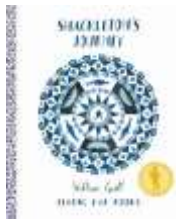
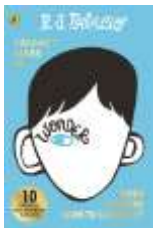


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Novels	Safiyya's War Hiba Noor Khan 	Brightstorm Vashti Hardy 	Shackleton's Journey William Grill 	Whole school text – to be confirmed	Wonder R. J. Pacio 	The Play (TBC)
English	Letter to pen-friend Include bomb incident  Narrative Leading to safety 	Narrative  Instructions (science)  Balanced argument of character 	Newspaper article - Writing to inform  Descriptive piece (stuck in ice or mountain crossing)  Information text (mountain/volcano research) 	To be confirmed based on whole school text Poetry 	Letter to head teacher Balanced argument – writing to persuade  Biography (Science link) – writing to inform 	Recount / narrative of overnight camp 
Fairford Sentence	Prior Learning: <u>Year 3</u>		Tell: prove; prove; prove He was feeling relaxed: shoes off; shirt undone; lying on the sofa.			

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Progression <i>See full progression document for more detail</i>	FA BOYS sentences Similes Fronted adverbial sentences For Manner and Time <u>Year 4</u> Fronted adverbial sentences For Manner, Time, Place and Frequency CS sentence Conjunction starter CM Conjunction middle AI sentence (Added information) <u>Year 5</u> Some; others sentences De: De <i>OR</i> Description: Details sentences _ing, _ed		Two part sentence. First part tells reader a fact or opinion. This is followed by a colon . After the colon a list of three examples follows. As the list is made up of clauses (not phrases) semi-colons are used. Clauses contain verbs, phrases do not.			
GPS	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–] 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, perhaps, surely] or modal verbs [for example, might, should, will, must] Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] 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					

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Oracy	 Physical	 Linguistic	 Cognitive	 Social and Emotional		
Summary	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.		
Success Criteria	To consciously adapt pace, tone and volume of voice in a single situation. To have a stage presence.	To understand simple idiom and metaphors To use a range of complex sentence structures for effect	To negotiate an agreement To critically examine ideas and views of others To tell elaborate and entertaining stories full of detailed descriptions	To use humour effectively To be able to read a room and take action accordingly, e.g. to wrap up if people look bored. To not take disagreements or different opinions personally.		
Teaching Ideas	Focus on peer feedback and critique & use this to build shared meta language for talk • Teach students explicitly how to negotiate as part of a small group; sentence stems to support this; praise those who do it well. • Games to develop your tone of voice • Structure e.g. coming back to the same idea at the end as the start • Give students a purpose for listening: to give feedback on a specific strand, or to take notes on a certain topic. • Teach students a number of rhetorical devices which will ‘hook’ their audience. E.g. rhetorical questions, anecdotes, shocking facts or statistics etc.					
Example Outcomes	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. 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 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.					

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Maths	Write and read numbers up to and including 10,000,000. Compare and order numbers up to and including ten million. Multiply whole numbers by 10. Multiply whole numbers by 100 and 1000. Divide whole numbers by 10. Divide whole numbers by 100 and 1000. Understand and use negative numbers when working in context. Calculate intervals across zero. Find common multiples of two numbers. Find common factors of two numbers. Carry out calculations mentally involving numbers up to 4 digits. Multiply four digit number by two digit number using	Understand a fraction is associated with division Work out the decimal equivalents of fifths, eighths and tenths Know simple fractions, decimals and percentages Find equivalencies between fractions, decimals and percentages Add fractions with different denominators Add a mixed number and a fraction, including with different denominators Add mixed numbers, including with different denominators Subtract fractions with different denominators Subtract a mixed number and a fraction, including with different denominators	Revise key units of time (and link to roman numerals) Convert between non-adjacent time units; e.g. hours to seconds Solve problems using timetables Draw 2-D shapes given angles Draw 2-D shapes given dimensions and angles Recognise prisms and pyramids Classify 3-D shapes including cylinders, cones and spheres Draw nets of 3-D shapes Solve 3-D problems using nets including visualising the edges (vertices) that will meet when folded Classify 2D shapes using given categories; e.g. number of sides, symmetry Find unknown angles in a triangle Find unknown angles in an isosceles triangle when only one angle is known	Convert between metric and imperial measures Convert between miles and kilometres Express and solve missing number problems algebraically Solve problems with one unknown number Find pairs of numbers that satisfy an equation with two unknowns e.g. $a + b = 15$ Know the basic rules of algebraic notation and apply to problems Use a simple two-step formula written in words and symbols Find the missing terms in a linear sequence and write the next terms Generate a linear sequence from its description Census activities Read and interpret line graphs Draw line graphs	Revision in preparation for SATs (Residential/activity week)	Financial Education What is money and its function in society? Financial Education Savings, spending and need vs want Financial Education Smart consumer, budgeting and types of debt

