

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/<br>Assessments   |  | World Book Day  | International Women's Day  | Neurodiversity Week<br>Red Nose Day   | Science Week   | Easter Disco   | Easter Holidays |        |
| School Values  |  |   |  | Kindness and Justice  |  |  |                 |        |
| Unicef Rights<br>Respecting Schools<br>– Main Focus<br><a href="#">Click here for<br/>more information</a> |  |   |  | Article 8: Children have the right to their own identity.   |  |  |                 |        |
| Main Enquiry<br>Questions  |  |   |  | <b>Science and Learn Together: "I wonder what makes me and my family unique?" Geography: "Who are we and where are we?"</b> |  |  |                 |        |
| Learn Together,<br>including RE  | Engage in discussion around the joy and wonder of new life, e.g. siblings, animals, pets, plants.  | Explore the concept of family and family stories through the affirmation of their own and other types of families | Identify times when families come together to talk, eat or exercise. | Demonstrate an appreciation of the diversity of family types within the class and school.                                   |  |  | Easter Holidays |        |
| PSHE   |  | Know about the roles different people play in our lives<br><i>Learn about different types of families</i>         | Identify common features of family life                              |   | To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private<br><br>Learn about knowing there are situations when they should ask for permission and also when their permission should be sought. | How to respond safely to adults they don't know<br><br>Know that it is important to tell someone if something about their family makes them unhappy or worried |                 |        |
| Focus Text   |  |   |  |   | The Lion Inside  |  |                 |        |
| Phase and key<br>objectives  | Phase 1: Immersion in text   | Phase 2: Identifying language features and grammar  | Phase 3: Planning and Writing – writing a character description      | Phase 1: Hook Lesson and grammar  | Phase 2: Identifying language and organisational features  | Phase 3: Planning and writing – fact file  | Easter Holidays |        |
| Main Grammatical<br>Focus  | Begin to punctuate sentences using exclamation marks<br>Use present and past tense with some accuracy.<br>Adding -ed and -er to verbs and adjectives which do not require a root change e.g. jump – jumped, low – lower. |   |  |   |  |  |                 |        |
| Phonics/Spelling   | /url/ or /oo/ u oul /air/ are<br>/or/ au aur oor al  | /ch/ tch ture /ar/ al a<br>/or/ a schwa in longer words   | /o/ a /air/ ear ere /ur/ ear /r/ wr                                  | /s/ st sc /c/ ch /sh/ ch z/ ze  | Review Week  | Assessment Week  | Easter Holidays |        |

'Learn Together to Live Together'

|  |   |  |  |  |  |   |                 |  |  |
|--|---|--|--|--|--|---|-----------------|--|--|
| Home Learning Support  | <p>For more information on the focus of the steps, <a href="#">please click here</a>.</p> <p><b>Spelling Shed Home Use (For weekly spellings including interactive games)</b></p>   |  |  |  |  |   |                 |  |  |
| Main handwriting Focus   | Pre-Cursive – Long Ladders  | Pre-Cursive – Curly Caterpillars   | Pre-Cursive – One-armed robots                           | Pre-Cursive – Zig Zags   | Assessment and consolidation of new letters            |   | Easter Holidays |  |  |
| Home Support   | <a href="#">Access Letter Join at home to practice letter formation and spelling. Available on desktop, laptop and tablet.</a>  |  |  |  |  |   |                 |  |  |
| Main reading focus   | Decoding, Prosody and Comprehension skills taught each week during guided reading.  |  |  |  |  |   |                 |  |  |
| Mathematics<br><i>For more information on the focus of the steps, <a href="#">please click here</a>.</i> | Groups of tens and ones<br>Partition into tens and ones<br>The numberline to 50<br>Estimate on a number line to 50  | I more, I less<br>Compare lengths and heights<br>Measure length using objects<br>Measure length in centimetres | Heavier and lighter<br>Measure mass<br>Compare mass      | Full and empty<br>Compare volume<br>Measure capacity<br>Compare capacity | Consolidation Week                                     | Count in 2s<br>Count in 10s<br>Count in 5s                | Easter Holidays |  |  |
| Number Facts Focus   | Book 2: Two More, Two Less: Thnk Odds and Evens   | Book 3 – Number 10<br>Fact Families  | Book 4 – Five and a Bit                                  | Book 5 – Know About Zero   | Book 6 – Doubles and Near Doubles                      | Book 7 – Number Neighbours: Spot the Difference           |                 |  |  |
| 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.<br><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><br><a href="#">Numbersense Home Learning Overviews (Year 1, Year 2 &amp; Year 3 Autumn Term)</a> |  |  |  |  |   |                 |  |  |
| Science  | What do we already know about humans?   | Identifying body parts   | Science Week   | Sight and hearing  | Touch, taste and smell                                 | Sense Explorers Experiment                                | Easter Holidays |  |  |
| Geography  | The Four Countries of the UK<br>The Seas that surround the UK   | Capital Cities<br>The Thames River   | England  | Scotland   | Wales  | N. Ireland + Assessment                                   |                 |  |  |
| Art & Design   | Hands-On Exploration: What can watercolour do?  | Explore the work of Paul Klee and Emma Burleigh  | Building Imagery through Watercolour                     | Working with Momentum and Focus – creating our own artwork               |  | Share, Reflect and Discuss                                |                 |  |  |
| Computing  | Data and Information – Grouping Data: Label and Match   | Data and Information – Grouping Data: Group and Count  | Data and Information – Grouping Data: Describe an Object | Data and Information – Grouping Data: Making Different Groups            | Data and Information – Grouping Data: Comparing Groups | Data and Information – Grouping Data: Answering Questions |                 |  |  |
| Music  | Preludes - Composing  |  |  |  |  |   |                 |  |  |
| Physical Education   | Yoga and Striking and Fielding<br><a href="#">For a breakdown of objectives, see our website</a>  |  |  |  |  |   |                 |  |  |