



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 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 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 r children’s needs.

Subject/Area/Focus	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 a
Key Events/ Assessments		Parliament Trip 14.01.25			Children’s Mental Health Week	Safer Internet Da
School Values	Perseverance – Growth Mindset					
Unicef Rights Respecting Schools – Main Focus Click here for more information	This term we will focus in particular at these three rights: 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 28: You have the right to learn.					
Main Enquiry Questions	Is America all the same?					
	Opening experience and asking questions.	Using maps to locate countries in North and South America	Climate of North and South America	Physical geography of North and South America	Human geography of North and South America	Economic activities of North and South America
Learn Together, including RE Rationalism: Atheism, Agnosticism and Humanism	Enquire (children speculate and ask questions about concept) Investigate examples of cave paintings from around the world. Articulate the reasons cave dwellers made these paintings e.g., they were trying to make sense of what they experienced around them, they were trying to capture or celebrate what they experienced around them.	Contextualise (children create connections between concept and belief system) Identify science as a means of interacting with the modern world. Discuss the humanist belief that empirical evidence can be trusted above speculation. Define atheism, agnosticism, and humanism.	Reflect (children reflect on value and importance of concept) Within (belief system / from viewpoint of member of belief system). Debate and discuss the importance of science for humanists, atheists and agnostics. Without (from children’s perspective). Use powerpoint. Debate and discuss the potential benefits and disadvantages of relying solely on empirical evidence.	. Communicate (children reflect on own experiences of concept) Identify the ways in which they interact with the world around them (their senses). Discuss whether for them some senses are stronger than others. Discuss how using their senses can help inform decision-making. Reflect on factors that contribute to decision-making such as rational thought, reasoning skills and emotions. Use the information sheet on rational and irrational thought and chn fill in table for LT book.	Apply (children reflect on how concept affects them and others – impact on feelings and behaviours) Identify sights, sounds, smells, sensations of touch and tastes that they like and dislike and discuss why. Explore the difficulty of interacting with the world without the use of their senses. Discuss the effects of emotions on the decision-making process.	



PSHE								
Focus Text	Holes by Louis Sachar							
Phase and key objectives	Phase 1: Opening experience Teaching key vocabulary Reading and immersion in text Speaking and listening Book talk Grammar skill 1 (expanded noun phrases, precise vocabulary, figurative language, power 3, exaggeration, adverbial phrases, prepositional phrases) Writing opportunities	Phase 2: Writer talk Analysing author's style Identifying organisational features Identifying language features Exploring key events, themes, characters Grammar skill 2 To develop cohesive devices across and within paragraphs 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 To use conjunctions 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	Grammar Focus: <u>Narrative</u> Week 1: Key vocabulary Week 2: Speech punctuation Week 3: Revise all tenses <u>Non-fiction</u> Week 4: Colons and semi colons Week 5: In non-narrative writing, use organisational and presentational devices to structure text and to guide the reader (e.g. headings, sub-headings, columns, bullets or tablets) Week 6: Active and passive voice Week 7: Subjunctive form							
Spelling		Quiz 13.01.25 Words with the long vowel 1. apply 2. hygiene 3. hyphen 4. identify 5. multiply 6. occupy 7. python 8. recycle 9. rhyme 10. supply	Quiz 20.01.25 Adding the prefix '-over' 1. overbalance 2. overcoat 3. overcook 4. overlooked 5. overpaid 6. overreact 7. overslept 8. overthrow 9. overtired 10. overturned	Quiz 27.01.25 Words with the suffix '-ful' 1. beautiful 2. boastful 3. doubtful 4. faithful 5. fanciful 6. fearful 7. merciful 8. pitiful 9. plentiful 10. thankful	Quiz 03.02.25 Words that can be nouns and Verbs 1. contest 2. freeze 3. impact 4. increase 5. object 6. permit 7. produce 8. silence 9. subject 10. transport	Quiz 10.02.25 Words with an /oa/ sound spelled 'ou' or 'ow' 1. blown 2. known 3. mould 4. poultry 5. shallow 6. shoulder 7. smoulder 8. soul 9. thrown 10. window		
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.



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 Summarising	Vocabulary Inference	Vocabulary Summarising	Mixed skills
Mathematics <i>For more information on the focus of the steps, please click here.</i>	Ratio Preassessment A Step 1 Add or multiply? Step 2 Use ratio language Step 3 Introduction to the ratio symbol Step 4 Ratio and fractions	Step 5 Scale drawing Step 6 Use scale factors Step 7 Similar shapes Step 8 Ratio problems	Step 9 Proportion problems Step 10 Recipes Ratio Assessment B Step 1 1-step function machines Step 2 2-step function machines	Step 3 Form expressions Step 4 Substitution Step 5 Formulae Step 6 Form equations Step 7 Solve 1-step equations	Step 8 Solve 2-step equations Step 9 Find pairs of values Step 10 Solve problems with two unknowns	Step 1 Place value within 1 Step 2 Place value - integers and decimals Step 3 Round decimals Step 4 Add and subtract decimals Step 5 Multiply by 10, 100 and 1,000	Step 6 Divide by 10, 100 and 1,000 Step 7 Multiply decimals by integers Step 8 Divide decimals by integers Step 9 Multiply and divide decimals in context
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?	Inheritance detective	Mutation and adaptations	Extreme survival	Meet the evolutionary pioneers	Evolutionary trees and fossils	The tale of the giraffe's neck
Art & Design	Design Technology Cooking and nutrition This term children's learning will link to place knowledge in geography. Children will learn how food is processed into ingredients that can be eaten or used in cooking. Also, that recipes reflect the places and cultures from which they come and that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.						
Computing							
Music	Preludes						
Physical Education	For a breakdown of objectives, see our website Tennis and fitness						
Languages (KS2)	At school Click here for the mapping of objectives for each unit.						