



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		
Key Events/ Assessments		World Book Day Thurs	Science Week Year 3 Class Assembly Red Nose Day (Fri)	Neurodiversity Week EHCP Progress Meetings Assessment Week	World Autism Acceptance Week	Spring Assessment		
School Values	Kindness – Justice – Dignity							
Unicef Rights Respecting Schools – Main Focus Click here for more information	Article 20 – Children without families Article 21 – Children who are adopted Article 9 – keeping families together Article 5 – family guidance as children development							
Main Enquiry Questions	What is the difference between a volcano and an earthquake? Are all rocks and soils the same?							
Learn Together, including RE (SOR)	Making a Difference <small>That the children will be enabled to develop a sense of self.</small> <small>That the children will come to an appreciation of the value of a sense of self.</small> <small>That the children will be enabled to develop empathy with the main character of the story.</small>	<small>That the children will be enabled to develop a sense of self.</small> <small>That the children will come to an appreciation of the value of a sense of self.</small> <small>That the children will be enabled to develop empathy with the main character of the story.</small>	<small>That the children will come to an understanding of the importance and power of their own voice.</small> <small>That the children will come to an appreciation of the relative worth of various suggested initiatives.</small> <small>That the children will come to an understanding of procedures involved in trying out an initiative.</small>	<small>That the children will come to an understanding of the importance and power of their own voice.</small> <small>That the children will come to an appreciation of the relative worth of various suggested initiatives.</small> <small>That the children will come to an understanding of procedures involved in trying out initiative.</small>	<small>That the children will come to an appreciation of the importance of effort / taking the initiative, as opposed to success.</small>			
PSHE (TL)	H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)	H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe (H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it	Session to be linked to Neurodiversity Week	H5. about what good physical health means; how to recognise early signs of physical illness H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health			
Focus Text	Planet Omar							
Phase and key objectives	Fiction – Rags to Riches Phase 1 – book immersion	Analysing author style Creating character profiles	Story plot Planning	Write a beginning of a narrative with a clear protagonist and antagonist	Non- fiction - Instructions			



Main Grammatical Focus	<p>Co-ordinating and subordinating conjunctions Expanded noun phrases to add interest and detail Simple and progressive verb forms Simple paragraphs Conjunctions, adverbs & prepositions for time, place and cause Perfect verb forms</p> <p>Previous features and:</p> <ul style="list-style-type: none"> conjunctions and adverbs for time e.g. <i>firstly, next, then, after</i> adverbs for manner e.g. <i>carefully, quickly</i> diagrams or illustrations subject-specific vocabulary clear and concise <p>Describe characters' thoughts and feelings Use adverbs in speech to reflect how characters are feeling Write narratives with a clear protagonist and antagonist</p>							
Spelling	Step 19	Step 20	Step 21	Step 22	Step 23	Step 24		
Home Learning Support	<p>For more information on the focus of the steps, please click here. Spelling Shed Home Use (For weekly spellings including interactive games)</p>							
Main handwriting Focus	<p><i>ee, ff, gg, ll, mm, nn</i></p>							
Home Support	<p>Access Letter Join at home to practice letter formation and spelling. Available on desktop, laptop and tablet.</p>							
Main reading focus	<p>Fluency, Prosody and Comprehension</p>							
Mathematics <i>For more information on the focus of the steps, please click here.</i>	Fractions A			Mass & Capacity				
Number Facts Focus	<p>2x tables Review in Week 1. Week 2 onwards: 5 x table</p>							
Home Learning Support	<p>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. Year 3 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)</p>							
Science (TL)	<p>Collectively make a list of questions on rocks that can be answered through a range of scientific enquiries during the course of the topic</p> <p>To begin to observe rocks carefully and group them in different ways according to their features</p> <p>Make detailed labelled drawings of 6 common rocks and write descriptions of their observable features</p>	<p>Devise their own fair test for the hardness of rocks and use their results to put samples in rank order</p> <p>Use water and pipettes to devise a fair test for the permeability of different rocks Record results of tests and observations. Use a rock identification key to discover what type of rock each sample is</p>	<p>To assess and reinforce prior learning on rocks Undertake a rock survey of the local area to answer questions on the local bedrock and other rocks seen</p> <p>Determine why particular rocks and man-made rocks were used for particular purposes</p>	<p>To study fossil hunter Mary Anning and ask questions to discover her story.</p> <p>To Learn how fossils are made and record by writing and illustrating the stages or through sequencing a text Handle real fossils and rehearse the stages of fossil formation through oral retelling</p>	<p>Closely observe soil with hand lenses and list and classify the constituent parts.</p> <p>Actively investigate and compare 3 different soils and their properties, recording findings.</p> <p>With support, draw conclusions on the reasons for variation between soils</p>	<p>Recap and assess all the learning in this block by doing a Rock, Fossil and Soil Quiz.</p> <p>Share learning through written and oral presentations to a real audience</p>		
Geography (SOR)	<p>1. the equator The two hemispheres of our world are called the northern and southern hemisphere. 2. Tectonic plates: 3. To locate the following on a world map:</p>	<p>4. The features of a volcano:</p>	<p>The different types of volcano:</p>	<p>Volcanoes can have different 'danger' levels:</p>	<p>.Volcanoes affect human and physical characteristics in the area. 8. There are minerals in volcanic rocks.</p>	<p>11. The features of an earthquake: Tectonic plates move and this causes an earthquake. The earthquake is the</p>		



	-The Ring of Fire, Mount Vesuvius, Mount Etna, Mount Fuji, Cotopaxi, Mount St Helens, Krakatau, Kilauea				9.Volcanoes are beautiful sites. The rich soil means plants and trees grow well. 10.The magma heats water in volcanic areas. This hot water powers houses and provides hot water. This natural power means that people chose to live there.	effect of the plates moving. 12.The human implications of an earthquake: -Buildings move and can collapse. Landslides can be caused Tsunamis can be caused		
Art & Design (Lily)	Using Natural Materials to Make Images							
Computing (Tiarna)	<ul style="list-style-type: none"> 4. Data and information – Branching databases 							
Music (Sam)	<p>Singing: Sing a widening range of unison songs of varying styles and structures. (forte and piano, pitch), Perform actions confidently and in time to a range of action songs</p> <p>Listening: Exploring the Origins and Social Context of Rondo alla Turca by Mozart origins and social context of Sahela Re by Kishori Armonkar the origins and social context of Le Freak by Chic</p>							
Physical Education	<p>Cricket and Gymnastics</p> <p>For a breakdown of objectives, see our website</p>							
Languages (KS2) (Lily)	<p>I know how to...</p> <p>Click here for the mapping of objectives for each unit.</p>							