





A window into our plans for learning: Half termly planner Autumn 1

| Curriculum year C | Theme | Learner values UNESCO link | Descriptor - An Inquiry into..... | Central Idea | Lines of Inquiry & Key Concept | related concepts |
|-------------------|------------|--|-----------------------------------|---|--|-------------------------------|
| | Who we are |    Gender equality  | Beliefs and values | Beliefs and values are part of a person's identity and can influence how they live our lives and view the world | 1. How different factors can influence who we are (Causation) 2. How values and beliefs bring individuals and communities together (Connection) 3. How people demonstrate beliefs and values (Perspective) | Belief Values Community |

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|------------|---|--|---|---|---|---------------------------|
| Core Texts |   | Humanities | Brazil | Music | Duration | |
| English | <p>PAG: Proper Nouns, Adverbs of Possibility, Converting Nouns and adjectives into verbs –suffixes –ate, -ise, -if, Past and present progressive and present perfect, Possessive plural apostrophes, Expanded Noun Phrases</p> <p>Writing Genre: Playscripts, Persuasive letter</p> | <p>Spellings: Words with endings that sound like shuhs spelt with –cious, tious, ious, Words with the short vowel sound i with y, Homophones and near homophones</p> | Cooking | <p>Hygiene and Safety – kitchen rules & PPE- to get ready to cook with growing independence. Using basic/equipment appliances – begin to use with growing independence.</p> | PE | Health Related Activities |
| Maths | <p>Place Value</p> <p>Addition and subtraction</p> <p>Multiplication and</p> | Art & DT | Typography and Maps | PSHRE and British Values | <p>Self-Awareness</p> <p>Getting on with others</p> | |
| Science | <p>Forces and Motion</p> <p>Gravity, friction, air resistance</p> | Computing | <p><u>Computing systems and networks</u></p> <p>Systems and searching</p> | Careers | <p>Growth Mindset</p> <p>Grow throughout life</p> | |