

Long Term Curriculum Plan

Finlay Community School

At Finlay, we aim to teach a broad and balanced curriculum that enables children to enjoy, achieve and succeed in line with the National Curriculum. We provide opportunities to develop the children's cultural capital and ensure they are life-long learners, who are ready for the next step of their education and to thrive in Society. In addition to teaching the National Curriculum, we also aim for our children to leave school with a SMILE! Our SMILE values are: social awareness, mental health and wellbeing, independence, life skills and excellent aspirations. We provide opportunities to develop these values in all curriculum areas.

Each term, we have an overarching theme, linked to History or Geography. Although each term has an explicit theme, individual foundation subjects are taught explicitly and the appropriate skills developed and knowledge taught.

This document shows you an overview of themes from Reception to Year 6, and how foundation subject content has been sequenced to ensure coverage over the year.

Example Timetable

	L1	L2	Assembly	Break	L3	L4	Lunch	L5	L6	Story
Mon	Daily Maths	Maths	RE assembly	Snack chat	Reading/Phonics	Literacy		Spellings/Catch up intervention	History/Geography	
Tues	Daily Maths	Maths	RE assembly	Snack chat	Reading/Phonics	Literacy		Spellings/Catch up intervention	PE	
Wed	Daily Maths	Maths	Music assembly	Snack chat	Reading/Phonics	Literacy		Spellings/Catch up intervention	Music and RE	
Thurs	Daily Maths	Maths	Spanish	Snack chat	Reading/Phonics	Literacy		Spellings/Catch up intervention	Science	
Fri	Daily Maths	RSHE	Celebration Assembly	Snack chat	Reading/Phonics	Computing		Spellings/Catch up intervention	Art/DT	

Intent and implementation:

- Each subject has an intent document created by the subject leader. This document has a progression of knowledge, skills and understanding overview, expectation for lesson implementation and knowledge organisers where appropriate.
- These documents are available to view in subject leader folders and on the school website.
- The intent of this document is to provide staff with a long term plan and to demonstrate how the knowledge, skills and understanding is sequenced to ensure progression and coverage.

Reception	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	7 weeks and 3 days	7 weeks	5 weeks and 4 days	7 weeks	3 weeks and 4 days	7 weeks
	<i>It's Good to be Me</i>	<i>Let's Celebrate</i>	<i>I wonder: What it's like in space? What it's like in Australia? What it's like in Antarctica?</i>	<i>I wonder: What is it like in the forest? What is it like at The Farm?</i>	<i>Once Upon a Time (Moving on up for the last two weeks.)</i>	
Experiences and trips	Family members come in and spend a session with pupils creating timeline of early life and sharing experiences - being me.	Visitors come in from different religions and cultures to share experiences about their celebrations Experience Christmas - The Church	Space box arrive to include space resources, story books about Space Whatever next and the resources from that story	Visit to The Farm		Visit to the Forest of Dean - Teddy Bears Picnic - Beechen Hurst
Reading Books	<i>Astro Girl - Ken Wilson-Max</i> <i>Funny bones - Allan Ahlberg</i>	<i>The ugly duckling</i> <i>Shubh Diwali! - Chitra Soundar</i>	<i>Aliens love underpants - Claire Freedman</i> <i>Koala who could - Rachel Bright</i>	<i>Look up! - Nathan Bryon</i> <i>Farmyard Hullabaloo - Giles Andreae</i>	<i>Whatever next - Jill Murphy</i> <i>Dear Miss - Rachel Elliot</i> <i>Albert Talbot: Master of Disguise - Ben Manley</i>	
Literacy Genres	Recount incidents in own life to other children or adults: verbally or written (initial sounds)	Posters and invites for birthday party/celebration	Postcard from a location	Writing about animals - farmyard animals	<i>Story writing: Once Upon a Time</i>	<i>Jack and the Beanstalk</i>
					<i>Goldilocks and the three bears</i>	<i>Letter to my new teacher</i>

