

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		Swimming Gala Comp			Children's Mental Health Week	Safer Internet Day Broadlands Cooking Trip Festival of Youth Dance Show		
School Values				January: Perseverance	February: Kindness			
Unicef Rights Respecting Schools - Main Focus	Article 28 – Access to Education Click here for more information							
Main Enquiry Questions				<i>What was the Windrush and why is it significant?</i>				
Learn Together, including RE	The rights of other people living in other places	Participate in a human rights climate	Learn about other people who have made a positive impact through campaigning	Express my views in writing letters	Discuss issues at a local and global level	Develop an anti-racist charter		
PSHE								
Focus Text	Windrush Child by Benjamin Zephaniah							
Phase and key objectives	Fiction Phase 1: Opening experience Teaching key vocabulary Reading and immersion in text Speaking and listening Book talk Grammar skill 1 Writing opportunities	Fiction Phase 2: Writer talk Analysing author's style Identifying organisational features Identifying language features Exploring key events, themes, characters Grammar skill 2 Writing opportunities	Fiction Phase 3: Planning (mapping/boxing up) Oral rehearsal Modelled and shared writing Drafting Feedback and target setting Editing and revising	Non- Fiction Phase 1: Opening experience Teaching key vocabulary Reading and immersion in text Speaking and listening Book talk Grammar skill 1 Writing opportunities	Non- Fiction Phase 2: Writer talk Analysing author's style Identifying organisational features Identifying language features Exploring key events, themes, characters Grammar skill 2 Writing opportunities	Non- Fiction Phase 3: Planning (mapping/boxing up) Oral rehearsal Modelled and shared writing Drafting Feedback and target setting Editing and revising		
Main Grammatical Focus	Subordinate clauses in various positions	Commas (F.A.)	Paragraphs	Apostrophes	Commas (F.A.)	Proofreading		
Phonics/Spelling	Root words ending in -e with suffix -able	Time adverbials	Suffixes with -fer base words	Silent first letters	Silent letters	Year 5/6 Spelling list words		
Home Learning Support	<p>For more information on the focus of the steps, please click here.</p> <p>Spelling Shed Home Use (For weekly spellings including interactive games)</p>							

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.		
Home Support	Access Letter Join at home to practice letter formation and spelling. Available on desktop, laptop and tablet.							
Main reading focus	Windrush Child (Prediction)	Island (Explain)	Island (Vocab)	Island (Infer)	Island (Retrieval)	Island (Explain)		
Mathematics <i>For more information on the focus of the steps, please click here.</i>	Multiplication B 	Multiplication B 	Multiplication B 	Fractions B 	Fractions B 	Decimals and percentages 		
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 CHEMISTRY	What do I already know? Reversible and irreversible states	Explore the different properties of materials	Define thermal conductors and insulators	Experiment the absorbency, strength and durability of cloth materials	Explore the quality of different sound proofing materials	What have I learnt?		
History Windrush	To investigate who were the Windrush generation.	The presence of African-Caribbean people across Europe pre-Windrush.	To understand why did people want migrate from the Caribbean to Britain.	To investigate the range of jobs typically available to migrants.	To understand, despite being British citizens, the challenges migrants faced.	Explore what was the Bristol Bus Boycott.		
Art & Design STRUCTURES- Frame structure		That architects have a responsibility to design buildings which help make our world a better place, including thinking about the environmental impact of the buildings they design.	That we can make creative choices which both serves ourselves as individuals and the communities we belong to.	That we can use form, structure, materials, and scale to design innovative buildings.	That we can build architectural models to test out our ideas and share our vision.			
Computing	Introduction to circuits and coding – What is a micro bit	How to use scratch style coding to upload a file to a microbit	How to code to different inputs on a microbit	How to write more complex code (random dice rolling)	How to code across two microbit devices	Open ended code writing investigation		
Music	Preludes – creating and original composition							
Physical Education	TUE - Tennis FRI – Tag Rugby For a breakdown of objectives, see our website							
Languages (KS2)	*Adapted curriculum based off of updated assessment – Unit ¿Qué tiempo hace? ('what is the weather like today?') Click here for the mapping of objectives for each unit.							