

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 5 <sup>th</sup> -9 <sup>th</sup> Jan	Week 2 12 <sup>th</sup> -16 <sup>th</sup> Jan	Week 3 19 <sup>th</sup> -23 <sup>rd</sup> Jan	Week 4 26 <sup>th</sup> -30 <sup>th</sup> Jan	Week 5 2 <sup>nd</sup> – 6 <sup>th</sup> Feb	Week 6 9 <sup>th</sup> – 12 <sup>th</sup> Feb
Key Events/ Assessments		Pupil progress meeting	Roman Baths Trip (Tues)	SEND learning plans	<b>Class assembly</b>	Safer Internet Day Parents evenings Children's Mental Health Week
School Values	Perseverance, Kindness					
Unicef Rights Respecting Schools – Main Focus <a href="#">Click here for more information</a>	Article 24: Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. Article 29: Every child's education should develop their abilities and talents and help them to respect people, live peacefully and protect the environment.					
Main Enquiry Questions	Why did the Romans settle in Bath? How do solids, liquids and gases change?					
Learn Together, including RE	Zero Carbon Schools Project					
Focus Text	The Great Kapok Tree					
Phase and key objectives	Phase 1: Opening experience Teaching key vocabulary Reading and immersion in text Speaking and listening Book talk Grammar skill 1 Writing opportunities	Phase 2: Writer talk Analysing author's style Identifying organisational features Identifying language features Exploring key events, themes, characters Grammar skill 2 Writing opportunities	Phase 3: Planning (mapping/boxing up) Oral rehearsal Modelled and shared writing Drafting Feedback and target setting Editing and revising	Phase 1: Opening experience Teaching key vocabulary Reading and immersion in text Speaking and listening Book talk Grammar skill 1 Writing opportunities NFERs	Phase 2: Writer talk Analysing author's style Identifying organisational features Identifying language features Exploring key events, themes, characters Grammar skill 2 Writing opportunities	Phase 3: Planning (mapping/boxing up) Oral rehearsal Modelled and shared writing Drafting Feedback and target setting Editing and revising
Main Grammatical Focus	Noun phrases	Speech punctuation	Fronted adverbial phrases	Subordinate clauses		
Phonics/Spelling	Words ending in '-sion'	Words ending in '-ous'	Words ending in '-ous' including those where 'ge' from the base word remains	Words where a suffix is added to words ending in 'y'	Words ending in '-ious' and '-eous'	Challenge words
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	Handwriting booklet using statutory spelling words	Continuation of handwriting booklet				
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	The Great Kapok tree	Amazon Rain Forest nonfiction	Short story	Short story	Short story	Internet safety nonfiction

'Learn Together to Live Together'

<p><b>Mathematics</b> For more information on the focus of the steps, <a href="#">please click here</a>.</p>	<ul style="list-style-type: none"> <li>Step 5 <b>Divide by 10</b></li> <li>Step 6 <b>Divide by 100</b></li> <li>Step 7 <b>Related facts – multiplication and division</b></li> <li>Step 8 <b>Informal written methods for multiplication</b></li> </ul>	<ul style="list-style-type: none"> <li>Step 9 <b>Multiply a 2-digit number by a 1-digit number</b></li> <li>Step 10 <b>Multiply a 3-digit number by a 1-digit number</b></li> <li>Step 11 <b>Divide a 2-digit number by a 1-digit number (1)</b></li> <li>Step 12 <b>Divide a 2-digit number by a 1-digit number (2)</b></li> </ul>	<ul style="list-style-type: none"> <li>Step 13 <b>Divide a 3-digit number by a 1-digit number</b></li> <li>Step 14 <b>Correspondence problems</b></li> <li>Step 15 <b>Efficient multiplication</b></li> </ul> <p><b>End of block assessment (version B)</b></p> <ul style="list-style-type: none"> <li>New unit pre assessment</li> </ul>	<p><b>Length and Perimeter</b></p> <ul style="list-style-type: none"> <li>Step 1 <b>Measure in kilometres and metres</b></li> <li>Step 2 <b>Equivalent lengths (kilometres and metres)</b></li> <li>Step 3 <b>Perimeter on a grid</b></li> <li>Step 4 <b>Perimeter of a rectangle</b></li> </ul>	<ul style="list-style-type: none"> <li>Step 5 <b>Perimeter of rectilinear shapes</b></li> <li>Step 6 <b>Find missing lengths in rectilinear shapes</b></li> <li>Step 7 <b>Calculate the perimeter of rectilinear shapes</b></li> <li>Step 8 <b>Perimeter of regular polygons</b></li> </ul>	<ul style="list-style-type: none"> <li>Step 9 <b>Perimeter of polygons</b></li> </ul> <p><b>End of block assessment (version B)</b></p> <ul style="list-style-type: none"> <li>New unit preassessment</li> <li>Consolidation</li> </ul>
<b>Home Learning Support</b>	<p>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.</p> <p><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></p>					
<b>Science</b>	<p><b>States of matter</b></p> <p>i) compare and group materials together, according to whether they are solids, liquids or gases  ii) observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)  iii) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>					
<b>Geography</b>	Knowledge organisers Recapping settlement knowledge from Y3 Early settlers	Place names – Romans – book out chrome books? Map skills	Roman Baths trip	Map skills to identify what in Bath might've been useful. What did early settlers look for?	What would you look for when settling today?	Would you settle in Bath? Why? End of unit assessment
<b>Design and technology</b>	<p><b>Mechanical Systems</b></p> <p>Levers and linkages  Moving Book</p> <p>Explore mechanisms</p>					
<b>Computing</b>	<a href="#">Lesson 1 Programming a screen turtle</a>	<a href="#">Lesson 2 Programming letters</a>	<a href="#">Lesson 3 Patterns and repeats</a>	<a href="#">Lesson 4 Using loops to create shapes</a>	<a href="#">Lesson 5 Breaking things down</a>	<a href="#">Lesson 6 Creating a program</a>
<b>Music</b>	Singing and listening					
<b>PSHE</b>	<p><b>Personal identity</b></p> <ul style="list-style-type: none"> <li>Identify a range of factors that can contribute to a person's identity</li> <li>Describe ways people may express their identity and individuality recognise individuality by identifying personal qualities and interests</li> <li>Explain how recognising personal qualities can develop a sense of self-worth</li> </ul>					
<b>Physical Education</b>	<p>Dance  Fitness</p>					