Writing objectives	Children to be able to identify and write their names. Initial sounds Labelling things. CVC words.	CVC / CCVC words. Caption writing	Caption writing	Sequencing of the story. Rhyme Retelling of the story.	Children to use their phonics knowledge to write sentences. Fairytale story writing	Children to use their phonics knowledge to write sentences. Letter to my new teacher.
Maths Objectives	Counting to 5 Developing spatial reasoning including position and shape.	Counting to 10 Developing Spatial Reasoning - including length, weight, capacity and volume	Composition within a number & calculating within a number. Patterns and Relationships including repeated patterns, shapes and colours. Patterns and Relationships including times, events, making connections.	Composition within a number & calculating within a number. Developing Spatial Reasoning	Equal Groups & Distributing Equally & Securing and using Number Facts. Patterns and Relationships	
Phonics	Read First 16 Set 1 sounds Learning to blend: Word Time 1.1 to 1.4 with white speed sound cards. Fred Finger routines Spell using Fred Fingers CVC Fred Talk Games	Read all single letter sounds and blend orally Read words: Word Time 1.1 to 1.4 on Green Word Cards. Review previously taught words (1.1 to 1.4) Spell using Fred Fingers CVC	Read to blend all CVC and learn Set 1 Special Friends, review Set 1 single letter sounds (reading only) Read 3 sound words: Word Time 1.5 and 1.6 Review Word Time 1.2 to 1.4 Read 3 sound nonsense words includes with Set 1 and Special friends (chit) Spell using Fred Fingers including SF	CCVC, CVCC and 5 sound words (stamp/strop) Read 4/5 sound words: Word Time 1.6 and 1.7 Review Word Time 1.2 to 1.5 Read 4 sound nonsense words Spell using Fred Fingers 4/5 sound	Set 2 to be taught - focus on first half ay/ee/igh/ow/oo/oo teaching 3 sounds a week Read green words with set 2 sounds in. Continue to review Word Time 1.6 and 1.7 Read 3/4 sound nonsense words Spell using Fred Fingers Build fluency with commonly occurring storybook words (with/off/have)	Set 2 Sounds - focus on 2nd half ar / or / air/ ir/au/oy teaching 3 sounds a week. Read green words with set 2 sounds in. Continue to review Word Time 1.6 and 1.7 Read 3/4 sound nonsense words Spell using Fred Fingers Build fluency with commonly occurring storybook words (with/off/have)
Minimum book band book RWI linked to Phonics	IB	IC	Ditty PCM	Red Ditty Books	Read green books.	Read green or purple books

<p>Focus Subject - History or Geography</p>	<p>History: changes from baby to now</p> <p>People who help us: Jobs of our parents</p>	<p>Looking at celebrations in different religions Christmas Bonfire night What makes us special? What do we celebrate?</p>	<p>Journeys we have been on and how we have got there - transport</p>	<p>Physical and human geography and features of hot and cold places. Compare and contrast.</p>	<p>Traditional Tales History - retell the past from a story Literacy focus - rhyme, retelling stories</p>	
<p>Science</p>	<p>Animals including humans / baby animals</p>		<p>I wonder what it is like in Space Everyday materials</p>	<p>Living things and their habitats Understanding plants</p>		
<p>Art/DT</p>	<p>ART - draw/paint a self portrait</p>	<p>ART- Autumn Collage using leaves and celebrating this time of year</p> <p>ART- Bonfire night painting</p>	<p>DT- Rocket - junk modelling</p>	<p>ART - colour mixing</p>	<p>DT- Make a bear/pig/wolf mask linked to traditional tales</p>	<p>DT: Healthy me: food preparation</p>
<p>Computing</p>	<p>Interact and explore their environment using a range of multimedia equipment, including digital cameras, video cameras, microscopes etc. This could also include the use of tablets e.g. iPad to capture still and moving image.</p>	<p>Explore a teacher-selected website to find a desired page, using hyperlinks and navigation buttons</p>	<p>Collect information, e.g., by taking photographs or collecting object. Use ICT to sort and sequence objects on a screen or interactive whiteboard.</p>	<p>Explores a computer / laptop using the keyboard and mouse.</p>	<p>Can use a simple programme such as paint to draw a picture</p>	<p>Interact and explore their environment using a range of multimedia equipment, including digital cameras, video cameras, microscopes etc. This could also include the use of tablets e.g. iPad to capture still and moving image.</p>
<p>RE</p>	<p>F4 Being special: where do we belong?</p>	<p>F2 Why is Christmas special for Christians?</p>	<p>F1 Why is the word 'God' so important to Christians?</p>	<p>F3 Why is Easter special to Christians?</p>	<p>F5 What places are special and why?</p>	<p>F6 What times/stories are special and why?</p>