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	long multiplication. Carry out calculation involving a mix of multiplication and division. (division by one digit or mentally) Carry out calculations involving a mix of addition and subtraction. Carry out calculations of involving a mix of multiplication, addition or subtraction. Carry out calculations of involving a mix of division, addition or subtraction. Solve multi-step operations involving all four operations. Divide a three digit number by a two digit number using formal method with no remainder. Divide a three digit number by a two digit number using formal written method with a	Subtract mixed numbers, including with different denominators Multiply a proper fraction by a proper fraction Divide a proper fraction by a whole number Multiply O.t by O Multiply O.th by O Calculate percentages of a quantity x2 Solve problems involving the use of percentages to make comparisons x2 Solve simple problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts; e.g. find the value of the parts, given the whole) x2	Find unknown angles in a quadrilateral Find unknown angles in regular polygons Solve problems involving 2-D shapes Understand how a circle is the same and different to other 2D shapes Know the names and relationships of the parts a circle Recap - find missing angles where they meet at a point; find missing angles where they meet on a straight line Find missing angles where they are vertically opposite Use known facts to find missing angles Recognise that shapes with the same area can have different perimeters and vice versa Calculate the area of a parallelogram Calculate the area of a	Use line graphs to solve problems The mean Read and interpret pie charts Pie charts with percentages Draw pie charts		

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	remainder. Divide a four digit number by a two digit number using formal method with no remainder. Divide a four digit number by a two digit number using formal method with a remainder. Understand how to write the remainder to a division as a whole number or fraction in a context. Solve problems involving division. Use common factors to simplify fractions Use common multiples to find equivalent fractions Compare and order fractions Compare and order fractions, including fractions > 1		triangle Calculate and compare the volume of cuboids			
History	<u>Key Question: How did World War 2 affect those in the home front?</u> <u>Local History study - Key Question: How did World War 2 affect Fairford?</u>			<u>Key Question: Who were the Maya and what have we learnt from them?</u>		

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Geography			<u>Key Question: Are mountains all the same?</u> - Understand how mountains are formed and the different types. - Explore Eryri in Wales and the Rocky Mountains in North America - Investigate how mountains influence climate, ecosystems, and human activity. Examine environmental issues and conservation efforts in mountainous regions. Key Question: Why do people live near tectonic hazards? Understand how earthquakes and volcanoes form and their impacts on people and places. - Explore the relationship between tectonic plates and natural disasters. - Develop geographical skills, including map reading and data analysis. Evaluate human responses and resilience in the face of disasters.		<u>Key Question: How do maps show us the world?</u> Fieldwork and Map Skills - Develop geographical skills in mapping, grid referencing, and compass directions. - Understand and use Ordnance Survey maps, digital mapping tools, and fieldwork techniques. - Explore and record features of the local environment through practical investigations. Interpret and communicate geographical information using symbols, keys, and sketch maps.	
Art & Design	Watercolour / acrylic landscapes – mixed media outcome incorporating fabric for mark making		Sketching – self-portraits and mixed media, developing scale, proportion and accuracy.		Light boxes – creating a small scale art installation using, light, shape and structure.	
Design Technology Food Cooking – Runs during another topic section. Can		Bridges – designing and constructing structures suitable for supporting for supporting heavy loads.		Creating a light for a specific purpose – linked to Science electricity topic		Costumes for play – design and sewing Cooking a meal for parents

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<i>be taught in conjunction with either Art or DT.</i>						
Music	Developing melodic phrases: How does music bring us together?	Understanding structure and form: How does music connect us with our past?	Exploring notation further: How does music teach us about our community?	Using chords and structure: How does music shape our way of life?	Gaining confidence in performance: Songs from the play Rehearsal for Cathedral service	Gaining confidence in performance: Songs from the play Rehearsal for end of year service
Computing	Computing systems and networks – communication and collaboration	Creating media – web page creation	Programming – variables in games (Scratch)	Data and information – introduction to spreadsheets (link to science)	Creating media – 3D modelling	Programming – sensing movement
PE (number of sessions)	Netball (6) Rugby (6)	Dodgeball (6) Dance (1-6) Yoga (6)	Gymnastics (6) Football (6)	Fitness (6) Hockey (6)	Athletics (6) OAA (6)	Rounders (6) Tennis (6)
Science	Animals including humans Circulatory system, diet, exercise, drugs, lifestyle. Nutrients and water transportation.	Light	Electricity	Electricity/ Living things	Living things and their habitats Classification – including microorganisms	Evolution and inheritance
RE	U2.2 Creation and Science: conflicting or complementary? UC d a b i	U2.3 How and why do Christians follow the example of Jesus? UC e a b g f h	U2.5 What might ideas about samsara mean for Hindus? How might these ideas affect how Hindus live? a d e f	U2.8 How do Muslims decide what is right and wrong? b c e f i	U2.11 How might someone's worldview affect how they view and treat the natural world? a d e f i	Visit to Gloucester Cathedral St Mary's Church Visit Chris Saunders Visitor
Christian Value	Perseverance The widow who never	Trust Moses and the	Respect The storm on the lake	Forgiveness Zacchaeus and the tax	Friendship Through the roof	Thankfulness The man who came

