



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	Cultural Diversity Day World Environment Day	Pride Month Phonics Screening Check Father’s Day	Water Safety Week	Diversity Week	End of Year Data	Y6 Performance Transition afternoon	End of Year	
School Values	June: Empathy, July: Thankfulness							
Unicef Rights Respecting Schools – Main Focus <a href="#">Click here for more information</a>	Article 29: All children have the right to an education that helps you to learn to live peacefully, protect the environment and respect other people.							
Main Enquiry Questions	<b>Science and Art: “I wonder how plants grow and change?” Geography: “How is Keynsham the same/different to Bath and Weston-Super-Mare?”</b>							
Learn Together, including RE	<i>Participate in nature walks to explore their school’s immediate environment</i>	Differentiate between natural and human-made materials	Engage in research and discussion around environmental issues in their locality such as plastic pollution or litter	Identify and communicate strategies to address the environmental issues in the locality such as eliminating single-use plastic in the classroom.	Demonstrate an understanding of the importance of composting and recycling.	How can we live healthy, balanced lives?		
PSHE	<i>How to keep safe in the sun</i>	Begin to understand and develop simple skills in helping reduce the spread of infections and diseases	Understand about basic hygiene routines (e.g. hand washing) and ways to take care of themselves on a daily basis (e.g. teeth brushing)	Understand what money is and the different forms it can take.	Understand that people make different choices about how to save and spend money	Understand about the difference between needs and wants	Understand that money needs to be looked after and the different ways of doing this	
Focus Text	The Secret Sky Garden							
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/setting description	Phase 1: Grammar consolidation	Phase 2: Identifying language and organisational features	Phase 3: Planning and writing - poster		
Main Grammatical Focus	Spell the Days of the Week Add the suffix -est Write short narrative pieces Write linked sentences							



Phonics/Spelling	/f/ ph /w/ wh /ee/ ie /j/ g	Phonics Screening Check  Phonics screening specific sound practice – all that may be covered.	Grow the code: /ai/ /n/ kn gn /m/ mb Grow the code: /ear/	/zh/ su si /j/ dge /i/ y /j/ ge	/sh/ ti /sh/ ssi si /sh/ ci Grow the Code: /sh/	Grow the Code: /or/ Review word endings: ce se ze le al Review gn kn mb Review dge ge g	Review sc st wr wh Review /sh/ Review suffixes -ed and -ing Review words with a schwa	Summer Holidays	
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	Consolidating ascenders and descenders Introducing some initial joins								
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									
Mathematics <i>For more information on the focus of the steps, please click here.</i>	<i>Position and Direction</i>	Place Value	Money	Time	End of Year assessments and consolidation of key learning throughout the year				
Number Facts Focus	<i>Stage 5: Facts and Strategies across 10</i>  <i>Book 5 – Strategy Selection</i>	<i>Stage 5: Facts and Strategies across 10</i>  Book 6 – Make 10 and Then: Subtraction Part 2	<i>Stage 5: Facts and Strategies across 10</i>  <i>Book 7 - Strategy Selection Part 2</i>	Stage 6: Extending Facts and Strategies Beyond the Grids  Book 1: Calculating with Multiples of 10	Stage 6: Extending Facts and Strategies Beyond the Grids  Book 2: Two-Digit Numbers: Calculating with Ones	Stage 6: Extending Facts and Strategies Beyond the Grids  Book 3: Two Digit Numbers: Calculating with Tens	Stage 6: Extending Facts and Strategies Beyond the Grids  Book 4: Make the Next 10 and Then: Addition	Stage 6: Extending Facts and Strategies Beyond the Grids  Book 5: Make the Previous 10 and Then: 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="#">Numbersense Home Learning Overviews (Year 1, Year 2 &amp; Year 3 Autumn Term)</a>								
Science	<i>Observe changes across the four seasons – Summer focus – how does the weather/environment change during summer?</i>	Creating a seasons wheels (assessment piece)	Going and Growing Outside – Examine, draw and taste a variety of fruits and vegetables	One Potato, Two Potato – How are they grown? How can we help them grow?	Garden Centre and Seeds – Planting beans and observing changes over time	What is inside a flower? – Labelling parts of a flower	What is inside a tree? _ Identify different types of trees	Summer Holidays	
Geography	<i>Bath is a city, Keynsham is a Town, W-S-M is a coastal town</i>	What is a village, town and city?	Human and Physical Features – what are they?	Human and Physical Features of Bath	Human and Physical Features of Keynsham	Human and Physical Features of Weston-Super-Mare	Demonstrate the knowledge they have learnt by sorting / matching human / physical features (pictures) and key vocabulary showing Keynsham, Bath and Weston-Super-Mare and discussing what	Summer Holidays	



							is the same and what is different.	
Design and Technology	<i>Completing our bird sculptures from term 5 (art).</i>	Investigating a variety of fruits and vegetables – taste testing!	Understand where ingredients come from and the basis of a healthy and varied diet.	Considerations when handling food – who are we making the food for? Allergy awareness. Washing fruits and vegetables.	Design a product for a user (fruit salad and potato salad – using our potatoes grown at school).	Making our products (using simple utensils and equipment) + tasting.	Evaluating our products.	Summer Holidays
Computing	<i>Programming B – Programming Animations:  Comparing Tools</i>	<i>Programming B – Programming Animations:  Joining Blocks</i>	<i>Programming B – Programming Animations:  Make a Change</i>	<i>Programming B – Programming Animations:  Adding Sprites</i>	<i>Programming B – Programming Animations:  Project Design</i>	<i>Programming B – Programming Animations:  Following my Design</i>	Digital Writing Consolidation	Internet Safety.
Music	Preludes							
Physical Education	Team Building + Sending and Receiving <a href="#">For a breakdown of objectives, see our website</a>							