Music	<i>Me!</i>	<i>My Stories</i>	<i>Everyone!</i>	<i>Our World</i>	<i>Big Bear Funk</i>	<i>Reflect, Rewind, Replay</i>
PE	R.1 Chase games + 1 activity each week set up to develop Gross Motor - lead by an adult (perhaps in the afternoons through Continuous Provision)	R.2 Gymnastics + 1 activity each week set up to develop Gross Motor - lead by an adult (perhaps in the afternoons through Continuous Provision)	R.3 Underarm throw and rolling + 1 activity each week set up to develop Gross Motor - lead by an adult (perhaps in the afternoons through Continuous Provision)	R.4 Throwing, passing and catching + 1 activity each week set up to develop Gross Motor - lead by an adult (perhaps in the afternoons through Continuous Provision)	R.5 Multi directional chase games and racing + 1 activity each week set up to develop Gross Motor - lead by an adult (perhaps in the afternoons through Continuous Provision)	R.6 Bouncing and dribbling + 1 activity each week set up to develop Gross Motor - lead by an adult (perhaps in the afternoons through Continuous Provision)
Jigsaw/RSHE	R.1 Being me in my world	R.2 Celebrating difference	R.3 Dreams and goals	R.4 Healthy me	R.5 Relationships	R.6 Changing me

Year 1	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	7 weeks and 3 days	7 weeks	5 weeks and 4 days	7 weeks	3 weeks and 4 days	7 weeks
	Finlay Toy Factory		Where oh Where is Finlay Bear		The Great Space Race	
Trips and Experiences	<p>Toy museum box from Wilson Trust to handle artefacts</p> <p>Parents come in and create toy timelines in living memory with the children</p>	Pantomime - Everyman theatre	Walk around the local area	<p>Key tourist attraction walk in Gloucester city centre, to cover:</p> <p>The Cathedral (don't need to do an organised tour through them)</p> <p>Beatrix Potter museum and shops near here.</p> <p>The cross</p> <p>The Roman remains outside boots</p> <p>Through kings Walk</p> <p>The water sprinkler area by Iceland - eat lunch here on the benches</p>	Techniquest - Blast Off experience	
Reading Book	<p>Handa's surprise - Eileen Browne</p> <p>Oof makes an ooch - Duncan Beedie</p>	<p>Cinderella in New York -</p> <p>Zim Zam Zoom - James Carter</p>	<p>Ruby's worry - Tom Percival</p> <p>The lion inside - Rachel Bright</p>	<p>We all went on Safari - Lauri Krebs</p> <p>The bad-tempered ladybird - Eric Carle</p>	<p>Meerkat Mail - Emily Gravett</p> <p>I can only draw worms - Will Mabbitt</p>	<p>My Hair - Hannah Lee</p> <p>Rumble in the Jungle - Giles Andreae</p>
Literacy Genres	Back to school writing activities (TBC - 3 days)	Narrative - Little Red Hen (imitate 3 weeks)	NCR - Seasons (imitate - 3 weeks)	The papaya that spoke (imitate 3 weeks)	Instructions -how to build a rocket (imitate - 2 weeks)	Diary of an astronaut (Innovate - 3 weeks)