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	gave up (Luke 18:1-8) The Widow's Coins/The Lost Coin.	Burning Bush (Exodus 3-4) The Good Samaritan (Luke 10:25–37)	(Mark 4:35-41) Daniel and the Lions' Den (Daniel 6:1-21)	collector (Luke 19:2- 30) The Lost Sheep (Luke 15:3-7)	(Mark 2:1-12) Jonathan and David (Samuel 1:18-20)	back (Luke 17:11-19) A Grateful Sinner (Luke 7:36-50)
Diversity & Equality No Outsiders New coverage	Rose Blanche (by Ian McEwan and Roberto Innocenti). To justify my actions	The Island (by Armin Greder). To consider the causes of racism.	You're So Amazing (by James and Lucy Catchpole). To consider attitudes towards disability.	Saving The Butterfly (by Helen Cooper & Gill Smith). To consider how experiences shape us.	Dreams of Freedom (by Amnesty International). To recognise my freedom	The Proudest Blue (by Ibtihaj Muhammed and S.K.Ali). To consider how new experiences affect us.
British values – taught through Picture News or other (see British Values document). British Values Books	Democracy	Rule of Law	Respect	Individual Liberty	Tolerance	
PinK PSHE & Citizenship	RSE - Please see individual year group coverage given by GHLL for skills (year group specific, to be taught yearly in each year group) – Appendix 3 I have self-respect and I know that I am loved for my uniqueness.	Keeping Myself Safe/Protective Behaviours and Relationships (revisited every year, arranged by PinK leader through assemblies) 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. I can explain the	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) Year 6 Skills: Spiritual I can show my	Mental Health (including resilience) Skills: If I am feeling unhappy, I use words to ask for help. I know that it is ok not to feel happy in my head sometimes and I can talk about this. I can demonstrate strategies for mental wellbeing and I can explain times when I might use these to help me, including mindfulness	Economical/financial capability Skills: I know the importance of saving money. I know that when I spend I make choices about who my money goes to (eco link to fair trade and local businesses).	Citizenship & British Values Skills: I make the right choices and behave in ways which are kind and helpful to others. I can talk about the ways in which our community supports everyone – there are no outsiders in our school. I know the emergency services roles in keeping society safe and healthy. I can explain how I am a

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		PANTS rule (NSPCC). Skills: I know what a safe relationship is – I must feel happy and not worried by anything.	willingness to reflect on my experiences and what they meant to me (revisited from Year 5). Moral I have the ability to recognise the difference between right and wrong and to readily apply this understanding in my own life, recognise legal boundaries and, in doing so, respect the civil and criminal law of England. Social I can talk the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Cultural I can discuss Britain's democratic parliamentary system and its central role in shaping our history and values, and in	techniques.		good citizen and I can demonstrate an appreciation for my peers and elders, the school community and the wider world. I understand and can talk about specific example of British Values that I uphold, with examples from my own life and my school life.

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			continuing to develop Britain. (Specific Mock Trial Project)			
RSE	Pupils will be taught about: ☐ Changes – Physical – To understand the functions of male and female reproductive organs. To know and understand about physical changes that take place at puberty and why they happen. This includes teaching about the menstruation cycle (periods). ☐ Changes – Emotional – To be able to recognise their own changing emotions and be able to express their feelings and concerns positively. ☐ Life cycle – Sexual intercourse – To know about the facts of the human lifecycle including sexual intercourse. ☐ Relationship – To consider the need to trust and love in marriage and established relationships. To consider different types of love. ☐ Birth and a new baby – To understand how babies are born and to explore the impact a new baby has on a family.					
MFL	My Day (daily routine) in 1st person (link to days of the week and time) Recap time	Sports Questioning (tu veux jouer au foot?) Saying what sports you do in different weathers Clothes you wear Where you play	Careers (recap- Family members/days of the week/ time/ hobbies/ school subjects) When I grow up I want to be a My mum is a	Transport (Link to countries/ Places in town/directions/ weather/opinions	The French Speaking World Recap French speaking countries Listening to native speakers	Paris and national festival