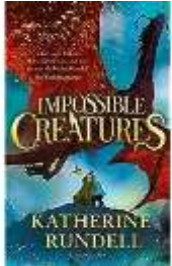

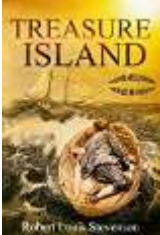
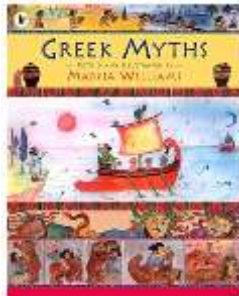





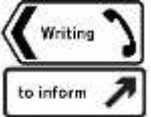



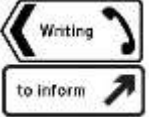







|   | Term 1<br>3 days, 6 weeks, 3 days  | Term 2<br>7 weeks  | Term 3<br>6 weeks   | Term 4<br>5 weeks   | Term 5<br>6 weeks  | Term 6<br>7 weeks   |
|---|--|--|---|---|--|---|
| Novels / Text   | Impossible Creatures<br>Katherine Rundell<br>   | A Christmas Carol<br>Charles Dickens<br>  | Treasure Island<br>Robert Louis Stevenson<br>   | To be confirmed   | To be confirmed  | Greek Myths / Poetry<br>   |
| Text types /<br>Genres of<br>writing  | <br>Sentence Type Revision<br>Creature descriptions<br>with elements of<br>narrative writing.<br><br><br>Information Text | <br>Playscript/drama<br>Description with<br>dialogue<br>Poetry<br><br><br>Letter to Scrooge from<br>Bob Cratchitt, about his<br>unfair treatment. | <br>Scene descriptions and<br>developing a narrative<br>with dialogue.<br><br><br>Diary |   | <br>Scene and character<br>descriptions and<br>developing use of<br>authors tools<br><br><br>Diary entry of<br>characters.<br>Newspaper article | <br>Greek myths<br><br>Historical facts<br><br><br>Fact or fiction debate |
| Fairford<br>Sentence<br>Progression<br><br><i>See full<br/>progression<br/>document</i> | Recap and build on prior<br>learning:<br><u>Year 2</u><br>FABOYS<br>2A sentence<br>List sentence<br><br><u>Year 3</u><br>FABOYS<br>Similes   | <b>RC</b><br><b>Relative Clauses</b>   | <b>Some; others sentences</b><br>Compound sentences<br>beginning with the word<br><i>some</i> and have a semi-<br>colon instead of a<br>conjunction separating<br>the latter half of the<br>sentence:   | <b>De: De OR</b><br><b>Description: Details</b><br><b>sentences</b><br>A compound sentence in<br>which two independent<br>clauses are separated by<br>a colon. First clause is<br>descriptive and second<br>adds further details.<br>Colon's function is to | <b>ing, _ed</b><br>This sentence inverts<br>typical sentence<br>structure (subject-verb)<br>and moves from present<br>to past tense.<br>Begins with a verb<br>ending in <i>ing</i> followed by<br>the location of the action<br>and then a comma.  |   |




|                        | <b>Term 1</b><br><b>3 days, 6 weeks, 3 days</b>                    | <b>Term 2</b><br><b>7 weeks</b> | <b>Term 3</b><br><b>6 weeks</b>  | <b>Term 4</b><br><b>5 weeks</b>   | <b>Term 5</b><br><b>6 weeks</b>  | <b>Term 6</b><br><b>7 weeks</b> |
|------------------------|--|---------------------------------|--|---|--|---------------------------------|
| <i>for more detail</i> | Fronted adverbial (FADs)<br>CS starter<br>CS middle<br>AI sentence |                                 | Some people love football; others just can't stand it.<br><br>NOTE: Can be varied so not always some; others e.g. Most; some, The majority; a few etc. | signal that information in second clause will expand on information in the first part of the sentence:<br>Snails are slow: they take hours to cross the shortest of distances | 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:<br>Walking in the bush, she stopped at the sight of a crocodile facing her. |                                 |

