

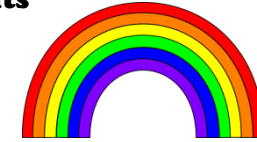
Our curriculum is child centred and relevant, promoting curiosity and excitement through discovery. It promotes high standards and aspirations and will enable children to be resourceful, resilient and reflective.

Our children need:

- Opportunities to develop rich Language
- A deeper understanding of cultural diversity
- To develop a love of reading
- To access outdoor learning and nearby local resources



Learning without Limits



<p>Performance of understanding/presentation of learning/wow days/trips/visitor</p> <p>Experience Day – Harry Cadwaller WOW drama day Experience Day – PCSO visit to school Presentation of learning to parents – The Highwayman Watch – Holes Y5/6 minicamp Bikeability – Road safety training</p>	<p>Children’s Interests</p> <p>Drama performances Reading for pleasure TT Rock Stars Painting Cooking</p>	<p>Christian Values Link</p> <p>Friendship, Peace, Thankfulness & Compassion</p>
<p>English</p> <p>Key Texts: Dreams of Freedom by Amnesty International Holes by Louis Sachar The Highwayman by Alfred Noyes Ballad of Charlotte Dymond by Charles Causley</p> <p>Narrative – setting descriptions Dreams of Freedom Narrative – diary entry based on character from ‘Holes’ Non chronological report – based on an animal Balanced argument – linked to topic Formal letter – linked to topic Poetry – based on ‘The Highwayman’ Recount – Y5/6 minicamp</p>	<p>Maths</p> <p>Place value - numbers to ten million Comparing, ordering and rounding Negative numbers 4 operations - formal methods Estimation Fractions Common factors, multiples and prime numbers BODMAS Problem solving APE (Answer, Prove, Explain) Bar modelling</p>	<p>Understanding the World</p> <p>History – Crime and punishment</p> <p>Can they say where a period of history fits on a timeline? Can they make comparisons between historical periods? Do they appreciate that significant events in history have helped shape the country we have today?</p> <p>Geography</p> <p>Can they give extended descriptions of the physical features of different places around the world? Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?</p> <p>Science</p> <p>Inheritance and adaptation Electricity</p>
<p>Expressive arts and design</p> <p>Do they successfully use shading to create mood & feeling? Can they organise line, tone, shape and colour to represent figures and forms? Do they keep notes in their books as to how they might develop their work further? Can they experiment with different styles which artists have used?</p>	<p>Physical Education</p> <p>Sports coach sessions - tag rugby Dance & gymnastics Personal challenge activities Bikeability road safety training</p>	<p>RE and SMSC</p> <p>Understanding Christianity - People of God & Incarnation ‘We’re all stars’ community, rights and responsibilities, getting to know each other, working together ‘Be friendly, be wise’ making and sustaining friendships, conflict resolution, keeping safe at home and outdoors Spirituality – respect & peace</p>
<p>Cultural Diversity- Home and Abroad</p> <p>British Black History Week (October) Celebrating differences</p>	<p>Outside Learning</p> <p>Reading for pleasure outside Practical maths Nature Trim Trail Lifespan of Trees Roman numerals using sticks</p>	<p>Home Learning</p> <p>Timetables paper copy and TT Rock Stars Grammar & spellings Maths - arithmetic & reasoning</p>

