



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				National Poetry Day Bath Literature Festival	Learning Plan Meetings	World Food Day Learning Plan Meetings	Parent Evenings
School Values	September: Responsibility, October: Respect							
Unicef Rights Respecting Schools – Main Focus Click here for more information	Article 12: You have the right to give your opinion, and for adults to listen and take it seriously. Article 14: You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you. Article 24: You have the right to a clean and safe environment.							
Main Enquiry Questions	I wonder how learning about different belief systems can help us respect and appreciate each other? (Learn Together) <i>How can we keep ourselves healthy, and what do we need to survive?</i> (science)							
Learn Together, including RE	We will be exploring our responsibility to each other, our classroom, peers in school and the wider community. We will be creating our class charter and focussing on listening to each other and respecting each other’s views.	Explore what it zones of regulations are and we can use zones of regulations to regulate our emotions and overcome difficult situations.	Exploring what celebration means to us and focussing on listening to each other and respecting each other’s views.	Identify the reasons behind celebrations and identify common elements of celebrations.	Discussing the disadvantages and advantages of celebrations. This will provide an opportunity to reflect on the diverse ways people celebrate	We'll explore how Sikhism is celebrated, delving into its unique traditions and practices. We'll also compare these with our own celebrations to see the similarities and differences in how we honour important moments. Reflection: engaging in a class debate and discussion on the importance of celebration.		
PSHE								
Focus Text	The Robot and The Bluebird by David Lucas				Powerless (a short Literacy Shed film)			
Phase and key objectives	Phase 1: Opening experience Teaching key vocabulary Reading and immersion in text	Phase 2: Writer talk Analysing author’s style Identifying organisational features	Phase 3: Planning (mapping/boxing up) Oral rehearsal Modelled and shared writing Drafting		Phase 1: Opening experience Teaching key vocabulary Reading and immersion in text	Phase 2: Writer talk Analysing author’s style Identifying organisational features	Phase 3: Planning (mapping/boxing up) Oral rehearsal Modelled and shared writing Drafting	



	Speaking and listening Book talk Grammar skill 1 Writing opportunities	Identifying language features Exploring key events, themes, characters Grammar skill 2 Writing opportunities	Feedback and target setting Editing and revising		Speaking and listening Book talk Grammar skill 1 Writing opportunities	Identifying language features Exploring key events, themes, characters Grammar skill 2 Writing opportunities	Feedback and target setting Editing and revising	
Main Grammatical Focus								
Phonics/Spelling	Phase 5 recap: ay a-e ea ee	Phase 5 recap: ie i-e o o-e	Phase 5 recap: ue ew u-e aw	Phase 5 recap: e ir ou oy	Phase 5 recap: i a ow u	Phase 5 recap: ph wh ie g	Assessment week	
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.	Year 1 recap: numbers and symbols, capital letters and printed letters. Recap number Long ladder letters (i, l, t, u, j, y)	Year 1 recap: numbers and symbols, capital letters and printed letters Curly caterpillar letters (a, c, f, e, s, g)	Year 1 recap: numbers and symbols, capital letters and printed letters One-armed robot (b, h, k, m, p, r)	Year 1 recap: numbers and symbols, capital letters and printed letters Zig-zag letters (v, w, x, z)	Year 1 recap: numbers and symbols, capital letters and printed letters. Using high frequency words to support letter formation	Year 1 recap: numbers and symbols, capital letters and printed letters. Using high frequency words to support letter formation	
Home Support	See newsletter							
Main reading focus	Fluency, expression and comprehension covered weekly guided reading							
Mathematics <i>For more information on the focus of the steps, please click here.</i>	Represent numbers to 20 Count objects to 100 by making 10s Recognise tens and one	Use a place value chart Partition numbers to 100 Write numbers to 100 in words Flexibly partition numbers to 100 Write numbers in expanded form	10s on the number line to 100 10s and 1s on the number line to 100 Estimate numbers on a number line Compare objects Compare numbers	Order objects and numbers Count in 2s Count in 5s and 10s Count in 3s Count in 3s End of block assessment	Bonds to 10 Fact families - addition and subtraction bonds within 20 Related facts Bonds to 100 (tens) Add and subtract 1s	add by making 10 Add three 1-digit numbers Add to the next 10 Add across a 10 Subtract across 10 Subtract from a 10	Subtract from a 10 Subtract a 1-digit number from a 2-digit number 10 more 10 less Add and subtract 10s	
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)							