| <b>Oracy</b>            |  <b>Physical</b>   |  <b>Linguistic</b> |  <b>Cognitive</b>   |  <b>Social and Emotional</b>   |
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| <b>Summary</b>          | Using our voices and body language to communicate a message   | Using appropriate vocabulary and language to communicate your message                                | How are we organising our talk?  | Showing respect to each other.  |
| <b>Success Criteria</b> | For gestures and facial expressions to become increasingly natural  | I draw on a range of sentence stems .<br>To be able to paraphrase what has been said                 | To be able to elaborate on their own and other's ideas<br>To draw upon their knowledge of the world to<br>explore different perspectives<br>To negotiate an agreement by exploring other options<br>To identify when a discussion is going off topic and be able to bring it back on track | To be able to engage in small talk – informal, spontaneous conversations with un/less familiar adults<br>To listen for extended periods of time<br>Speak with passion and flair |
| <b>Teaching Ideas</b>   | Radio/TV advert which sells an object from the past (could be a gruesome crime and punishment tool; something from the Roman times). This could be performed live or recorded.<br>Again, this task will require students to work closely in groups. See the year 3 & 4 section for how this might be highlighted and the social and emotional skills for year 5 & 6 above. By this age, students should also be confident using a range of oracy-specific phrases to reflect on their own and |  |  |   |

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|                         | <p>other's talk. This might be to reflect on how successful a discussion has been, or to give peer feedback to a group who are practicing their advert; creating checklists or peer feedback sheets will support this. Success criteria for the advert:</p> <ul style="list-style-type: none"> <li>• Clever use of voice (to engage the listener, to be persuasive, to be entertaining). This is especially important if it is a radio advert!</li> <li>• Use of humour</li> <li>• To demonstrate knowledge of the object, its uses, its place in history etc</li> <li>• To use carefully chosen vocabulary, which may include devices such as idiom, metaphor, sarcasm etc.</li> <li>• To listen for an extended period of time (on the performance day)</li> </ul> |
| <b>Example Outcomes</b> | A current affairs TV show discussion with students in role 'on the sofa' – one interviewer and three experts discuss an issue they all have different opinions on.   |

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| GPS   | <p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using suffixes [for example, –ate; –ise; –ify]</p> <p><b>Verb prefixes</b> [for example, dis–, de–, mis–, over– and re–]</p> <p><b>Relative clauses</b> beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using <b>adverbs</b> [for example, perhaps, surely] or <b>modal verbs</b> [for example, might, should, will, must]</p> <p>Devices to build <b>cohesion</b> within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using <b>adverbials</b> of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p><u>Terminology</u><br/>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p> |  |  |   |  |  |
| Maths | <p>Interpret charts</p> <p>Use charts to solve comparison, sum and difference problems</p> <p>Read, interpret and draw line graphs</p> <p>Read, interpret and draw tables</p> <p>Count, compare and round numbers to a million</p> <p>Counting in 10s, 100s, 1000s, 10,000s and 100,000s</p> <p>Negative numbers</p>  | <p>Multiples, factors and prime numbers</p> <p>Square and cube numbers</p> <p>Multiplying up to 4-digits by 2-digits</p> <p>Dividing up to 4 digits by 1-digit</p> <p>Problems involving all four operations</p> | <p>Compare and order fractions</p> <p>Equivalent fractions</p> <p>Convert improper fractions to mixed numbers, and vice versa</p> <p>Number sequences</p> <p>Add and subtract fractions</p> <p>Multiply fractions by integers</p> <p>Fractions of quantities and amounts</p> | <p>Adding and subtracting decimals</p> <p>Multiplying and dividing decimals by 10, 100 and 1000</p> <p>Identify angles</p> <p>Measure angles using a protractor</p> <p>Drawing lines and angles accurately</p> <p>Calculating angles on a straight line, and around a point</p> | <p>Measure and calculate</p> <p>Perimeter of rectilinear shapes</p> <p>Regular and irregular Polygons, triangles and quadrilaterals</p> <p>Calculating lengths and angles in shapes</p> <p>Describe position</p> <p>Position in the first quadrant</p> <p>Translation and reflection with and without co-ordinates</p> | <p>Metric and imperial units</p> <p>Converting units of time</p> <p>Area of rectangles, compound and irregular shapes</p> <p>Calculate, compare and estimate volume and capacity</p> <p>Timetables</p> |