	I want my hat back (imitate - 3 weeks)	Narrative - Little Red Hen (innovate 3 weeks)	NCR - Seasons (Innovate - 3 weeks)	The papaya that spoke (innovate 3 weeks)	Instructions -how to build a _____ (Innovate - 2 weeks)	Recount - school trip (Innovate - 2 weeks)
	I want my hat back (innovate) - 3 weeks	Independent write - narrative		Independent write - NCR		Independent write - instructions
	Sentence building (Pobble pictures or a picture book)					
Maths Objectives	Number and place value: Up to at least 20 Geometry: properties of shape Addition and subtraction	Number and place value: up to 100 Addition and subtraction: Facts of 7-10 Geometry: properties of shape	Addition and subtraction: Facts of 11-16 Measurement - length	Addition and subtraction: Facts of 17-20 Fractions Geometry: Position and direction	Addition and subtraction Measurement - Time	Multiplication and division Measurement: Money Measurement - Mass and capacity
Phonics	Teach set 2 sounds- teach to gaps. Read all Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Teach set 2 sound gaps Read all Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Teach Set 3 first half (ea / ai / a-e / i-e / o-e / u-e / aw / are / ur) Read Set 3 Sounds and matched Phonics Green Words (once reading Set 2 sounds and words confidently) Read Set 1 and 2 Phonics Green Words and build speed. Read nonsense words. Spell using Fred Fingers: focus on Set 2 word.	Teach Set 3 second half (er/ ow/ ai/ oa/ ew/ ire/ ear /ure.) Sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Review Set 3 sounds, teaching to gaps. Sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: Set 3 words with matching Set 2 sound words for review. (Phonics screening check - June)	Read all of Set 1, 2 and 3 Corresponding Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words speedily Read nonsense words Spell using Fred Fingers: Set 2 and 3 words

Minimum book band book RWI linked to Phonics	Read purple books.	Read pink books	Read orange books	Read yellow books	Read yellow books	Read Blue books
Focus Subject - History or Geography	History - change in toys over time - look at different eras of history - e.g. Victorian toys to electronic toys. What has changed? What is the same?		Geography Local area, our school, the UK	Geography Hot and cold places Arctic V Australia	History - Change in transport over time	History - Neil Armstrong and Tim Peake Significant people in the past Reasons why they acted as they did Modern day space travel - Elon Musk Space travel
Science	Types of materials and their properties - make a toy		Seasonal changes	Wonder	Understanding plants, trees, structure of a plant/tree	Animals including humans - common animals: fish, amphibians etc and carnivores, omnivores, herbivores
Computing	1.1: We are treasure hunters Computer science	1.2: We are TV chefs Information Technology Digital Literacy Computer science	1.3: We are digital artists Information Technology Digital Literacy	1.4: We are publishers Information Technology Digital Literacy	1.5: We are rhythmic Information Technology Digital Literacy	1.6: We are detectives Information Technology Digital Literacy
RE	1.10 What does it mean to belong to a faith community?	1.1 What do Christians believe God is like?	1.7 Who is Jewish and how do they live?	1.2 Who do Christians say made the world?	1.9 How should we care for the world and for others, and why does it matter? (C, J, NR)	
Music	Hey you!	Rhythm In The Way We Walk and Banana Rap	In The Groove	Round And Round	Your Imagination	Reflect, Rewind, Replay
Art and DT Cross Curricular	ART draw a toy/teddy- could be a modern toy or toy from the past. Could be children's own item.	DT- Construction and Mechanical Skills- make a toy car using axels and wheels	DT: Textiles- Make a stuffed toy or puppet using a running stitch	ART Painting hot and cold places (Arctic V Australia) Using Cold and warm colours	DT: Making a rocket	ART Collage- space art collage

PE	1.1: Underarm throw and rolling <i>Developing practical game skills</i>	1.2: Gymnastics <i>Develop practical skills in gymnastics</i>	1.3: Dance <i>Develop practical skills in dance</i>	1.4: Catching and passing and overarm throw <i>Developing practical game skills</i>	1.5: Athletics <i>Develop practical skills in athletics</i>	1.6: Bouncing and dribbling <i>Developing practical game skills</i>
Jigsaw/RSHE	1.1 <i>Being me in my world</i>	1.2 <i>Celebrating difference</i>	1.3 <i>Dreams and goals</i>	1.4 <i>Healthy me</i>	1.5 <i>Relationships</i>	1.6 <i>Changing me</i>

