



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	Y4 parent meeting			National Poetry Day	Beginning of BHM 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: Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.		Article 15: Children can join or set up groups or organisations and meet with others as long as this does not harm other people.					
Main Enquiry Questions	<p style="text-align: center;">Geography: “What is the difference between a volcano and an earthquake?”</p> <p style="text-align: center;">Science: “How do we use electricity”</p>							
Learn Together, including RE	Classroom charter - Select and research a number of rights enshrined in the Convention on the Rights if the Child.		Identify groups to which they belong and articulate how it might be possible to identify a group to which people may belong.	Identify the benefits of belonging to clubs and groups and the feelings this sense of belonging may evoke.	Identify Sikhism as a belief system to which people belong. Identify the ways in which this can nurture a sense of belonging – e.g. ceremonies, place of worship.	Engage in debate and discussion on how belonging to Sikhism affects Sikhs.	Engage in debate and discussion about the advantages and disadvantage of belonging to a group and whether/why groups might not suit everyone.	
Focus Text	The Black Dog by Levi Pinfold							
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	Continuation of phase 3	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	Continuation of phase 3
Main Grammatical Focus		Prepositions	Expanded noun phrases	Verbs for movement and speech	Coordinating conjunctions	Apostrophes for possession	Past tense focus	
Phonics/Spelling		Step 1:	Step 2:	Step 3:	Step 4: with the prefix ‘sub-’	Step 5: Words with the prefix	Step 6: Challenge Words	



		<i>Words that are homophones</i>	Words with the prefix 'in-' meaning 'not'	Words with the prefixes 'il-', 'im-' and 'ir-'	meaning 'below' or further divided	'inter-' meaning 'between or among'		
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	(Diagonal joins: an, co	Diagonal joins: di, ei,	Diagonal joins: hu, im,	Diagonal joins: ks, li	Horizonral joins: vi, ru	Horizonral joins: wa, oc,	Horizonral joins: ro, wn	Horizonral joins: ve, re, oe
Home Support	Access Letter Join at home to practice letter formation and spelling. Available on desktop, laptop and tablet.							
Main reading focus	vocabulary prediction fluency	vocabulary retrieval fluency	vocabulary inference fluency	vocabulary summarising fluency	vocabulary explaining fluency	vocabulary retrieval fluency	vocabulary combination of skills fluency	vocabulary combination of skills fluency
Mathematics <i>For more information on the focus of the steps, please click here.</i>	Autumn block 1 – Place value Represent numbers to 1,000 Partition numbers to 1,000 Number line to 1,000	Thousands Represent numbers to 10,000 Partition numbers to 10,000 Flexible partitioning of numbers to 10,000	Find 1, 10, 100, 1,000 more or less Number line to 10,000 Estimate on a number line to 10,000 Compare numbers to 10,000	Order numbers to 10,000 Roman numerals Round to the nearest 10 Round to the nearest 100	Round to the nearest 1,000 Round to the nearest 10, 100 or 1,000 End of block assessment Autumn block 2 – Addition and Subtraction Add and subtract 1s, 10s, 100s and 1,000s	Add up to two 4-digit numbers - no exchange Add two 4-digit numbers - one exchange	Add two 4-digit numbers - more than one exchange Subtract two 4-digit numbers - no exchange Subtract two 4-digit numbers - one exchange	Subtract two 4-digit numbers - more than one exchange Efficient subtraction Estimate answers Checking strategies End of block assessment
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 you already know about electricity?' session. Pre-assessment	Identify common appliances that run on electricity.	Recognise some common conductors and insulators, and associate metals with being good conductors.	Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit.	Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors (investigation)	Investigation write up	Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. (building own circuit)	End of block assessment
Geography	1 – Name, locate and understand the significance of the Equator, Northern/ Southern Hemisphere 2 – To understand how volcanoes and earthquakes are formed and the 3 key	4 – Describe and understand key aspects of volcano formation	5 – To describe and understand the different types of volcano	6 – To understand the different danger levels of a volcano	7 – To describe volcano human and physical affects on the environment 8 +9 - Describe and understand key aspects of mountain formation. 10 - To describe and understand the effect of volcanoes on settlements	11 + 12 - Describe and understand the causes, processes and effects of Earthquakes and Tsunamis, the different types of Earthquakes and their physical effects on the environment, including a focus study on	11 + 12 - Describe and understand the causes, processes and effects of Earthquakes and Tsunamis, the different types of Earthquakes and their physical effects on the environment, including a focus study on	Assessment - Children will demonstrate the knowledge they have learnt this unit to answer the enquiry question, this may include the use of models and images. Children may create a



	movements of tectonic plates 3 – To locate key volcano and earthquake zones on a world map including an Earthquake location study.				and land use.	particular Earthquake and/or Tsunami	particular Earthquake and/or Tsunami	presentation or an iMovie film to do so.
Art & Design		<i>Artist study:</i> Laura Carlin & Shaun Tan	Drawing warm up – drawing stories	Poetry comics – choosing poems, exploring drawing ideas, artist study, final comic				Share and reflect
Computing		Computing systems and networks – The Internet Lesson 1 – Connecting networks	Computing systems and networks – The Internet Lesson 2 – What is the internet made of?	Computing systems and networks – The Internet Lesson 3 – Sharing information	Computing systems and networks – The Internet Lesson 4 – What is a website?	Computing systems and networks – The Internet Lesson 5 – Who owns the web?	Computing systems and networks – The Internet Lesson 6 – Can I believe what I read?	Computing systems and networks – The Internet Lesson 7 – Quiz
Music	Preludes							
Physical Education	Fundamentals Netball For a breakdown of objectives, see our website							
Languages (KS2)	Phonetics 1-2 (XT) Presenting Myself (IN) Click here for the mapping of objectives for each unit.							