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|  | Roman numerals to 1000<br>Add whole numbers with more than 4 digits (column method)<br>Subtract whole numbers with more than 4 digits (column method)<br>Round to estimate and approximate<br>Inverse operations (addition and subtraction)<br>Multi-step addition and subtraction problems |   | Compare and order decimals up to 2 decimal places<br>Convert decimals to fractions<br>Round decimals<br>Percentages<br>Equivalent fractions, decimals and percentages |   | Lines of symmetry   |   |
| <b>Creative Focus</b><br><br>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 | <b>Individuality</b><br><br>Explore: Diversity<br><br>Do: perform an interpretive dance as spies on an assault course?<br><br>Create: Performance, either to live audience or Youtube recording<br><br>Invite: dance specialist?  | <b>Enterprise</b><br><br>Explore: DT/maths<br><br>Do: make bags<br><br>Create: design and make as gifts<br><br><i>Changed from chocolate coins for Christmas Bazaar</i> | <b>Inspiration</b><br><br>Explore: Science/DT<br><br>Do: design automaton based on inspiration from famous designers<br><br>Create: Display<br><br>Invite: engineer?  | <b>Imagine</b><br><br>Explore: Music/literacy<br><br>Do: Compose a comparative musical interpretation of countryside versus town<br><br>Create: Record and share instrumental performance; annotate with musical notation | <b>Expression</b><br><br>Explore: History<br><br>Do: Debate life in Victorian times against life today<br><br>Create: display of posters to show differences<br><br>Invite: Victorian historical society visitor? | <b>Innovate</b><br><br>Explore: French<br><br>Do: create class entertainment for French café – song, artwork, music, mime<br><br>Create: recorded performance<br><br>Invite: someone with French life experience? |
| <b>History</b>   |   | Victorians  |   | Local history study<br>Henry VIII's visit to Fairford   |   | Ancient Greeks  |
| <b>Geography</b>   | Name and locate the seven continents<br>Name and locate the five oceans<br>How and why do settlements and land use change over time<br>Identify types of settlement and land use  |   | Trade links – El Salvador   |   | European countries<br>Vegetation belts and climate zones within Europe<br>European resources (historical and modern context) Biomes (link to North America and national parks)                                    |   |

