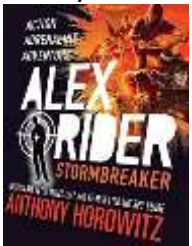

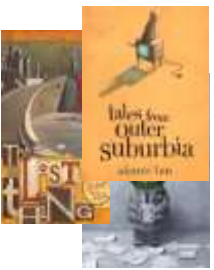


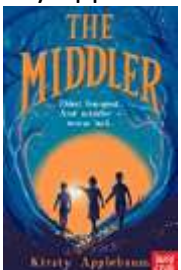

















	Term 1 7.5 weeks	Term 2 8 weeks	Term 3 5 weeks	Term 4 5 weeks	Term 5 7 weeks	Term 6 6 weeks
Novels / Text	Alex Rider: Stormbreaker Anthony Horowitz 	A Christmas Carol Charles Dickens 	Exploring Books by Shaun Tan 	Werewolf Club Rules Joseph Coelho 	Cogheart Peter Bunzl 	The Middler Kirsty Applebaum 
Text types / Genres of writing	 Writing to entertain Scene and character descriptions and developing use of authors tools  to inform Diary entry of characters. Newspaper article	 Writing to entertain Playscript/drama Description with dialogue Poetry  Writing to persuade Letter to Scrooge from Bob Cratchitt, about his unfair treatment.	 Writing to entertain Scene descriptions and developing a narrative with dialogue.  Writing to discuss Discussing and debating different views and opinions  Writing to persuade Formal letter arguing a single point of view	 Writing to persuade Letters persuading the reader to change their view.  Writing to discuss Discussing the points and sharing views of the impact of land use development (geography link)  to inform Diary entries	 Writing to entertain Scene descriptions and developing a narrative with dialogue.  to inform Information text about polar animals Newspaper articles regarding events during the story.	 Writing to entertain Narratives and how to build suspense.  Writing to discuss Discussing different views and opinions.  to inform Newspaper articles
Fairford Sentence	Recap and build on prior learning:	Some; others sentences Compound sentences	De: De OR Description: Details	_ing, _ed This sentence inverts		

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Progression <i>See full progression document for more detail</i>	<u>Year 2</u> FABOYS 2A sentence List sentence <u>Year 3</u> FABOYS Similes Fronted adverbial (FADs) CS starter CS middle AI sentence	beginning with the word <i>some</i> and have a semi-colon instead of a conjunction separating the latter half of the sentence: Some people love football; others just can't stand it. NOTE: Can be varied so not always some; others e.g. Most; some, The majority; a few etc.	sentences A compound sentence in which two independent clauses are separated by a colon. First clause is descriptive and second adds further details. Colon's function is to signal that information in second clause will expand on information in the first part of the sentence: Snails are slow: they take hours to cross the shortest of distances	typical sentence structure (subject-verb) and moves from present to past tense. Begins with a verb ending in <i>ing</i> followed by the location of the action and then a comma. After the comma, the latter part begins with a name or personal pronoun followed by a second verb with an <i>ed</i> ending and a pivotal incident: Walking in the bush, she stopped at the sight of a crocodile facing her.		
GPS	Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate; -ise; -ify</i>] Verb prefixes [for example, <i>dis-, de-, mis-, over- and re-</i>] Relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>] Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>] Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity <u>Terminology</u> modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity					
Maths	Count, compare and round numbers to a million Counting in 10s, 100s, 1000s, 10,000s and 100,000s Negative numbers	Multiples, factors and prime numbers Square and cube numbers Multiplying up to 4-digits by 2-digits Dividing up to 4 digits by 1-	Compare and order fractions Equivalent fractions Convert improper fractions to mixed numbers, and vice versa	Adding and subtracting decimals Multiplying and dividing decimals by 10, 100 and 1000 Identify angles	Measure and calculate Perimeter of rectilinear shapes Regular and irregular Polygons, triangles and quadrilaterals	Metric and imperial units Converting units of time Area of rectangles, compound and irregular shapes Calculate, compare and

