, themes, characters Grammar skill 2 Writing opportunities	Feedback and target setting Editing and revising		Writing opportunities	Modelled and shared writing Drafting Feedback and target setting Editing and revising	Modelled and shared writing Drafting Feedback and target setting Editing and revising
Main Grammatical Focus							
Spelling	Words where 'a' makes an /o/ sound	Words where 'or' and 'ar' make an /er/ or /or/ sound	Words ending in '-ment' and '-ness'	Words ending in '-ful' and '-less'	Words that are homophones	Words that are homophones or near homophones	Challenge words
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	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	Continue to consolidate joins and trickier letters	Continue to consolidate joins and trickier letters
Home Support	See newsletter						
Main reading focus	Whole class guided reading: Week 1 Lila and the secrets of rain (fiction) Week 2: Lila and the secrets of rain fiction) Week 3-4: Glastonbury (Non-fiction) Week 4-6: <b>Sahara Desert (Non-fiction)</b>						
Mathematics <i>For more information on the focus of the steps, <a href="#">please click here.</a></i>	Week 1: Statistics Make tally charts Tables Block diagrams Draw pictograms 1-1 Interpret pictograms 1-1	Week 2: Statistics Draw pictograms (2, 5 and 10) Interpret pictograms (2, 5 and 10) End of block assessment	Week 3 Language of Position Describe movement Describe turns Describe movement and turns Shap patterns with turns	Week 4: NFER week (maths assessment) End of unit	Week 5: Recap time O'clock Half past Quarter past and quarter to Tell the time to five minutes	Week 6 Multiplication and division Fractions	Week 7: Place value Addition And subtraction
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="#">Number sense Home Learning Overviews (Year 1, Year 2 &amp; Year 3 Autumn Term)</a>						
Science	<b>Plants - Ready, Steady, Grow!</b>  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.	<b>Plants - Ready, Steady, Grow!</b>  Consider different ways that plants can disperse their seeds, including seed designed to stick on animals and humans.	<b>Hydroponics in the classroom</b>  Talk about what bulbs need to grow into healthy plants. Plant beans in bags of water and watch them grow. What will	<b>Hydroponics in the classroom</b>  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?	<b>Growing cress</b>  Think about the conditions for healthy plant growth and plant your own cress seeds. Record their growth. How long will it take for them to be long enough to eat?	<b>Growing cress</b>  Think about the conditions for healthy plant growth and plant your own cress seeds. Record their	

		Using clay or Modroc, create a large burr, with hooks and use junk modelling to create other seeds.	happen to the bean left growing in a cupboard?			growth. How long will it take for them to be long enough to eat	
History What happened on the night of 2 <sup>nd</sup> September 1666?	To understand where and when the Great Fire of London started.	To understand the events of the Great Fire of London.	To find out why the fire spread so quickly and stayed alight for so long.	To find out about Samuel Pepys and his diary.	To recap what we have found out about the Great Fire of London.	End of unit	Create models/art work inspired by the Great Fire of London
Art & Design Food tech	African weaving (using wool, plastic and other materials)	African weaving (using wool, plastic and other materials)	African weaving (using wool, plastic and other materials)	African weaving (using wool, plastic and other materials)	Food technology Making a healthy pizza!	Food technology Making a healthy pizza!	
Computing <u>Data and information – Pictograms</u>	<u>Lesson 1 Counting and comparing</u>	<u>Lesson 2 Enter the data</u>	<u>Lesson 3 Creating pictograms</u>	<u>Lesson 4 What is an attribute?</u>	<u>Lesson 5 Comparing people</u>	<u>Lesson 6 Presenting information</u>	
Music	Preludes						
Physical Education	Teacher: Team building Teacher: invasion games						