



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	INSET: Tuesday Swimming	Parent Workshop Swimming	Swimming	Swimming	National Poetry Day Day of Elders Swimming	Learning Plan Meetings Swimming	World Food Day Learning Plan Meetings Japan Livestream Swimming	Parent Evenings Individual photos UN day Swimming
School Values	September: Responsibility, October: Respect							
Unicef Rights Respecting Schools – Main Focus Click here for more information	Article 6: You have the right to life, to grow up and reach your full potential.							
Main Enquiry Questions	<i>How did our universe form?</i>							
Learn Together, including RE		Values and Ethical Perspectives. We will learn to discuss ethical issues and dilemmas (would you steal if you were starving?) -understand shades of right and wrong exist	Values and Ethical Perspectives. We will learn to understand shades of right and wrong exist.		Values and Ethical Perspectives. We will learn to understand individuals may change their opinions at any time.		Values and Ethical Perspectives. We will learn to understand that an individual's background can impact how they address ethical issues and dilemmas.	
PSHE	<i>Break down the objectives</i>							
Focus Text	The man who walked between the towers by Mordicai Gerstein							
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	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	Expanded noun phrases	Fronted adverbials	Inverted commas	Year 4 revision	Subordinate clauses	Perfect tense	Modal verbs	Year 4 revision



Phonics/Spelling	Words ending in 'tious' and 'ious'	Words ending in 'tious' and 'ious' (2)	Words ending in 'cious'		Words ending in 'cial'	Words ending in 'tial'	Words ending in 'cial' and 'tial'	Year 5/6 statutory 103 word list
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	Letter formation assessment.	Recap on horizontal joins	Recap on horizontal joins	Recap on horizontal joins	Recap on diagonal joins.	Recap on diagonal joins.	Recap on diagonal joins.	Practise joining neatly and legibly.
Home Support	Access Letter Join at home to practice letter formation and spelling. Available on desktop, laptop and tablet.							
Main reading focus	Vocabulary Prediction	Vocabulary Inference	Vocabulary Retrieval	Vocabulary Explanation	Vocabulary Inference	Vocabulary Inference	Vocabulary Summary	Mixed skills
Mathematics <i>For more information on the focus of the steps, please click here.</i>	Presentation layout Presenting work Roman Numerals to 1000 Numbers to 10,000	Numbers to 100,000 Numbers to 1,000,000 Read and write numbers to 1 million Powers of 10	10/100/1000/10000/ 100000 more or less Partitioning numbers Numbers lines to 1 mil Comparing and ordering to 100k	Comparing and ordering numbers to 1 mil Round to 10, 100, 1000 Round within 100k Round withing 1 mil	Mental addition and subtraction strategies Add whole numbers -4 digit Subtract whole numbers Round to check answers	Inverse operations Multi-step addition and sub. Compare calculations Find Missing numbers	Find multiples Find common multiples Factors Common factors	Prime numbers Square numbers Cube numbers Multiplying by 10,100,1000
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	What do I already know?	Describe the movement of the Earth and other planets relative to the Sun in the Solar System.	Describe the movement of the Moon relative to the Earth.	Describe the Sun, Earth and Moon as approximately spherical bodies.	Explore the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	Enquiry project.	Enquiry project.	What have I learnt?
Geography <i>Why does time shift?</i>		1.Line of longitude: -Runs from the top of the earth to the bottom of the earth: North Pole to South Pole. -Shows how far east or west a place is. -Measured in °. -0° is called the Prime Meridian and runs through Greenwich in London.	2.Line of latitude: -Runs across the earth. -Parallel to the equator. -Show how far north or south a place is. -Measured in °. -0° is at the equator.	3.Northern hemisphere: -Anything lying north of the equator -Hemi= Greek for half -Sphere = ball	4.Southern hemisphere: -Anything lying south of the equator (as above)	5.Time Zones: -Time zones are divided by imaginary lines called meridians which run from the North Pole to the South Pole (along the lines of longitude) -There is an imaginary line running through the UK called the Prime Meridian. It runs through a place in London called Greenwich. -The Prime Meridian splits the world into eastern and western hemispheres. -Time in countries to the east of the Prime Meridian is always in front of that in the UK.	6.Compare time zones: -The Earth rotates on its axis, the Sun only shines on the side of the Earth that it is facing. -It is daytime for the parts of the Earth that have the sun shining on them. -It is night-time for places that are on the opposite side of the Earth and are in the shade. -As it is night in some parts of the world while it is day in other parts, different places in the world have different times. -The world is divided into 24 different time zones. One for each hour in a day. -Very large countries that are spread out across many time zones, such as Russia or the USA, are divided into separate time zones. Most smaller countries keep to the same time zone even if part of them falls outside a meridian line.	



						-Time in countries to the west of the Prime Meridian is always behind that of the UK.			
Art & Design	<i>To explore artists who use their drawing skills to make objects, and I can share my responses to their work, thinking about their intention and outcome.</i>	<i>To use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use.</i>	<i>To use line, mark making, tonal values, colour, shape and composition to make my work interesting.</i>	<i>To use negative space and the grid method to help me see and draw.</i>	To explore typography and design lettering which is fit for purpose.	To transform my drawing into a three dimensional object. I can share my work with others, and talk about my intention and the outcome. I can listen to their response and take their	To appreciate the work of my classmates. I can listen to their intentions and share my response to their work.	To photograph my three dimensional work, thinking about presentation, lighting, focus and composition.	
Computing		<i>Vector images-</i> The drawing tools	<i>Vector images-</i> Creating images	<i>Vector images-</i> Making effective drawings	<i>Vector images-</i> Using layers and objects	<i>Vector images-</i> Manipulating objects	<i>Vector images-</i> Becoming graphic designers	<i>Vector images-</i> Becoming graphic designers	
Music	Singing								
Physical Education	Dodgeball Swimming For a breakdown of objectives, see our website								
Languages (KS2)	At school Click here for the mapping of objectives for each unit.								