	Autumn Term		Spring Term		Summer Term	
Year 2	The Great Fire of London and The Tudors		Around the World in ... Days Passport theme		Heroes in History: Florence Nightingale and Mary Seacole - Black History focus	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	7 weeks and 3 days	7 weeks	5 weeks and 4 days	7 weeks	3 weeks and 4 days	7 weeks
Trips and Experiences	Tudor/ Great Fire of London workshop - either in school or at the museum	Visit from the Fire Brigade - Fire Safety	Bristol - Wild Place - identify animals from all continents	Experience Easter at The Church	Talk from a nurse/ paramedic/ doctor - people who help us. Ambulance visit	Visit to Crickley Hill - inspiration for wood descriptions - can have a picnic here.
Reading Books:	Flat Stanley - Jeff Brown The day the crayons quit Drew Daywatt The proudest blue - Ibtihaj Muhammad No dragons for tea - Jean E Pendziwal	Fluff the Farting Fish - Michael Rosen The Owl who was Afraid of the Dark - Jill Tomlinson	Mr Gum (Andy Stanton)	The Twits - Roald Dahl	Firework makers daughter by Phillip Pullman	
Literacy Genres:	Back to school writing activities (TBC - 3 days)	Newspaper report - Great Fire of London (3 weeks)	Traditional tale - Goldilocks (3 weeks)	Poetry - animals (2 week)	Narrative - Lights on Cotton Rock (2 weeks)	Letter writing based on Lila running away (Firework Makers Daughter) 3 weeks

	Complaint letters - Day the Crayons Quit (3 weeks)	Narrative - Mog's Christmas (2 weeks)	Fact File - animal (2 weeks)	Persuasive Leaflet - Visit the UK (3 weeks)	NCR - recount of ambulance visit/paramedic talk (2 weeks)	Instructional writing (Making a Tealight holder out of clay) (2 weeks)
	Narrative - Owl Babies (2 weeks)	Independent writing: Narrative - The Owl who was afraid of the dark (1 week)		Independent write: persuasive leaflet on a new country (2 weeks)		Letter to my new teacher (independent writing 2 weeks)
	Biography - Samuel Pepys (2 weeks)					
Maths Objectives	Number and place value Geometry: properties of shape Addition and subtraction: Addition	Addition and subtraction: Subtraction Geometry: Properties of shapes Multiplication and division Geometry: Position and direction	Multiplication and division: Multiplication tables Measurement: Length and mass	Fractions Measurement: Time Measurement: Money	Statistics Measurement: Capacity and Temperature	Place value - secure Addition and subtraction - secure Multiplication and division - secure
Phonics	Read all of Set 1, 2 and 3 Sounds in multi-syllabic words Sounds and corresponding Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words speedily Read nonsense words	Read all of Set 1, 2 and 3 Sounds in multi-syllabic words Sounds and corresponding Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words speedily. Read nonsense words	Read all of Set 1, 2 and 3 Sounds in single syllable/multi-syllabic words with fluency Sounds and matched Phonics Green Words Speedily Read multi-syllabic words. Read nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words	Read all of Set 1, 2 and 3 Sounds in single syllable/multi-syllabic words with fluency Sounds and matched Phonics Green Words speedily Read multi-syllabic words Read nonsense words Spell using Fred Fingers: multi-	Access comprehension and spelling programmes.	Access comprehension and spelling programmes

