



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 4 th -8 th Nov	Week 2 11 th - 15 th Nov	Week 3 18 th – 22 nd Nov	Week 4 25 th – 29 th Nov	Week 5 2 nd - 6 th Dec	Week 6 9 th – 13 th Dec	Week 7 16 th – 20 th Dec	
Key Events/ Assessments	INSET day 4th	Anti-bullying week	Road Safety week	Wombles litter pick 29th	Assessment week – NFERs EHCP Progress Meetings	KS2 Songs by Candlelight – Thurs KS1 Dress rehearsal 14:15 – 15:00 - Thurs	Christmas dinner - Weds	
School Values	November: Friendship December: Peace							
Unicef Rights Respecting Schools – Main Focus Click here for more information	Article 14: Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights.							
Main Enquiry Questions	<p><i>History: "What was Roman life like, at home, and in battle?"</i> <i>Science: "What makes something a living thing?"</i></p>							
Learn Together, including RE	<small>Communicate (children reflect on own experiences of concepts)</small> <ul style="list-style-type: none"> Identify symbols in their own lives and communities, such as the school logo as symbol of community or chicks as a symbol of Spring. <small>Apply (children reflect on how concepts affect them and others... impact on feelings and behaviour)</small> <ul style="list-style-type: none"> Identify a symbol that is important to them, such as a memento from a holiday or a book that they read with a family member. 	<small>Articulate (children articulate connections between concepts and belief system)</small> <ul style="list-style-type: none"> Articulate the feelings these symbols evoke, such as pride, fun, boredom, or wonder. <small>Ensure (children evaluate and ask questions about concepts)</small> <ul style="list-style-type: none"> Identify the difference between symbol and sign (a symbol represents or stands for something, a sign informs about something). Discuss the meaning of symbols and why they are used. 	<small>Contextualise (children create connections between concepts and belief system)</small> <ul style="list-style-type: none"> Identify an artefact from one belief system which has a symbolic meaning. Examples include Judaism - Star of David, Islam - star and the crescent moon, Sikhism - the Khanda, Buddhism - the Dhama wheel, Hinduism: the Happy Human). Discuss the symbolism attributed to that artefact for the members of the belief system. 	Examples of environmental initiatives (Wombles litter pick)	<small>Reflect (children reflect on value and importance of concepts)</small> <small>Within (belief system / from viewpoint of member of belief system)</small> <ul style="list-style-type: none"> Engage in debate and discussion on the importance of the symbol within the belief system. Without (from children's perspective) Explain how they would feel if the symbols that are significant in their own lives could no longer be used. 	Christmas based		
Focus Text	<p>Iron Man by Ted Hughes Roman non-fiction Christmas poetry</p>							
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 NFERs	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	Word classes Expanded noun phrases	Using and punctuating direct speech.	Fronted adverbials for place and manner	Recap last three weeks	Fronted adverbials for place and manner	Subordinating conjunctions		
Phonics/Spelling	Step 7: Words with the suffix '-ation'	Step 8: Words with the suffix '-ation'	Step 9: Words with the suffix '-ly'	Step 10: Words ending in '-lly'	Step 11: Words where 'ch' makes a /sh/ sound	Step 12: Challenge Words		
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	Handwriting booklet using statutory spelling words	Continuation of handwriting booklet	Continuation of handwriting booklet	Continuation of handwriting booklet	Continuation of handwriting booklet	Continuation of handwriting booklet	Handwriting assessment	



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 <i>Iron Man</i>	vocabulary retrieval fluency <i>Iron Man</i>	vocabulary inference fluency <i>Iron Man</i>	vocabulary summarising fluency <i>Iron Man</i>	NFERs	vocabulary retrieval fluency <i>Roman non-fiction</i>	vocabulary combination of skills fluency <i>Christmas poetry</i>
Mathematics <i>For more information on the focus of the steps, please click here.</i>	Autumn block 3 – Area End of block assessment Autumn block 4 – Multiplication and Division A Multiples of 3 Multiply and divide by 6	6 times-table and division facts Multiply and divide by 9 9 times-table and division facts The 3, 6 and 9 times-tables	Multiply and divide by 7 7 times-table and division facts 11 times-table and division facts 12 times-table and division facts	Multiply by 1 and 0 Divide a number by 1 and itself Multiply three numbers	NFERs	End of block assessment Consolidation	Consolidation
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 animal classification?’ session. Pre-assessment <ul style="list-style-type: none"> Understand the characteristics of a living thing and to begin to consider that living things can be grouped in a variety of ways. 	Session 2 – Local living things – what are they? <ul style="list-style-type: none"> Ask questions about the local habitats and to carefully observe and record the living things in the local area. 	Session 3 – How are living things classified? <ul style="list-style-type: none"> Observe features of living things and sort them into different groups. 	Session 4 – Closer inspection <ul style="list-style-type: none"> Know that scientists are able to classify living things by closely observing them. 	Session 5 – Enormous insects <ul style="list-style-type: none"> Notice the tiny details that will help scientists to further classify living things and to record these details in a careful drawing of insects. 	Write a branching database for a variety of living things from the wider world	End of block assessment
History	Enquiry building Placing Roman rule on timeline.	Roman invasion and why they were successful	Did they face opposition? Boudica	Roman achievements: Ancient Rome	What did the Romans bring to Britain? How do we know?	What remains of Roman Britain?	Would you rather live in the Stone Age, Iron Age or Roman Britain? Debate
Art & Design		Slow down and tune in – Making a sensory drawing. Artist study - Shaheen Ahmed	Inventing and exploring: Rules and resolutions	Project: Making Tessellated Designs Artist study: Talking Points: Andy Gilmore ”			Reflect and celebrate
Computing	Creating media – Audio Production Lesson 1 – Recording sound	Creating media – Audio Production Lesson 2 – Editing audio	Creating media – Audio Production Lesson 3 – Planning a podcast	Creating media – Audio Production Lesson 4 – Creating a podcast	Creating media – Audio Production Lesson 5 – Behind the scenes	Creating media – Audio Production Lesson 6 –Evaluating podcasts	
Music	Christmas songs – singing and listening/Preludes						
Physical Education	Yoga Handball For a breakdown of objectives, see our website						
Languages (KS2)	My family (IN) Click here for the mapping of objectives for each unit.						