



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 24 <sup>th</sup> -28 <sup>th</sup> Feb   | Week 2 3 <sup>rd</sup> - 7 <sup>th</sup> March  | Week 3 10 <sup>th</sup> -14 <sup>th</sup> March  | Week 4 17 <sup>th</sup> -21 <sup>st</sup> March  | Week 5 24 <sup>th</sup> -28 <sup>th</sup> March   | Week 6 31 <sup>st</sup> March-4 <sup>th</sup> April  |
|--|---|---|--|--|---|--|
| Key Events/<br>Assessments   |   | World Book Day 6 <sup>th</sup> March  | Science week   |  | Earth day heroes trip?  |  |
| School Values  | Kindness and dignity  |   |  |  |   |  |
| Unicef Rights<br>Respecting Schools –<br>Main Focus<br><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.<br>Article 28: Every child has the right to an education.<br>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   | How does a river change on its course to the sea?<br>How do solids, liquids and gases change?   |   |  |  |   |  |
| Learn Together,<br>including RE  | Zero Carbon Schools Project – action stage  |   |  |  |   |  |
|  | 12 - Calculating our carbon footprint   | 13 - Selecting a project: Which topic will we choose?   | 14 - Selecting a project: Generating ideas   | 15 - Planning our projects   | 16 - Developing our projects  |  |
| Focus Text   | Danny Champion of the World   |   |  |  |   |  |
| Phase and key objectives   | Phase 1:<br>Opening experience<br>Teaching key vocabulary<br>Reading and immersion in text<br>Speaking and listening<br>Book talk<br>Grammar skill 1<br>Writing opportunities   | Phase 2:<br>Writer talk<br>Analysing author's style<br>Identifying organisational features<br>Identifying language features<br>Exploring key events, themes, characters<br>Grammar skill 2<br>Writing opportunities | Phase 3:<br>Planning (mapping/boxing up)<br>Oral rehearsal<br>Modelled and shared writing<br>Drafting<br>Feedback and target setting<br>Editing and revising | Phase 1:<br>Opening experience<br>Teaching key vocabulary<br>Reading and immersion in text<br>Speaking and listening<br>Book talk<br>Grammar skill 1<br>Writing opportunities<br>NFERs | Phase 2:<br>Writer talk<br>Analysing author's style<br>Identifying organisational features<br>Identifying language features<br>Exploring key events, themes, characters<br>Grammar skill 2<br>Writing opportunities | Phase 3:<br>Planning (mapping/boxing up)<br>Oral rehearsal<br>Modelled and shared writing<br>Drafting<br>Feedback and target setting<br>Editing and revising |
| Main Grammatical Focus   | Fronted adverbials<br>Recap speech punctuation  | Speech punctuation<br>Present perfect tense   | Present perfect tense  | Expand noun phrases with prepositions  | Subordinate clauses   |  |
| Spelling   | Challenge words   | Words where 'au' makes an /or/ sound  | Words ending in '-tion'  | Words ending in '-ssion'   | Words ending in '-cian'   | Challenge words  |
| Home Learning Support  | For more information on the focus of the steps, <a href="#">please click here</a> .<br><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   | Prediction, inference & retrieval   | Inference & retrieval   | Inference & retrieval  | NFER assessments   | NFER assessments analysis   | Summarise and explain  |



|  |   |  |   |   |  |  |
|--|---|--|---|---|--|--|
| Mathematics<br><i>For more information on the focus of the steps, <a href="#">please click here.</a></i> | Perimeter of rectilinear shapes<br>Find missing lengths in rectilinear shapes<br>Calculate the perimeter of rectilinear shapes<br>Perimeter of regular polygons   | Perimeter of polygons<br>Understand the whole<br>Count beyond 1  | Partition a mixed number<br>Number lines with mixed numbers<br>Compare and order mixed numbers<br>Understand improper fractions | Convert mixed numbers to improper fractions<br>Convert improper fractions to mixed numbers<br>Equivalent fractions on a number line | Equivalent fraction families<br>Add two or more fractions<br>Add fractions and mixed numbers | Subtract two fractions<br>Subtract from whole amounts<br>Subtract from mixed numbers |
| 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.<br><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><br><a href="#">Numbersense Home Learning Overviews (Year 1, Year 2 &amp; Year 3 Autumn Term)</a>                     |  |   |   |  |  |
| Science  | <b>States of matter</b>   |  |   |   |  |  |
|  | i) compare and group materials together, according to whether they are solids, liquids or gases<br>ii) observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)<br>iii) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature  |  |   |   |  |  |
| Geography  | Know the main rivers of the UK. ID on a map.  | The features of the river along its course:<br>Describe how the land changes as the river journeys to the sea: | Changes of a river over time  | Human impact/impact on humans   | Similarities and differences between the Avon and Danube                                     |  |
| Design and technology  | 2D-3D design – making a purse/pencil case (continued from last term)  |  |   |   |  |  |
|  | How do I join fabrics together?<br>Different stitches   | What finishing techniques could be used?   | Designing: What could I make and how could I make it?   | Designing: What could I make and how could I make it?<br>Can I make the product I designed?   | Finishing and evaluating   |  |
| Computing  | In this unit, pupils will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data. Towards the end of the unit, pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions. |  |   |   |  |  |
| Music  | Preludes  |  |   |   |  |  |
| PSHE   | I can be responsible for making good choices to stay safe and healthy.  | I can identify a risky situation and act responsibly.  | I understand that I can choose not to do something that makes me feel uncomfortable.  | I know how to stay safe when out and about.   | I know about dangerous substances and how they affect the human body.                        | I know how to respond in emergency situations.                                       |
| Physical Education   | Gymnastics<br>Rounders  |  |   |   |  |  |