	Spell using Fred Fingers: Set 2 and 3 words	Spell using Fred Fingers: Set 2 and 3 words Concentrate on fluency.		syllabic, Set 2 and 3 words		
Minimum book band book RWI linked to Phonics	Read blue books.	Read Grey books	Read grey books with fluency and comprehension.	Assessed as off the programme. Whole class reading - VIPERS focus	Whole class reading - VIPERS focus	Whole class reading - VIPERS focus
Focus Subject - History or Geography	History What happened in Great Fire of London Significant events in the past Geography: Locating London on a map/ key attractions	History of houses - how have they changed/ types of houses The Tudors - walk through Gloucester Geography: Make simple maps	Geography - post card theme Focus on the 7 continents and the five oceans Split into blocks on each continent Make comparisons between countries and locations		History - Florence Nightingale Significant people in the past Reasons why people in the past acted as they did Geography: Locating key places - Crimea and Florence	History - Mary Seacole Significant people in the past Reasons why people in the past acted as they did
Science	Everyday materials Identify and compare suitability of materials - making a lamp	Animals and their habitats	Animals including humans - how offspring grow - children to adults	Wonder	Observe how plants grow	Animals including humans - how humans stay alive Healthy lifestyle and exercise
Computing	2.1: We are astronauts Computer science Digital Literacy	2.2: We are game testers Computer science Digital Literacy	2.3: We are photographers Computer science Information Technology Digital Literacy	2.4: We are safe researchers Information Technology Digital Literacy	2.5: We are animators Information Technology Digital Literacy	2.6: We are zoologists Information Technology Digital Literacy
RE	1.6 Who is a Muslim and how do they live?	1.3 Why does Christmas matter to Christians?	1.6 Who is a Muslim and how do they live? Part 2.	1.5 Why does Easter matter to Christians?	1.4 What is the 'good news' Christians believe Jesus brings?	1.8 What makes some places sacred to believers? (C,M)
Music	Hands, Feet and Heart	Ho Ho Ho	I Wanna Play In A Band	Zootime	Friendship Song	Reflect, Rewind, Replay

Art and DT Cross Curricular	Art: Painting- Great Fire of London	DT: Moving Pictures - The Great Fire of London	Art: Weaving	DT: Food from around the World	DT: Creating a bag	Art: Tealight holders
PE	2.1: Underarm throw and rolling Developing practical game skills	2.2: Gymnastics Develop practical skills in gymnastics	2.3: Catching and passing Developing practical game skills	2.4: Dance Develop practical skills in dance	2.5: Athletics and overarm throw Develop practical skills in athletics Developing practical game skills	2.6: Bouncing and dribbling Developing practical game skills
Jigsaw/RSHE	2.1 Being me in my world	2.2 Celebrating difference	2.3 Dreams and goals	2.4 Healthy me	2.5 Relationships	2.6 Changing me

	Autumn Term		Spring Term		Summer Term	
Year 3	Rock and Roll! Stone Age and Iron Age		Deadly Disasters Extreme Earth (Fundraising for a disaster charity)		Navigating the Nile/ Ancient Egyptians	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	7 weeks and 3 days	7 weeks	5 weeks and 4 days	7 weeks	3 weeks and 4 days	7 weeks
Experiences and trips	Stone Age workshop	Visit from the Vicar to discuss RE Creation story	British Red Cross - educational talk.	Fundraising event for Rapid UK/ Red Cross or another rescue charity - coffee morning? Trip to the Mosque (RE)	Ancient Egyptian workshop	Visit to the Beach - Porthcawl
Reading Book	Stone Age Boy: Satoshi Kitamura Charlie and The chocolate factory - Roald Dahl		Seed by Caryl Lewis		Moon flight by Jill Lewis	
Literacy Outcomes	Back to school writing activities (TBC - 3 days)	Narrative - Retelling Stone Age boy (3 weeks)	Diary entry - in the perspective of Little Red Riding Hood (3 weeks)	Formal persuasive Letter (3 weeks)	Narrative = Time Slip Scarab (2 weeks)	Instructions for mummification (3 weeks)
	Narrative - The Clock tower (3 weeks)	Newspaper report on finding a stone age artefact (2 weeks)	Poetry (2 weeks) Natural disasters	NCR - volcanoes (2 weeks)	Poetry Blue Extinction by Sarisha Mehta (2 weeks)	Narrative - based on Moon flight (3 weeks)