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| <p>Art &amp; Design</p> | <p><b>Main Skill:</b> sketching<br/> <b>Artist:</b> Vincent van Gogh, comparison of skills used with Gina Wright and other artists.</p>  <p><b>Final piece:</b> still life</p> <p><i>Sketching skills leading to</i></p> <p><b>Skills broken down to achieve final piece:</b><br/> Pencil control. Sketching techniques looking at Looking at pattern, texture, line, shape, form and space. Historical techniques comparing to modern techniques. Using collage to explore a range of mark making skills and styles. Developing ideas. Discussing ideas. Evaluating ideas and finished work.</p> <p><b>Mediums used:</b> variety of sketching pencils and collage.</p> |  | <p><b>Main skill:</b> Painting<br/> <b>Artist:</b> David Hockney, comparison with other artists</p> <p><b>Final piece:</b> A landscape in the style of Hockney</p>  <p><b>Skills broken down to achieve final piece:</b><br/> Experimenting with different textures and materials, including paint mixing, diluting and using different brush sizes. The use of perspective. Discussing ideas. Developing ideas.</p> <p><b>Mediums used:</b> Poster paint and sketching pencils</p> |  | <p><b>Main skill:</b> Sculpture<br/> <b>Artist:</b> Adam Frezza and Terri Chiao, comparison of skills used with other artists</p>  <p><b>Final piece:</b> Creating sculpture from wire and Modroc</p> <p><b>Skills broken down to achieve final piece:</b><br/> Forming shapes using wire and tools. Tool and material selection. Developing ideas. Discussing ideas. Evaluating ideas and finished work.</p> <p><b>Mediums used:</b> Modroc, wire, cardboard, paint, tissue paper and modelling tools</p> |  |
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| <p><b>Design Technology</b></p> <p><i>Food Cooking – Runs during another topic section. Can be taught in conjunction with either Art or DT.</i></p> |          | <p><b>Main skill:</b> Textiles</p> <p><b>Designer/product:</b><br/>Textile bag</p> <p><b>Final product:</b><br/><i>Creating bag to keep something warm and dry</i></p> <p><b>Skills broken down to achieve final project:</b><br/>Textiles, embroidery, research and design, prototype, create for specific focus group, appropriate diagrams including exploding diagrams, appropriate choice of materials based on their properties, wider impact of using materials to create items, apply knowledge of how to strengthen and reinforce complex structures.<br/>Science Link = properties and changes of materials, comparing and grouping everyday materials, properties of materials.</p> |          | <p><b>Main skill:</b> Electrical Systems and mechanisms</p> <p><b>Designer/product:</b> cam toy</p> <p><b>Final product:</b><br/><i>Create mechanical toy using which incorporates cams, and electronics</i></p> <p><b>Skills broken down to achieve final project:</b><br/>Cams and circuits research and design, prototype, create for specific focus group, appropriate diagrams including exploding diagrams, appropriate choice of materials based on their properties, wider impact of using materials to create items, apply knowledge of how to strengthen and reinforce complex structures.<br/>Science Link = properties and changes of materials, comparing and grouping everyday materials, properties of materials.</p> <p>Science link = Forces, understanding push and pull forces, and electricity.</p> |          | <p><b>Main skill:</b> Developing a product with a purpose incorporating circuits</p> <p><b>Designer/product:</b> Create and design a money box</p> <p><b>Final product:</b><br/><i>Functional product including electrical elements (sensor).</i></p> <p><b>Skills broken down to achieve final project:</b><br/>research and design, prototype, create for specific focus group, appropriate diagrams including exploding diagrams, appropriate choice of materials based on their properties, wider impact of using materials to create items, apply knowledge of how to strengthen and reinforce complex structures.</p> <p>Computing link = coding and design of simple programs.</p> |
| <b>Music</b>  | Charanga | Charanga   | Charanga | Charanga  | Charanga | Charanga  |