<p>Science</p>	<ul style="list-style-type: none"> Hypothesise about what is in an egg at various stages of incubation Research the development of a chick and understand that it is a baby chicken Discuss and research what the chicks will need to grow into healthy adults 	<ul style="list-style-type: none"> Become familiar with animals and their babies through matching card activities and discussion Understand that humans are animals and that we produce offspring Plan questions for visitors thinking carefully about what information they want to gather and how to phrase the question accordingly <p>Interact and observe the visitors, recording their answers to questions and gathering information</p>	<ul style="list-style-type: none"> Consider the differences and similarities between what they want and what they need to survive. Discuss and draw up a list of essential items for basic survival. <p>Discuss together questions to assess learning, such as: what do humans need to survive? Why do you need food? Why do you need water? What do animals need to survive? Is there a difference?</p>	<ul style="list-style-type: none"> Understand that exercise makes the heart work harder and is an essential part of a healthy lifestyle Explore the idea of warming up muscles through a simple investigation Warm up and then carousel around different physical activities, counting rate of heartbeat Observe and record the effects of exercise (warm skin, thirsty, heart rate increased, breathing heavily). 	<ul style="list-style-type: none"> Explore different lunch box foods and begin to look at the nutritional labelling Discuss and research what is meant by a balanced meal and food types <p>Design a balanced lunch box on paper to serve as a reminder of how much of each food group is required for a balance lunch</p>	<ul style="list-style-type: none"> Understand that washing your hands before eating is part of a healthy, hygienic lifestyle By drawing on previous knowledge, select healthy sandwiches to pack in the picnic 	<ul style="list-style-type: none"> Record the healthy picnic in photographs and talk about their learning with their guests Interview their guests about their picnic experience 	
<p>Geography <i>Where would I take a tourist in Keynsham?</i></p>	<p>To understand the difference between a village and a town.</p>	<p>To identify rural and urban areas and their defining features.</p>	<p>To explore the local area for physical and human features using simple locational and directional language.</p>	<p>Use map symbols</p>	<p>Use compass points</p>	<p>To create a sketch map of the local area including basic symbols and a key.</p>	<p>To create a sketch map of the local area including basic symbols and a key.</p>	



<p>Art & Design <i>2D Drawing to 3D Making</i></p>	<p><u>Explore and draw</u> Children to go out to collect and create 'patterns with nature' inspired by Alice Fox. Children to study Alice fox image. What do you think is happening? When do you think these were? What colours do you notice?</p>	<p><u>Explore and draw</u> Working in a sketchbook and using a variety of media (handwriting pen, pencil), drawing the objects collected the week before as individual items (leaves). Children to practice observational drawings.</p>	<p><u>Explore and draw</u> Children to use crayons and leaves to create leaf rubbings.</p>	<p><u>Explore and draw</u> Children to use crayons and leaves to create leaf rubbings. Children to be introduced to wax resist techniques, inspired by the rich colours and the shapes of autumn leaves..</p>	<p><u>Explore and draw</u> Children to use crayons and leaves to create leaf rubbings. Children to be introduced to wax resist techniques, inspired by the rich colours and the shapes of autumn leaves.</p>	<p><u>Design</u> Children to start exploring moving vehicles, looking at the mechanisms (levers, sliders, wheels, axles)</p>	<p><u>Design</u> Children to start exploring moving vehicles, looking at the mechanisms (levers, sliders, wheels, axles)</p>	<p><u>Design</u> Children to start exploring moving vehicles, looking at the mechanisms (levers, sliders, wheels, axles)</p>
<p>Computing</p>	<p><u>Computing systems and networks – IT around us</u></p>	<p><u>Creating media – Digital photography</u></p>	<p><u>Programming A – Robot algorithms</u></p>	<p><u>Creating media - Digital music</u></p>	<p><u>Programming B - Programming quizzes</u></p>	<p><u>Data and information – Pictograms</u></p>	<p><u>Computing systems and networks – IT around us</u></p>	
<p>Music</p>	Singing							
<p>Physical Education</p>	<i>Gymnastics (Bristol Sports) Ball skills</i>							