



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		Parent Workshop TBC	Day of Democracy		National Poetry Day Day of Elders	Learning Plan Meetings	World Food Day Learning Plan Meetings	Parent Evenings Individual Photos UN Day
School Values	September: Responsibility, October: Respect							
Unicef Rights Respecting Schools – Main Focus Click here for more information	Article 24 – Health, Water, Food, Environment Broad overview of rights (Linked to Learn Together: Human Rights theme)							
Main Enquiry Questions	<i>Geography:</i> “How has Somerdale changed and how could we improve our school environment?” <i>Science:</i> “Do some people have stronger muscles because they use them more?”							
Learn Together, including RE	Our Educate Together School Relationships & School Ethos			Our Educate Together School Demonstrate an understanding of the history of their school Research school accomplishments and school contributions to the local community.		Distinguish between needs and wants	Identify that we all have human rights	Explore important of human rights
PSHE	Transition	about the choices that people make in daily life that could affect their health • to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)	• what can help people to make healthy choices and what might negatively influence them • about habits and that sometimes they can be maintained, changed or stopped	• what can help people to make healthy choices and what might negatively influence them • about habits and that sometimes they can be maintained, changed or stopped	• what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally	• what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally	• that regular exercise such as walking or cycling has positive benefits for their mental and physical health	• that regular exercise such as walking or cycling has positive benefits for their mental and physical health
Focus Text	Lights on Cotton Rock				Lifted/ The Magic Place			
Phase and key objectives		Phase 1: Immersion Setting Retelling and sequencing	Phase 2 Noun phrases & slow write	Phase 3: Boxing up , planning and writing alternative ending.	Phase 1: Diary Entry	Phase 2: Features of a letter	Phase 3: Planning letter	Phase 4: Writing letter
Main Grammatical Focus		Key Skill 1: Expanded Noun Phrases. Key Skill 2: Punctuation						
Spelling (see overview below)		Stage 3 Step 1	Stage 3 Step 2	Stage 3 Step 3	Stage 3 Step 4	Stage 3 Step 5	Stage 3 Step 6	Stage 3 Step 7
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>Diagonal Joins</i> <i>an co</i>	<i>Diagonal Joins</i> <i>di ei</i>	<i>Diagonal Joins</i> <i>hu im</i>	<i>Diagonal Joins</i> <i>ka li</i>	Horizontal Joins <i>vi ru</i>	Horizontal Joins <i>wa oc</i>	Horizontal Joins <i>ro wr</i>	Horizontal Joins <i>ve re oe</i>
Home Support	Access Letter Join at home to practice letter formation and spelling. Available on desktop, laptop and tablet.							
Main reading focus								
Mathematics <i>For more information on the focus of the steps, please click here.</i>	Place Value	Place Value	Place Value	Place Value/ Addition and Subtraction	Addition and Subtraction	Addition and Subtraction	Addition and Subtraction	Addition and Subtraction
Number Facts Focus	Introducing Numbersense booklets	Numbersense: Stage 5 Book 1 Make Ten and then addition	Numbersense: Stage 5 Book 2 Make ten and then subtraction	Numbersense: Stage 5 Book 3 More doubles and near doubles	Numbersense: Stage 5 Book 4 adjusting	Numbersense: Stage 5 Book 6 Make ten and then subtraction part 2	Numbersense: Stage 5 Book 6 Make ten and then subtraction part 2	Numbersense: Stage 5 Book 7 Strategy Selection
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. Year 3 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>INSET</i>	The Human Skeleton	Bone length investigation	Animal Skeletons	Animals without bones	Muscles for movement	Muscles for strength	Review and Assess
Geography		Somerdale is in Keynsham which is in Bath & North East Somerset. -Describe, understand and distinguish between key types of settlement and land use (hamlet, village, town, city, conurbation, rural, urban, suburban)	Rural areas often have lower impact on the environment than urban areas especially when it comes to wildlife and nature as there are less buildings, less roads, less noise etc. Know that loss of animal habitat and green spaces is a key environmental issue across the globe.	Look at past and present pictures to know how Somerdale & Keynsham has grown and changed. Notice changes in the environment around me: roads and new housing developments. Use aerial images and age- appropriate graphs to acquire and discuss geographical information.	Use the 8 points of a compass, 4-figure grid references, maps, symbols and keys (including the use of OS maps) to describe local geographical features and follow/create a route in the local area/school; compare different types of local map. Construct detailed plans	Children conduct a nature survey of our school ground Children present their findings. s: trees Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including interviews with locals, annotated sketch maps, plans and graphs, and digital technologies.	Children conduct observations around school taking pictures of places that they think would help wildlife or nature / not help wildlife or nature. Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age- appropriate graphs and through writing at length, using appropriate geographical vocabulary.	Know ways to improve environmental issues. Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.
Art & Design	Working with shape and colour	Working with shape and colour	Working with shape and colour	Working with shape and colour	Working with shape and colour	Working with shape and colour	Working with shape and colour	Working with shape and colour
Computing	How to log in, access Google Classroom and the internet safely	How does a digital device work?	What parts make up a digital device?	How do digital devices help us?	How am I connected?	How are computers connected?	What does our school network look like?	How can we improve our school network?
Music	Sing a widening range of unison songs Preludes (Composing & Performing)							
Physical Education	Dodgeball & Ball Games For a breakdown of objectives, see our website							



Languages (KS2)

Phonetics I & I am Learning
[Click here for the mapping of objectives for each unit.](#)