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|  | Getting Started with Music Tech: How does music bring us together?   | Emotions and Musical Styles: How does music connect us with our past?                                       | Exploring Key and Time Signatures: How does music improve our world?   | Introducing Chords: How does music teach us about our community?                                    | Words, Meaning and Expression: How does music shape our way of life?                                     | Identifying Important Musical Elements: How does music connect us with the environment?   |
| Computing  | <b>Systems and searching</b><br>Recognising IT systems around us and how they allow us to search the internet. | <b>Video production</b><br>Planning, capturing, and editing video to produce a short film.                  | <b>Selection in physical computing</b><br>Exploring conditions and selection using a programmable microcontroller. | <b>Flat-file databases</b><br>Using a database to order data and create charts to answer questions. | <b>Vector drawing</b><br>Creating images in a drawing program by using layers and groups of objects.     | <b>Selection in quizzes</b><br>Exploring selection in programming to design and code an interactive quiz.                                     |
| PE<br>(number of sessions)                       | Netball (6)<br>Tag rugby (6)<br>Yoga (2)   | Dodgeball (6)<br>Dance (6)<br>Yoga (2)  | Gymnastics (6)<br>Football (6)   | Fitness (5)<br>Hockey (5)   | Athletics (6)<br>OAA (6)   | Cricket (6)<br>Tennis (6)   |
| Science  | Changing materials   |   | Earth and Space  | 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 Torah important to Jewish people?  | Gospel: Christians and how to live: what would Jesus do?   | What matters most to Humanists and Christians?  |
| Christian Value                                  | Perseverance<br>The widow who never gave up (Luke 18:1-8)<br>The Widow's Coins/The Lost Coin.                  | Trust<br>Moses and the Burning Bush (Exodus 3-4)<br>The Good Samaritan (Luke 10:25-37)                      | Respect<br>The storm on the lake (Mark 4:35-41)<br>Daniel and the Lions' Den (Daniel 6:1-21)                       | Forgiveness<br>Zacchaeus and the tax collector (Luke 19:2-30)<br>The Lost Sheep (Luke 15:3-7)       | Friendship<br>Through the roof (Mark 2:1-12)<br>Jonathan and David (Samuel 1:18-20)                      | Thankfulness<br>The man who came back (Luke 17:11-19)<br>A Grateful Sinner (Luke 7:36-50)   |
| Additional Festival & Dignity / Respect          | Gandhi's birth (Hindu / India)   | Festival of lights<br>Comparison with Diwali and Hanukah (Hindu / Judaism)                                  | Buddha's enlightenment (Buddhism)  | Holi<br>Why it is important to different religions in India (Sikh and Hindu)                        | UKS2 SATs focus  | Sikh Martyrdom commemoration (Sikh)   |
| Opening Up Focus                                 | Belonging  | Spirituality  | Respect  | Community   | Spirituality   | Creativity  |
| Diversity & Equality - No Outsiders old coverage | 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)  |
| Diversity & Equality -                           | <a href="#">The Girls (by Lauren Ace &amp; Jenny Lovlie)</a><br><br><a href="#">To explore friendship.</a>     | <a href="#">The Boys (by Lauren Ace &amp; Jenny Lovlie)</a><br><br><a href="#">To check in with people.</a> | <a href="#">My Shadow is Pink (by Scott Stuart)</a><br><br><a href="#">To find self-acceptance.</a>                | And Tango Makes Three (by Justin Richardson and Peter Parnell)                                      | <a href="#">Mixed (by Arree Chung)</a><br><br><a href="#">To consider responses to racist behaviour.</a> | <a href="#">Milo Imagines The World (by Matt De La Pena and Christian Robinson)</a><br><br><a href="#">To try to not judge by appearance.</a> |



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| No Outsiders<br>New coverage   |   |   |   | To exchange dialogue and express opinion.  |  |   |
| British values – taught through Picture News or other (see British Values document).<br>British Values Books | Democracy   | Rule of Law   | Respect   | Individual Liberty   | Tolerance  |   |
| PinK PSHE & Citizenship  | Mental Health (including resilience) & Facts4life | Focus for learning (Mindfulness) & Emotional Health | SMSC (Spiritual, Moral, Social & Cultural) & Citizenship and British Values | Keeping Myself Safe/Protective Behaviours & Physical health and wellbeing  | Friendships (anti-bullying) and Relationships & Equality | RSE & Economical / financial capability |
| MFL  | Pets  | Hobbies   | Homes   | Planets  |  | Fête Nationale                          |
|  | J'aime +infinitive<br>Connectives (et and mais)   | Opinions with 'parce que'                           | Recap adjectival agreements   | Il y a / Il n'y a pas de<br>Recap: Je suis /Je ne suis pas J'ai /Je n'ai pas de..<br>J'aime /Je n'aime pas...<br>Il/Elle a... Il /Elle n'a pas de..<br>Il/Elle est..<br>Il/Elle n'est pas... | Je voudrais + du /de la/des                              | Il y a<br>Plurals<br>Gender             |
| Enterprise   |   | Christmas Bazaar                                    |   |  | Summer Fair?   |   |