	<p>Persuasive advert - new bar of chocolate (2 weeks)</p> <p>Descriptive writing - Charlie and the chocolate factory (2 weeks)</p>	<p>Independent writing - Newspaper report on concert (2 week)</p>		<p>Independent writing - NCR earthquakes and tsunamis (2 weeks)</p>		<p>Independent Writing - Narrative - innovate Slip Scarab (1 weeks)</p>
Maths Objectives	<p>Number and place value</p> <p>Geometry - properties of shape</p>	<p>Multiplication and division:</p> <p>Multiplication tables</p> <p>Addition and subtraction: Mental Methods - Addition</p> <p>Addition and subtraction: Mental Methods - Subtraction</p>	<p>Fractions</p> <p>Addition and subtraction: Written methods: Addition</p> <p>Addition and Subtraction: Written Methods: Subtraction</p>	<p>Multiplication and division</p> <p>Measurement: Money</p>	<p>Fractions - calculating</p> <p>Measurement: Time</p>	<p>Measurement: Length, mass and capacity</p> <p>Geometry: Properties of shapes (Angles)</p> <p>Statistics</p>
Focus Subject - History or Geography	<p>History - Stone Age</p> <p>Describe the changes in Britain from the Stone Age to the Iron Age.</p>	<p>History - Iron Age</p> <p>Describe the changes in Britain from the Stone Age to the Iron Age.</p>	<p>Tsunamis and flooding - link to local Geography study - Floods in Gloucester Northern and Southern hemisphere</p> <p>Volcanoes</p> <p>How they happen, features, where they are found, Ring of Fire, Tropics</p> <p>History: Flooding in Gloucester/ Eyewitness accounts</p>	<p>Locating key volcanoes on a map</p> <p>Understanding of human impact</p> <p>Earthquakes</p> <p>How they happen, features, where they are found, Ring of Fire, Tropics</p> <p>Impact of earthquakes</p>	<p>History - Ancient Egyptians</p> <p>Geographical features: human and physical geography of Egypt now</p>	

Science	Rocks and Fossils	Light and shadow	Forces and magnets	Wonder	Plants - features, how they grow, water transportation Plants in hot places compared to the UK	Animals including humans
Computing	3.1: We are programmers Computer science	3.2: We are bug fixers Computer science	3.4: We are who we are Information Technology Digital Literacy	3.3: We are presenters Information Technology Digital Literacy	3.5: We are co-authors Computer science Information Technology Digital Literacy	3.6: We are opinion pollsters Computer science Information Technology Digital Literacy
RE	L2.1 What do Christians learn from the Creation story?	L2.2 What is it like for someone to follow God?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.9 How do festivals and worship show what matters to a Muslim?	L2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place? (C, M/J, NR)
Music	Music lessons: Recorders (10 weeks)	Music lessons: Recorders (10 weeks)	Let Your Spirit Fly	Gluckenspiel Stage 1	Three Little Birds	The Dragon Song
Art and DT Cross Curricular	ART Painting- cave painting project. Watercolour wash background with layered paint detail including animals. Charcoals included to add extra detail.	ART Painting and Drawing. Study Stonehenge. Create a silhouette painting of Stonehenge at sunset or sunrise	ART Printing, drawing- create prints inspired by Hokusai's many depictions of Mount Fuji. Look at the 36 views of Mount Fuji and the Great Wave.	DT- Construct a volcano choosing suitable techniques to strengthen design	ART Mixed media collage portraits in the style of ancient Egyptians incorporating mosaic and montage	DT- Egyptian recipes and cooking
PE	3.1: Football Developing practical game skills	3.2: Gymnastics Develop practical skills in gymnastics	3.3: SAQ Develop practical skills in athletics	3.4: Invasion games and dance Developing practical game skills Develop practical skills in dance	3.5: Athletics Develop practical skills in athletics	3.6: Rounders Developing practical game skills
Jigsaw/ RSHE	3.1 Being me in my world	3.2 Celebrating difference	3.3 Dreams and goals	3.4 Healthy me	3.5 Relationships	3.6 Changing me

