



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					Children's Mental Health Week	Safer Internet Day			
School Values	January: Perseverance February: Kindness								
Unicef Rights Respecting Schools – Main Focus	Article 28 – Access to Education Click here for more information								
Main Enquiry Questions	<i>What was the miracle at Dunkirk?</i>								
Learn Together, including RE	Equality Issues		Examples of Equality-based Initiatives		Equality-based Activism				
PSHE									
Focus Text	Norse Myths by Alex Firth and Louie Stowell								
Phase and key objectives	Fiction Phase 1: Opening experience Teaching key vocabulary Reading and immersion in text Speaking and listening Book talk Grammar skill 1 Writing opportunities	Fiction Phase 2: Writer talk Analysing author’s style Identifying organisational features Identifying language features Exploring key events, themes, characters Grammar skill 2 Writing opportunities	Fiction Phase 3: Planning (mapping/boxing up) Oral rehearsal Modelled and shared writing Drafting Feedback and target setting Editing and revising	Non- Fiction Phase 1: Opening experience Teaching key vocabulary Reading and immersion in text Speaking and listening Book talk Grammar skill 1 Writing opportunities	Non- Fiction Phase 2: Writer talk Analysing author’s style Identifying organisational features Identifying language features Exploring key events, themes, characters Grammar skill 2 Writing opportunities	Non- Fiction Phase 3: Planning (mapping/boxing up) Oral rehearsal Modelled and shared writing Drafting Feedback and target setting Editing and revising			
Main Grammatical Focus	Proofreading (inc. speechmarks)	Commas (F.A.)	Paragraphs	Apostrophes	Commas (F.A.)	Proofreading			
Phonics/Spelling	Root words ending in - e with suffix -able	Time adverbials	Suffixes with -fer base words	Silent first letters	Silent letters	Year 5/6 Spelling list 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	Letter formation assessment.	Recap on horizontal joins	Recap on horizontal joins	Recap on horizontal joins	Recap on diagonal joins.	Recap on diagonal joins.			
Home Support	Access Letter Join at home to practice letter formation and spelling. Available on desktop, laptop and tablet.								
Main reading focus	Island (Prediction)	Island (Explain)	Island (Vocab)	Island (Infer)	Island (Retrieval)	Island (Explain)			



<p>Mathematics <i>For more information on the focus of the steps, please click here.</i></p>	<p>Multiplication B</p> <ul style="list-style-type: none"> Step 1: Multiply up to a 4-digit number by a 1-digit number Step 2: Multiply a 2-digit number by a 2-digit number (area model) Step 3: Multiply a 2-digit number by a 2-digit number Step 4: Multiply a 3-digit number by a 2-digit number 	<p>Multiplication B</p> <ul style="list-style-type: none"> Step 1: Multiply a 4-digit number by a 2-digit number Step 2: Solve problems with multiplication Step 3: Short division Step 4: Divide a 4-digit number by a 1-digit number 	<p>Multiplication B</p> <ul style="list-style-type: none"> Step 1: 2000k διαίρεση με υπέρβαση του 0000 Step 2: Εξισώνω αριθμούς Step 3: Ομοιομορφία 	<p>Fractions B</p> <ul style="list-style-type: none"> Step 1: Multiply a unit fraction by an integer Step 2: Multiply a non-unit fraction by an integer Step 3: Multiply a mixed number by an integer Step 4: Calculate a fraction of a quantity 	<p>Fractions B</p> <ul style="list-style-type: none"> Step 1: Fraction of an amount Step 2: Find the whole Step 3: Use fractions as operators 	<p>Decimals and percentages</p> <ul style="list-style-type: none"> Step 1: Decimals up to 2 decimal places Step 2: Equivalent fractions and decimals (tenths) Step 3: Equivalent fractions and decimals (hundredths) Step 4: Equivalent fractions and decimals 		
<p>Home Learning Support</p>	<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. 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)</p>							
<p>Science CHEMISTRY</p>	<p>What do I already know?</p>	<p>Explore the different properties of materials</p>	<p>Define thermal conductors and insulators</p>	<p>Experiment the absorbency, strength and durability of cloth materials</p>	<p>Explore the quality of different sound proofing materials</p>	<p>What have I learnt?</p>		
<p>History Dunkirk</p>	<p>The outbreak of the war/Historical timeline of Dunkirk</p>	<p>Explore what was evacuation like in Britain</p>	<p>To understand what was rationing and why was it so important</p>	<p>Understand the role and contribution of women to the war effort</p>	<p>Explore what was the holocaust</p>			
<p>Art & Design STRUCTURES-Frame structure</p>		<p>That architects have a responsibility to design buildings which help make our world a better place, including thinking about the environmental impact of the buildings they design.</p>	<p>That we can make creative choices which both serves ourselves as individuals and the communities we belong to.</p>	<p>That we can use form, structure, materials, and scale to design innovative buildings.</p>	<p>That we can build architectural models to test out our ideas and share our vision.</p>			
<p>Computing</p>	<p>Introduction to circuits and coding – What is a micro bit</p>	<p>How to use scratch style coding to upload a file to a microbit</p>	<p>How to code to different inputs on a microbit</p>	<p>How to write more complex code (random dice rolling)</p>	<p>How to code across two microbit devices</p>	<p>Open ended code writing investigation</p>		
<p>Music</p>	<p>Preludes – creating and original composition</p>							
<p>Physical Education</p>	<p>TUE - Tennis THURS – Tag Rugby For a breakdown of objectives, see our website</p>							
<p>Languages (KS2)</p>	<p>*Adapted curriculum based off of updated assessment – Unit ¿Qué tiempo hace? (‘what is the weather like today?’) Click here for the mapping of objectives for each unit.</p>							