



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: Monday	Meet the Teacher	Day of Democracy		National Poetry Day Bath Literature Festival Trip Frank Cottrell- Boyce Day of Elders	Beginning of BHM Learning Plan Meetings	World Food Day Learning Plan Meetings	Parent Evenings Individual Photos UN Day
School Values	September: Responsibility, October: Respect							
Unicef Rights Respecting Schools – Main Focus <a href="#">Click here for more information</a>	Article 6: You have the right to life, to grow up and reach your full potential.							
Main Enquiry Questions	<i>What impact did the British Empire have on its colonies?</i>							
Learn Together, including RE	Equality and justice We will learn how the democratic process works nationally. through awareness	Explore what it means to be a global citizen with specific reference to the Sustainable	Engage in research on the meaning of equality by examining the following issue: racism		Engage in research on the work of a prominent figure or group in social justice activism in the UK, past or present addressing the following issue: gender inequality.		Identify an equality issue nationally and engage in activism to address this issue e.g. through awareness raising, letters to.	
PSHE								
Focus Text	The Last Alchemist by Colin Thompson							
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	Recap Year 5 Grammar: Relative clauses, modal verbs, parenthesis, subordinating and co-ordinating conjunctions Revise all basic Year 5 punctuation: Capital Letters/Full Stops/!/?/bullet points/ brackets/commas to list/ apostrophes for plural and singular possession/speech punctuation							
Spelling		antonym crystal lyrics mystery	apply, hygiene hyphen identify	ancient cemetery criticise equipped	antisocial artificial beneficial crucial	confidential essential influential martial	amateur category correspond	appreciate communicate definite exaggerate



		oxygen rhythm symbol symptom system typical	multiply occupy python recycle rhyme supply	government leisure opportunity recognise sincerely variety	facial official racial social special superficial	partial potential sequential spatial substantial torrential	environment frequently language occur queue signature twelfth	harass marvellous persuade relevant stomach vehicle
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.	Recap on diagonal joins.	Practise joining neatly and legibly.
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	Vocabulary Prediction	Vocabulary Inference	Vocabulary Retrieval	Vocabulary Summarising	Vocabulary Inference	Vocabulary Retrieval	Vocabulary Summarising	Mixed skills
Mathematics <i>For more information on the focus of the steps, <a href="#">please click here.</a></i>	Numbers to 1,000,000 Numbers to 10,000,000 Read and write numbers to 10,000,000 Powers of 10	Number line to 10,000,000 Compare and order any integers Round any integer Negative numbers Assessment	Add and subtract integers Common factors Common multiples Rules of divisibility Primes to 100	Square and cube numbers Multiply up to a 4-digit number by a 2-digit number Solve problems with multiplication Short division Division using factors	Introduction to long division Long division with remainders Solve problems with division Solve multi-step problems Order of operations	Mental calculations and estimation Reason from known facts Assessment Equivalent fractions and simplifying	Equivalent fractions on a number line Compare and order (denominator) Compare and order (numerator) Add and subtract simple fractions	Add and subtract any two fractions Add mixed numbers Subtract mixed numbers
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>							
Science	What do I already know?	Know who Linnaeus was and learn about his classification system. Explore classification systems, understanding that they group according to similarities and differences.	Identify similarities and differences between living things to determine their classification. Use classification keys to sort living things according to observable characteristics.	Develop classification keys. Test out classification key, identifying potential flaws.	Observe, research and record features of a range of leaves found in their local environment. Design a key to classify leaves found in their local environment. Sketch a tree and its corresponding leaf in the style of a botanical illustration.	Describe the key characteristics of unusual living things from around the world. Use descriptions of features, and online research, to attempt to classify unusual living things.	Design, describe and name a new creature that characteristically sits within the Animalia classification. Sort 'new' creatures within the Animalia taxonomy. Sketch a detailed creature based on known characteristics and imagination.	What have I learnt?
History <i>What impact did the British Empire have on its colonies?</i>	To understand what an Empire is, and link to previously taught historical enquiries.	To find out how far the British Empire spread around the world.	To understand how the empire relied on the slave trade	To understand the impact of Empire on Australasia	To understand the impact of Empire on Africa	To understand the impact of Empire on America	To discuss the legacy of the British Empire today	



Art & Design 2D Drawing to 3D Making	<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	Internet addresses	Data packages	Working together	Shared working	How we communicate	Communicating responsibly			
Music	Singing with Preludes								
Physical Education	Badminton Netball <a href="#">For a breakdown of objectives, see our website</a>								
Languages (KS2)	At school <a href="#">Click here for the mapping of objectives for each unit.</a>								