



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			Travelling Book Fair	Litter Picking Year 1 Learning Plan Meetings	Year 1 Class Assembly Sports Day			
School Values	Dignity and Courage							
Unicef Rights Respecting Schools – Main Focus Click here for more information	- Article 14: Children can choose their own thoughts, opinions and religion. - Article 29: All children have the right to an education that helps you to learn to live peacefully and protect the environment.							
Main Enquiry Questions	I wonder what living things I can find in our local area? (Science/Learn Together/Art). Why do people remember Florence Nightingale, Mary Seacole and Edith Cavell? (History).							
Learn Together, including RE	<i>What does “making a difference” mean? What have you done to make a difference?</i>	How can we make a difference to our school?	Making a difference – putting it into action	Making a difference – putting it into action	What has the impact been of our ‘making a difference’ project?			
PSHE	<i>What does it mean to keep something private? E.g. which parts of our bodies are private?</i>	Identify different types of touch and how they make people feel (e.g. hugs, hitting etc)	What can we do if something makes us feel uncomfortable or unsafe?	What is permission? When should we ask for permission? How to ask for and give/not give permission.				
Focus Text	Beegu by Alexis Deacon							
Phase and key objectives	Phase 1: Immersion in text	Phase 2: Identifying language features and grammar	Phase 3: Planning and Writing – writing a re-imagined story	Phase 1 and 2: Grammar, identifying language and organisational features	Phase 3: Planning and writing – postcards			
Main Grammatical Focus	Write sequences of linked sentences to form short texts. Introduce question marks and exclamation marks Adding suffix -ing and prefix un- to words with no root change.							
Phonics/Spelling	Preparation for Phonics screening check – no new GPCs or tricky 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	<i>Consolidation of new handwriting shapes</i>		Number formation	Ascenders and descenders				
Home Support	Access Letter Join at home to practice letter formation and spelling. Available on desktop, laptop and tablet.							
Main reading focus	Guided reading linked to Phonics – decoding, prosody and comprehension							



Mathematics <i>For more information on the focus of the steps, please click here.</i>	<i>Count in 2s Count in 10s Count in 5s Recognise equal groups</i>	Add equal groups Make arrays Make doubles Make equal groups – grouping Make equal groups - sharing	Recognise a half of an object or a shape Find a half of an object or a shape Recognise a half of a quantity Find a half of a quantity	Recognise a quarter of an object or a shape Find a quarter of an object or a shape Recognise a quarter of a quantity Find a quarter of a quantity	Describe turns Describe position – left and right Describe position – above and below Ordinal numbers			
Number Facts Focus	<i>Make 10 and Then: Subtraction</i>	Make Doubles and Near Doubles	Adjusting	Strategy Selection	Make 10 and Then: Subtraction Part 2			
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	<i>Working Scientifically: Making Observations – Observational Drawings of the local area</i>	What is the difference between wild and garden plants?	Identification of common wild and garden plants – what can we find in our local area?	Fieldwork: Which plants are most common at our school? Introducing tally charts.	Observe changes to weather – monitoring temperature			
History	<i>Who was Florence Nightingale?</i>	Who was Mary Seacole?	Who was Edith Cavell?	Making comparisons	Using chronology to explore three nurses			
Art & Design	<i>Making Birds: Drawing from Photographic Sources</i>	Making Birds: Drawing from Observation and Experimental Mark-Making	Making Birds: Manipulating Paper from 2D to 3D	Making Birds: What is Sculpture?	Making Birds: Making our bird sculptures			
Computing	<i>Digital Writing: Exploring the keyboard</i>	Digital Writing: Adding and Removing Text	Digital Writing: Exploring the toolbar	Digital Writing: Making changes to text	Digital Writing: Explaining my choices/ Pencil or keyboard			
Music	Singing – call and response songs to control vocal picture Listening – Noticing changes in mood between pieces of music							
Physical Education	Athletics Net and Wall Games							