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	Road Safety Week Remembrance	Diwali	Anti-Bullying Week Odd-socks day Children in need		Panto- FoSET	Christmas Dinner 9th December KS2 songs by Candlelight **KS1 Christmas performance 11th December 1330-1500**	EYFS performance 15th December. School closes 1300 18th December	
School Values	Perseverance and kindness							
Unicef Rights Respecting Schools – Main Focus Click here for more information	Article 15: You have the right to meet with friends and join groups Article: 13: You have the right to find out and share information and share what you think. Article 6: You have the right to life, to grow up and reach your full potential.							
Main Enquiry Questions	How do living things find what they need to stay safe and healthy in their habitats? **(Science)** What was the Great Fire of London, and is London today different to London in 1666? ***(English and History)***							
Learn Together, including RE	We will be exploring our differences within the class. E.g. siblings, interests, pets, likes and dislikes.	We will be exploring our similarities within the class. E.g. siblings, interests, pets, likes and dislikes.	Explore why our differences is a positive attribute.	Explore what 'philosophy for children' is. Children to develop and apply critical thinking skills. To give reasons for their options/perspectives.	Exploring 'what makes me special', using philosophy for children. Using and experience the language of dialogue. E.g. agree, disagree, maybe or I wonder?	Identify when equity means to explore what it means to make sure everyone gets what they need , even if their needs are different.		
PSHE	To learn the talk PANTs rules and that they help keep children safe.	To learn the talk PANTs rules and that they help keep children safe.	**Career explorers** • explain what makes everyone unique • • identify the different strengths and interests that people can have • • describe the strengths and interests suited to different jobs		**Career explorers** • describe a range of different jobs, including jobs in the community • • identify the different types of work involved in some jobs • • explain how jobs help people to earn money			
Focus Text	A Walk in London by Salvatore Rubbino.				Vlad and the Great Fire of London by Kate Cunningham			
Phase and key objectives	Phase 1: Opening experience Teaching key vocabulary	Phase 2: Writer talk	Phase 3: Non-chronological report Planning (mapping/boxing up)		Phase 1: Opening experience Teaching key vocabulary	Phase 2: Writer talk Analysing author's style	Phase 3: Phase 3: **Fiction: finding tale**	

	Reading and immersion in text Speaking and listening Book talk Grammar skill 1 Writing opportunities	Analysing author's style Identifying organisational features Identifying language features Exploring key events, themes, characters Grammar skill 2 Writing opportunities	Oral rehearsal Modelled and shared writing: Drafting Feedback and target setting Editing and revising		Reading and immersion in text Speaking and listening Book talk Grammar skill 1 Writing opportunities	Identifying organisational features Identifying language features Exploring key events, themes, characters Grammar skill 2 Writing opportunities	Planning (mapping/boxing up) Oral rehearsal Modelled and shared writing Drafting Feedback and target setting Editing and revising	
Main Grammatical Focus	Subordinate conjunctions, co-ordinated conjunctions, imperative verbs, use of adjectives, use of the suffixes: ly, ed, est.							
Phonics/Spelling	Phase 5 recap: eigh, ea, ey and aigh Kn, gn, mb, ere, eer.	Phase 5 recap: Si, su, dge, y, ge	Phase 5 recap: ti, ssi, si, ci,	Phase 5 recap: Our, oar, ore, ce, ze, le, al, gn, mb, kn, dge, ge, g	Phase 5 recap: Wr and wh Or, aw, au Ue, ue, oo and ew Ed and ing endings	Phase 5 recap: Ay, ai, a-e, ae Ee, ea, ey, e-e igh, ie, i-e oa, oe, o-e oi and oy	Assessment week	
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	**Diagonal joins** (an, co, di, ei, hu, im, ks, li) Using **high frequency words** to support development of diagonal joins.	**Diagonal joins** (an, co, di, ei, hu, im, ks, li) Using **high frequency words** to support development of diagonal joins.	**Diagonal joins** (an, co, di, ei, hu, im, ks, li) Using **high frequency words** to support development of diagonal joins.	**Horizontal joins** (vi, ru, wa, oc, ro, wn, ve, re, oe)	**Horizontal joins** (vi, ru, wa, oc, ro, wn, ve, re, oe)	**Horizontal joins** (vi, ru, wa, oc, ro, wn, ve, re, oe)	**Horizontal joins** (vi, ru, wa, oc, ro, wn, ve, re, oe)	
Home Support	See newsletter							
Main reading focus	Fluency, expression and comprehension covered weekly guided reading							
Mathematics *For more information on the focus of the steps, please click here.*	• Add 2-digit numbers and 1-digit numbers (not across a 10) • Add 2-digit numbers and 1-digit numbers (crossing a 10) • subtract 1-digit numbers from a 2-digit numbers (not crossing)	• subtract 1-digit numbers from a 2-digit number (crossing) • subtract 1-digit numbers from a 2-digit number (crossing)	• subtract two 2-digit numbers (not crossing) • subtract two 2-digit numbers (not crossing) • subtract two 2-digit numbers (crossing)	• Mixed addition and subtraction • Mixed addition and subtraction • Compare number sentences • Inverse operations • Inverse operations	• End of unit • Inverse operations • Recognise 2D and 3D shapes • Count sides on 2D shapes • Count vertices on 2D shapes	• Draw 2D shapes • Sort 2D shapes • Lines of symmetry • Use lines of symmetry • Count faces on 3D shapes	• Count edges on 3D shapes • Count vertices on 3D shapes • Sort 3D shapes • End of unit	

	• subtract 1-digit numbers from a 2-digit number (not cross)	• add two 2-digit numbers (not crossing) • add two 2-digit numbers (not crossing) • add two 2-digit numbers (crossing)	• subtract two 2-digit numbers (crossing) • subtract two 2-digit numbers (crossing)					
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	• Understand the differences between things that are living, dead, and things that have never been alive • Understand the key features of things that are living, as opposed to dead Be able to categorise specimens according to their features.	• Observe microhabitats and their inhabitants and understand why they live there • Understand that different habitats provide for the basic needs of different kinds of living things Understand that there are a varied number of microhabitats with different features and conditions	• Understand that habitats can be small and local but also very extensive • Understand that creatures are adapted for their own habitats Research and consider a specific habitat and recreate it in a shoebox diorama	• Understand what is meant by a food chain • Understand that living things need other living things to survive • Observe parts of food chains in the school grounds and discuss what would happen in the rest of the food chain	• Understand that creating different microhabitats will encourage a variety of creatures • Understand that microhabitats need to vary according to their inhabitants' needs Design a 'room' (microhabitat) of the bug hotel	• Build a bug hotel according to the group designs • Make some predictions about what each microhabitat will attract and how different weather conditions and seasons might change their features Begin to form questions and make plans to observe and evaluate the microhabitats over time	• Build a bug hotel according to the group designs • Make some predictions about what each microhabitat will attract and how different weather conditions and seasons might change their features Begin to form questions and make plans to observe and evaluate the microhabitats over time	
History What happened on the night of 2nd 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.	Create models of London using historic techniques.	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	
Design and Technology Making healthy winter food.	Healthy winter food	Understanding Healthy Soup	Developing basic food prep	How would I make a soup according to my design?	Cooking	Cooking	Evaluate product.	
Computing	How can take photographs using a computer?	• Portrait or landscape?	• What makes a good photograph?	• Lighting	- Effects	- Is it real?	Christmas digital art	
Music	***Preludes:*** Recorders							
Physical Education	*Dance & Invasion Games*							