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		
Key Events/ Assessments	Museum Trip Tuesday			Learning Plan Meetings	Learning Plan Meetings NSPCC Number Day	Safer Internet Day Parents Evenings Mental Health Week INSET Friday		
School Values	January – Perseverance February: Kindness							
Unicef Rights Respecting Schools – Main Focus Click here for more information	Article 17 – Access to Information Article 14 – Freedom of Thought and Religion Article 30 – Minority culture, language and religion							
Main Enquiry Questions	What were the achievements of the Egyptians? How do forces work?							
Learn Together, including RE (SOR)	Communicate (children reflect on own experiences of concept) Identify items of clothing for different types of weather. Identify items of clothing for different occasions such as school, weekend, bed, beach, and sporting activities.	Apply (children reflect on how concept affects them and others – impact on feelings and behaviours) Discuss the reasons why we might change how we dress according to different **occasions** and circumstances. Articulate the feelings different types of clothing may evoke such as **warmth**, **security** or **discomfort**.	Enquire (children speculate and ask questions about concept) Discuss how some types of clothes have changed over time and other clothes have not. Identify individuals in the community who wear a particular form of dress or uniform such as police, people at food counter, painters or some members of particular belief systems. Articulate that some items of clothing or ways of dressing can hold a particular meaning for people. … **accurately describe** what has been taught about the meanings of concepts/words (taught at the **Inquire** step). … **accurately describe** some variations in ways in which the concept/word is shown in lives of people encountered and studied (taught at the **Contextualise** step).	Contextualise (children create connections between concept and belief system) Identify individuals from one belief system who wear may wear particular form of dress – day to day and / or visiting a place of worship. Identify leaders in belief system who wear particular form of dress. Identify one common distinctive form of clothing in belief system e.g. head covering, robes, scarfs. Islam	Reflect (children reflect on value and importance of concept) Within (belief system / from viewpoint of member of belief system)	Reflect (children reflect on value and importance of concept) Within (belief system / from viewpoint of member of belief system)		
PSHE (TL)	Growth Mindset	Growth Mindset	Growth Mindset	H13. about the benefits of the	Mental Health Week	Safer Internet Day		

				internet; the importance of balancing time online with other activities; strategies for managing time online				
Focus Text				The Ancient Egypt Sleepover by Stephen Davies				
Phase and key objectives	Analyse the author's style	Plan a setting description	Write a setting description	Study the key features of a newspaper report	Plan a newspaper report	Write a newspaper report		
Main Grammatical Focus	Inclduing adjectives and creating expanded noun phrases	Adding adverbs and preopositions to expand sentences and add detail	Using coordinating conjunctions to expand sentences and add detail	Using the progressive from of the verb. Past tense	Grouping related information into simple paragraphs	Using simple organisational devices		
Spelling	Step 14	Step 15	Step 16	Step 17	Step 18	Step 19		
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	bb, cc, dd, ee, ff, gg, ll, mm, nn, oo, pp, rr, ss, tt, zz							
Home Support	Access Letter Join at home to practice letter formation and spelling. Available on desktop, laptop and tablet.							
Main reading focus	Fluency, Prosody and Comprehension							
Mathematics *For more information on the focus of the steps, please click here.*	Multiplication and Division B			Length and Perimeter				
Number Facts Focus	2x tables							
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 (TL)	Compare how things move on different surfaces	Understand that some forces need contact	Observe magnet interactions	Group materials based on magnetic attraction	Describe magnets and understand poles	Predict interactions between magnets		
History (SOR)	A Point 1. Organise the Ancient Egyptians on a timeline. Notice and draw comparisons to other civilisations at the time. Notice the link between the Stone to Iron age.	B Point 2. Explore how the River Nile meant that Ancient Egypt thrived and was able to from plentiful food. Note how these ancient practises are still in use today.	C Point 3. Know that ancient Egyptians invented hieroglyphs and explore how they were used. Compare to other forms of recording at the time in other civilisations.	D Point 4 and 5. Know that ancient Egyptians built pyramids for their pharaohs. Compare this to other building at the time (e.g. British round houses) Note the skill involved.	E Point 6. Know Egyptians made a lot of discoveries about medicine and used this to mummify their dead. Note the advanced knowledge about the organs, brain and heart.	F Point 7. Know how the Ancient Egyptian period came to an end due to the Ancient Romans.		

Art & Design **DT - Textiles**	*To study the design of Egyptian clothes, focusing on Egyptian collars.* *Why did they wear collars?*	To develop the skill of a running stitch	To develop the skill of applique	To plan my own Egyptain collar, considering the stitching skills have have learnt	To produce a template and cut the shapes needed for applique	To use all the textile stiching techniques I have learnt, within my final product. To create an Egyptian collar		
Computing	Programming A - Sequencing sounds • I can identify the objects in a Scratch project (sprites, backdrops) • I can explain that objects in Scratch have attributes (linked to) I can recognise that commands in Scratch are represented as blocks	To identify that commands have an outcome • I can create a program following a design and understand that each sprite is controlled by the commands I choose • I can predict the coding blocks used to move a sprite I can match coding blocks to their actions	To explain that a program has a start • I can start a program in different ways • I can create a sequence of connected commands I can explain that the objects in my project will respond exactly to the code	To recognise that a sequence of commands can have an order • I can explain what a sequence is • I can combine sound commands I can order notes into a sequence	To change the appearance of my project • I can build a sequence of commands • I can decide the actions for each sprite in a program I can make design choices for my artwork	To create a project from a task description • I can identify and name the objects I will need for a project • I can relate a task description to a design I can implement my algorithm as code		
Music	Preludes							
Physical Education	Bristol Sports (Dance) & Tag Rugby For a breakdown of objectives, see our website							
Languages (KS2)	Animals & Instruments Click here for the mapping of objectives for each unit.							

'Learn Together to Live Together'

Equity Based   Aspirational   Child-Centred   Collaborative