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	Roman numerals to 1000 Interpret charts Use charts to solve comparison, sum and difference problems Read, interpret and draw line graphs Read, interpret and draw tables Add whole numbers with more than 4 digits (column method) Subtract whole numbers with more than 4 digits (column method) Round to estimate and approximate Inverse operations (addition and subtraction) Multi-step addition and subtraction problems	digit Problems involving all four operations	Number sequences Add and subtract fractions Multiply fractions by integers Fractions of quantities and amounts Compare and order decimals up to 2 decimal places Convert decimals to fractions Round decimals Percentages Equivalent fractions, decimals and percentages	Measure angles using a protractor Drawing lines and angles accurately Calculating angles on a straight line, and around a point	Calculating lengths and angles in shapes Describe position Position in the first quadrant Translation and reflection with and without co-ordinates Lines of symmetry	estimate volume and capacity Timetables
Creative Focus Each term a display, film or performance & 1 term must be French focused and 1 term must be Music. 1 term will be enterprise with links with maths & Invite in 2 professionals to work with your class/year group	Individuality Explore: Diversity Do: perform an interpretive dance as spies on an assault course? Create: Performance, either to live audience or Youtube recording Invite: dance specialist?	Enterprise Explore: DT/maths Do: make a range of Christmas gifts Create: design and sell as part of Christmas Bazaar	Inspiration Explore: Science/DT Do: design automaton based on inspiration from famous designers Create: Display Invite: engineer?	Imagine Explore: Music/literacy Do: Compose a comparative musical interpretation of countryside versus town Create: Record and share instrumental performance; annotate with musical notation	Expression Explore: History Do: Debate life in Victorian times against life today Create: display of posters to show differences Invite: Victorian historical society visitor?	Innovate Explore: French Do: create class entertainment for French café – song, artwork, music, mime Create: recorded performance Invite: someone with French life experience?
History	Ancient Greeks		Local history study How has the prominence		Victorians	

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			of Cirencester changed since the Romans?			
Geography		Name and locate the seven continents Name and locate the five oceans How and why do settlements and land use change over time Identify types of settlement and land use		Trade links		European countries Vegetation belts and climate zones within Europe European resources (historical and modern context) Biomes (link to North America and national parks)
Art & Design	Main Skill: Painting Artist: David Hockney, comparison of skills used with Vincent van Gogh, Adam Frezza and Terri Chiao Final piece: Landscape Mediums used: variety of paints.		Main skill: Sketching Artist: Vann Gaugh, comparison Final piece: Sketching of Cirencester Mediums used: variety of sketching pencils, rubbers and black pens.		Main skill: Sculpture Artist: Adam Frezza and Terri Chiao comparison of skills used with Alexander Calder Final piece: an abstract sculpture of nature Mediums used: papier-mâché or modroc	
Design Technology <i>Food Cooking – Runs during another topic section. Can be taught in conjunction with either Art or DT.</i>		Focus skill: Mechanical systems (gears pulleys and cams). Final product: A moving Window display		Focus skill: Electrical Systems, monitoring and control. Final product: an alarm using programmable crumbles		Focus skill: Textiles and combining different fabric shapes. Final product: <i>creating bag to keep something warm and dry</i>
Music Throughout play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, Bb, B	Melody and harmony in music Social questions: How does music bring us together?	Sing and play in different styles. Social question: How Does Music Connect Us with Our Past?	Composing and chords Social Question: How Does Music Improve Our World?	Enjoying Musical styles Social Question: How Does Music Teach Us About Our Community?	Freedom to improvise Social Question: How Does Music Shape Our Way of Life?	Battle of the bands Social Question: How Does Music Connect Us with the Environment?

