



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	Year 2 Trip to the Bristol Zoo Project (Tuesday 2 <sup>nd</sup> June).	World Cultural Diversity event Class Photos	Transition letters sent out to classes  Class Transition afternoon	Transition Virtual Tours sent out  SEND coffee morning	transition: Story	Transition afternoon	Class reports Y6 Leaver Assembly	INSET (Wednesday)
School Values	Empathy & thankfulness							
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)							
Main Enquiry Questions	I wonder, what is lifelike on another continent? <b>(Learn Together)</b> I wonder how plants grow and change over time? <b>(science)</b>							
Learn Together, including RE  Philosophy for children ( <b>values and ethical perspectives</b> )  <b>RSHE</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)
PSHE	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	<b>Phase 1:</b> Opening experience Teaching key vocabulary Reading and immersion in text	<b>Phase 2:</b> Writer talk Analysing author's style Identifying organisational features	<b>Phase 3 Fiction:</b> tale of fear (Narrative) Planning (mapping/boxing up) Oral rehearsal	<b>Phase 1:</b> Opening experience Teaching key vocabulary Reading and immersion in text	<b>Phase 2:</b> Writer talk Analysing author's style Identifying organisational features Identifying language features	<b>Phase 3: Non-fiction:</b> Diary entry <b>Non-fiction:</b> Dictionary week Planning (mapping/boxing up)	<b>Phase 3: Non-fiction:</b> Dictionary week <b>Non-fiction:</b> Dictionary week Planning (mapping/boxing up) Oral rehearsal	Dictionary week

*'Learn Together to Live Together'*

Equity Based

Aspirational

Child-Centred

Collaborative



	Speaking and listening Book talk Grammar skill 1 Writing opportunities	Identifying language features Exploring key events, themes, characters Grammar skill 2 Writing opportunities	Modelled and shared writing: Drafting Feedback and target setting Editing and revising	Speaking and listening Book talk Grammar skill 1 Writing opportunities	Exploring key events, themes, characters Grammar skill 2 Writing opportunities	Oral rehearsal Modelled and shared writing Drafting Feedback and target setting Editing and revising	Modelled and shared writing Drafting Feedback and target setting Editing and revising  Dictionary week	
Main Grammatical Focus								
Phonics/Spelling	Words where 'a' makes an /o/ sound	Words where 'or' and 'ar' make an /er/ or /or/ sound	Words where 'si' and 's' makes an /zh/ sound	Words that are homophones	Words that are homophones or near homophones	Words ending in '-tion'	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	Continue to consolidate joins and trickier letters
Home Support	See newsletter							
Main reading focus	Fluency, expression and comprehension covered weekly guided reading W1-2 – Superdad's day off W3 – The Amazing Amazon (non-fiction) W4 – Weirdo W5 – Festivals (non-fiction) W6 – NFER booklet W7 – Ninja Comprehension worksheets							
Mathematics <i>For more information on the focus of the steps, <a href="#">please click here</a>.</i>	<b>Time</b> Telling time to the hour Tell time to half past O'clock and half past Quarter to	<b>Time</b> Quarter past Quarter past and quarter to Quarter past and quarter to Tell time past the hour Tell time to the hour	<b>Time</b> Tell the time to 5 minutes Minutes in an hour Hours in a day End of unit assessment Make tally charts	<b>Statistics</b> Tables Block diagrams Draw picograms 1 to 1 Interpret pictograms 1 to 1 Draw pictograms 2, 5 and 10 Interpret picograms 2, 5 and 10	<b>Position and direction</b> End of unit Language of position Describe movements Describe turns Describe movement and turns	<b>Position and direction</b> Shape patterns with turns End of unit assessments  <b>NFER Maths booklets</b>	<b>NFER Maths booklets</b>  <b>Recap of place value, fractions, multiplication and division and addition/subtractions</b>	<b>Recap of place value, fractions, multiplication and division and addition/subtractions</b>
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	<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. Using clay or Modroc, create a large burr, with hooks and use junk modelling to create other seeds.	<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>Hydroponics in the classroom</b> <ul style="list-style-type: none"> <li>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?</li> </ul>	<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 growth. How long will it take for them to be long enough to eat	<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. Using clay or Modroc, create a large burr, with hooks and use junk modelling to create other seeds.
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 <i>2D Drawing to 3D Making</i>	<b>Textiles – creating puppets</b> Children will design and make a functional puppet. Week 1: draw and label puppet	<b>Textiles – creating puppets</b> Using different stitches: running stitch	<b>Textiles – creating puppets</b> Using different stitches: zigzag stitch	<b>Textiles – creating puppets</b> Design puppet	<b>Textiles – creating puppets</b> Create puppet	<b>Textiles – creating puppets</b> Create puppet	<b>Textiles – creating puppets</b> Create puppet/ Evaluation	<b>Textiles – creating puppets</b> Evaluation
Computing	<a href="#">Lesson 1 Counting and comparing</a>	<a href="#">Lesson 2 Enter the data</a>	<a href="#">Lesson 3 Creating pictograms</a>	<a href="#">Lesson 4 What is an attribute?</a>	<a href="#">Lesson 5 Comparing people</a>	<a href="#">Lesson 6 Presenting information</a>	<a href="#">Lesson 1 Counting and comparing</a>	
Music	Preludes							
Physical Education	Teacher: Team building Teacher: invasion games							