

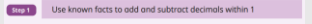

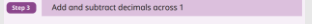
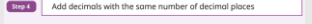

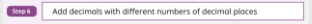
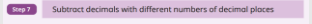
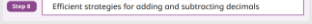

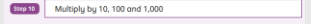
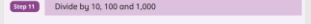
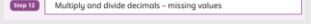


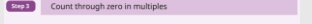
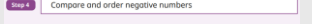
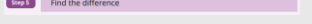

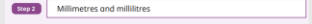

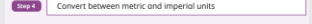

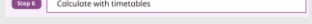






Through an enquiry approach, our curriculum is responsive. We nurture, develop and build on children’s interests and passions; make links to their local environment so that learning is relevant, lifelong and builds the broad skills and knowledge for the world ahead. With an ethical focus in which children 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	World Cultural Diversity event (Friday 6 <sup>th</sup> June) First Aid workshops Year 5 Trip – Wake the Tiger	SEND Coffee Morning w/ School Nurse		Diversity Week	Transition Fortnight	Transition Fortnight Class Photos KS2 Performance		WED - INSET
School Values	Empathy/Thankfulness							
Unicef Rights Respecting Schools – Main Focus	This term we will focus in particular at these three rights: Article 22: refugee children  Article 13: sharing thoughts freely  Article 34: protection from inappropriate touch <a href="#">Click here for more information</a>							
Main Enquiry Questions	<i>How does trade connect us? (Locally, nationally and globally)</i>							
Learn Together, including RE	Route to secondary school							
PSHE								
Focus Text	Fantastic Flying Books of Morris Lessmore by W.E. Joyce and Wake the Tiger Writing Trip							
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	Editing and creative writing tasks
Main Grammatical Focus	Adverbs of possibility	Cohesion	Inverted commas	Apostrophes	Commas (embedded clauses)	Proofreading	Proofreading	
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	Letter formation assessment.	Recap on horizontal joins	Recap on horizontal joins	Recap on horizontal joins	Recap on diagonal joins.	Recap on diagonal joins.	Revision	Revision
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 House with Chicken Legs by Sophie Anderson						Targeted revision	Targeted revision
<b>Mathematics</b> <i>For more information on the focus of the steps, please click here.</i>	<b>Decimals</b>     	<b>Decimals</b>   	<b>Decimals</b>    	<b>Negative numbers</b>     	<b>Converting units</b>      	<b>Volume</b>    		
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. <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>							
<b>Science</b> <b>BIOLOGY –</b> <b>Animals including humans</b>	Gestation periods	Foetal development	Growth and change: Baby and child	Growth and change: adolescence and puberty	Growth and change: adults and old age	Human timeline	What have I learnt?	
<b>Geography</b> <b>How does trade connect us?</b>	1. Trade involves import and export of products 2. We import products from abroad instead of making them in UK usually because of two factors, climate or cost. 3. Trade occurs on different scales, local, national and international	4. All products have a supply chain	5. Understand the historic trade in Keynsham, explore the supply chain process of how chocolate was created. 6. Know that supply chain processes look different dependent on the product.	7. To know what the top UK exports are 8. To explain that as a more developed country, the UK exports more valuable manufactured products instead of cheaper primary products. 9. To understand the human and physical factors that help UK exports	10: Countries have different human and physical resources on which their economies and trade are based.	11. Children know the people/companies involved in the banana supply chain and the part which makes the most money. 12. Children understand what Fairtrade is.	<b>Art and Design –</b> <b>Textiles Project</b>	
Computing - Databases	Programming B – Exploring conditions	Programming B – Selecting outcomes	Programming B – Asking questions	Programming B – Planning a Quiz	Programming B -Testing a quiz	Programming B – Evaluating a quiz		
Music	Aladdin focus for KS2 Performance							
Physical Education	TUE – Outdoor adventure activities (team building exercises) FRI – Dance for KS2 Performance <a href="#">For a breakdown of objectives, see our website</a>							
Languages (KS2)	Mia Familia (my family) <a href="#">Click here for the mapping of objectives for each unit.</a>							