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Computing	Systems and searching Recognising IT systems around us and how they allow us to search the internet.	Video production Planning, capturing, and editing video to produce a short film.	Selection in physical computing Exploring conditions and selection using a programmable microcontroller.	Flat-file databases Using a database to order data and create charts to answer questions.	Vector drawing Creating images in a drawing program by using layers and groups of objects.	Selection in quizzes Exploring selection in programming to design and code an interactive quiz.
PE	Netball	Sports Hall Athletics Cross Country	Gymnastics	Personal Fitness	Athletics	Rounders
Science	Earth and Space	Changing Materials	Changing Materials	Forces	Living things in their environment	Growth and reproduction
RE	What does it mean if Christians believe God is holy and loving?	What does it mean to be a Muslim in Britain today?	Incarnation: Why do Christians believe Jesus was the messiah?	Why is the Tora important to Jewish people?	Gospel: Christians and how to live: what would Jesus do?	What matters most to Humanists and Christians?
Christian Value	Perseverance The widow who never gave up (Luke 18:1-8) The Widow's Coins/The Lost Coin.	Trust Moses and the Burning Bush (Exodus 3-4) The Good Samaritan (Luke 10:25-37)	Respect The storm on the lake (Mark 4:35-41) Daniel and the Lions' Den (Daniel 6:1-21)	Forgiveness Zacchaeus and the tax collector (Luke 19:2-30) The Lost Sheep (Luke 15:3-7)	Friendship Through the roof (Mark 2:1-12) Jonathan and David (Samuel 1:18-20)	Thankfulness The man who came back (Luke 17:11-19) A Grateful Sinner (Luke 7:36-50)
Additional Festival & Dignity / Respect	Lotus Day (Buddhism / Sikh)	Festival of lights Comparison with Diwali and Hanukah (Hindu / Judaism)			UKS2 SATs focus	Sikh Martyrdom commemoration (Sikh)
Opening Up Focus	Belonging	Spirituality	Respect	Community	Spirituality	Creativity
Diversity & Equality - No Outsiders curriculum	Where the Poppies Now Grow (by Hilary Robinson and Martin Impey)	The Whisperer (by Nick Butterworth)	How to Heal a Broken Wing (by Bob Graham)	The Artist Who Painted a Blue Horse (by Eric Carle)		And Tango Makes Three (by Justin Richardson and Peter Parnell)
British values – taught through Picture News or other (see British	Democracy	Rule of Law	Respect	Individual Liberty	Tolerance	

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Values document). British Values Books						
PinK PSHE & Citizenship	<p>RSE - Please see individual year group coverage given by GHLL for skills (year group specific, to be taught yearly in each year group)</p> <p>I have self-respect and I know that I am loved for my uniqueness.</p>	<p>Keeping Myself Safe/Protective Behaviours and Relationships (revisited every year, arranged by PinK leader through assemblies)</p> <p>Skills: I know that 'clever never goes' and I can talk about safe and unsafe situations where I can or should not speak to strangers.</p> <p>I can explain the PANTS rule (NSPCC).</p> <p>Skills: I know what a safe relationship is – I must feel happy and not worried by anything.</p>	<p>SMSC (Spiritual, Moral, Social & Cultural) (revisited every year but aspects of coverage specific to phase - teachers will work smartly with Prayer Space, Picture News, RE Curriculum, Look who's Talking and British Values Coverage)</p> <p>Year 5 Skills:</p> <p>Spiritual I can show my willingness to reflect on my experiences and what they meant to me.</p> <p>Moral I have the ability to recognise the difference between right and wrong and to readily apply this understanding in my own life.</p> <p>Social I can talk the fundamental British values of democracy, the rule of law, individual liberty and mutual respect.</p> <p>Cultural I have a growing and improving understanding and respect for different faiths and cultural diversity.</p>	<p>Emotional Health</p> <p>Skills: I know that there are a range of emotions that determine how people/characters act and that they make choices when feeling these emotions.</p> <p><u>I can understand that there are always reasons behind emotions and I can identify why a character would feel this emotion looking at a situation from their point of view.</u></p>	<p>Economical/financial capability</p> <p>Skills: I know the importance of saving money.</p> <p><u>I know that when I spend I make choices about who my money goes to (eco link to fair trade and local businesses).</u></p>	<p>Citizenship & British Values</p> <p>Skills: I make the right choices and behave in ways which are kind and helpful to others.</p> <p>I can talk about the ways in which our community supports everyone – there are no outsiders in our school.</p> <p>I know the emergency services roles in keeping society safe and healthy.</p> <p><u>I can explain how I am a good citizen and I can demonstrate an appreciation for my peers and elders, the school community and the wider world.</u></p>
MFL	Recap number to 69 Numbers 70- 100 Maths in French Hobbies (in infinitive with opinions / 'je sais') Recap opinion verbs	School with opinions Days Alphabet Descriptions	Descriptions of people and animals Spring Traditions Revision of weather	My Week (time and daily routine Days Clothes	Healthy Eating Café – ordering food	Rooms in house 'Peace at Last' story Fête Nationale
	J'aime +infinitive Connectives (et and mais	Opinions with 'parce que'	Recap adjectival agreements	Il y a / Il n'y a pas de Recap: Je suis /Je ne suis pas J'ai /Je n'ai pas de..	Je voudrais + du /de la/des	Il y a Plurals Gender

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				J'aime /Je n'aime pas... Il/Elle a... Il /Elle n'a pas de.. Il/Elle est.. Il/Elle n'est pas...		
Enterprise		<i>Christmas Bazaar</i>			<i>Summer Fair</i>	

