



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 6-10 <sup>th</sup> Jan	Week 2 13 <sup>th</sup> -17 <sup>th</sup> Jan	Week 3 20 <sup>th</sup> -24 <sup>th</sup> Jan	Week 4 27 <sup>th</sup> -31 <sup>st</sup> Jan	Week 5 3 <sup>rd</sup> -7 <sup>th</sup> Feb	Week 6 10 <sup>th</sup> -14 <sup>th</sup> Feb
Key Events/ Assessments			Roman Baths Trip		Class assembly Children's Mental Health Week	Safer Internet Day Parents evenings
School Values						
Unicef Rights Respecting Schools – Main Focus <a href="#">Click here for more information</a>	Article 24: Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. Article 29: Every child's education should develop their abilities and talents and help them to respect people, live peacefully and protect the environment.					
Main Enquiry Questions	Why did the Romans settle in Bath? How can we protect our world?					
Learn Together, including RE	Zero Carbon Schools Project					
Focus Text	The Great Kapok Tree					
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	Noun phrases	Speech punctuation	Fronted adverbial phrases	Subordinate clauses		
Phonics/Spelling	Words ending in '-sion'	Words ending in '-ous'	Words ending in '-ous' including those where 'ge' from the base word remains	Words where a suffix is added to words ending in 'y'	Words ending in '-ious' and '- eous	Challenge words
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	Handwriting booklet using statutory spelling words	Continuation of handwriting booklet				
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	<i>The Great Kapok tree Prediction</i>	<i>Amazon Rain Forest nonfiction</i>	<i>Amazon Rain Forest nonfiction</i>	<i>Short story Inference</i>	<i>Short story Inference</i>	Internet safety nonfiction Retrieval



	<i>Retrieval</i>	<i>Retrieval Explanation</i>	<i>Retrieval Explanation</i>			
Mathematics <i>For more information on the focus of the steps, <a href="#">please click here.</a></i>						
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 we already know about habitats. Address any misconceptions	How has our local environment changed? Who made these changes? Consider natural and man-made changes to the environment. How living things adapt to these changes?	What is climate change?	What are some of the impacts to living things if an environment changes?	Can we make a positive impact to a local environment?	Reflect on the types of actions you could take at home to improve the environment.
Geography	Recapping settlement knowledge from Y3	Place names – Romans – book out chrome books? Map skills	Roman Baths trip	Map skills to identify what in Bath might've been useful.	How was the River Avon used? Map skills	Would you settle in Bath? Why?
Design and technology	2D-3D design – making a purse/pencil case					
	How are textiles products made?	How do I join fabrics together?	What finishing techniques could be used?	Designing: What could I make and how could I make it?	Can I make the product I designed?	Finishing and evaluating
Computing	<a href="#">Lesson 1 Programming a screen turtle</a>	<a href="#">Lesson 2 Programming letters</a>	<a href="#">Lesson 3 Patterns and repeats</a>	<a href="#">Lesson 4 Using loops to create shapes</a>	<a href="#">Lesson 5 Breaking things down</a>	<a href="#">Lesson 6 Creating a program</a>
Music	Singing and listening					
PSHE	I understand that having a positive attitude is good for our mental health.	I can recognise and manage helpful and unhelpful thoughts effectively.	I understand that some changes can be difficult but that there are things we can do to cope.	I can use mindfulness techniques to keep calm.	I can identify uncomfortable emotions and manage them effectively.	I can apply a positive attitude towards learning and take on new challenges.
Physical Education	Gymnastics Fitness					