	Autumn Term		Spring Term		Summer Term	
Year 4	Rotten Romans Glorious Glevum		Journey to the River Sea! Come Sail with Me!		Ancient Greeks Olympics	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	7 weeks and 3 days	7 weeks	5 weeks and 4 days	7 weeks	3 weeks and 4 days	7 weeks
Trips and experiences	Caerleon Roman Trip - Wales	Trip into Gloucester to explore Glevum - workshop with the museum	River trip down the Sharpness Canal/ Waterways Museum Gloucester Quays		Cattle Country - Kids Day Out	Hosting Finlay Olympics
Reading book	The Hodgeheg - Dick King Smith The Sheep Pig - Dick King Smith		The super miraculous journey of Freddie Yates - Jenny Pearson		Kensuke's Kingdom - Michael Morpurgo	
Literacy Outcomes	Back to school writing activities (TBC - 3 days)	Diary of a Roman soldier (Dum Spiro) (3 weeks)	Newspaper report - 3 Little Pigs (3 weeks)	Persuasive letter Letter to government about plastic pollution (3 weeks)	Fact file - NCR - Ancient Olympics (2 weeks)	Recount of trip/experience (2 weeks)
	Narrative - Le Petit Cordonnier (3 weeks)	Instructions - Roman Roads (3 weeks)	Explanation - how are rivers formed/the water cycle (2 weeks)	Poetry: Sound collector or The River by Valerie Bloom (2 weeks)		Independent Writing: Tourist leaflet on country of their choice (2 week)
	Narrative - Romulus and Remus myth (2 weeks)	Independent Writing: Narrative - alternative ending to Romulus and Remus (1 week)		Independent Writing: Persuasive letter - living in a mountain (2 weeks)		

	Explanatory text - Digestive System (2 weeks)					
Maths Objectives	Number and place value Geometry: Properties of shape	Multiplication and division including Multiplication Tables Addition and subtraction mental methods - Addition Addition and subtraction: Mental Methods - Subtraction	Multiplication and division: Multiplication tables Addition and subtraction - Written Methods - Addition Addition and subtraction - written methods - Subtraction	Multiplication and division Geometry: Properties of shapes (Angles)	Decimals Fractions	Decimals: Addition and subtraction Measurement: Time and converting units Measurement; Perimeter and area Geometry: Position and direction Statistics
Focus Subject - History or Geography	History - Ancient Rome Locating key places/countries: Rome, Italy, Hadrian's Wall, Scotland etc.	History - Roman Legacy Glevum and Roman Gloucester - Legacy	Locating Rivers and famous mountain ranges in the UK Famous Rivers and mountain ranges around the world Tracking Rivers	Geography How do rivers work? From source to mouth Plastic pollution Erosion of coast lines and mountains Local history - Gloucester canals	History - Ancient Greece Locate Greece on a map	History - Olympics and the change in this over time. Compare and Contrast Modern and Ancient Greece: human and physical features.
Science	Animals including humans - Digestive system	Electricity - circuits and how they work (Chariot)	Materials changing state - solid, liquid, gases The Water Cycle Reversible and irreversible changes	Wonder	Classification Living things Environment change Food chains	Sound and how it travels
Computing	4.1: We are software developers Computer science	4.3: We are musicians Computer science	4.5: We are artists Information Technology	4.4: We are bloggers Computer science	4.6: We are meteorologists Computer science	4.2: We are makers Computer science

		Information Technology Digital Literacy		Information Technology Digital Literacy	Information Technology Digital Literacy	
RE	L2.3 What is the 'Trinity' and why is it important for Christians?	L2.7 What do Hindus believe God is like?	L2.8 What does it mean to be Hindu in Britain today?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	L2.11 How and why do people mark the significant events of life? (C, H, NR)
Music	Mamma Mia	Glockenspiel Stage 2	Violins	Music Lessons: violin	Stop!	Lean On Me
Art and DT Cross Curricular	ART Sculpture - clay - Roman pottery	DT Food Mechanical leavers/ pulleys	ART Observational Sketching - sea shells	ART Paint Watercolour	ART and DT Weaving and stitching, Materials,	Textiles - Sewing a badge with a letter
PE	4.1: Football Developing practical game skills	4.2: Netball Developing practical game skills	4.3: Gymnastics Develop practical skills in gymnastics	4.4: Tag Rugby Dance (taken by class teacher during the year) Developing practical game skills Develop practical skills in dance	4.5: Athletics Develop practical skills in athletics	4.6: Cricket Developing practical game skills
Jigsaw/ RSHE	4.1 Being me in my world	4.2 Celebrating difference	4.3 Dreams and goals	4.4 Healthy me	4.5 Relationships	4.6 Changing me

Year 5	Autumn Term		Spring Term		Summer Term	
	Invaders and Settlers - Saxons, Vikings and Mayans		Deforestation The Rainforest - North and South America		Chocolate! Ancient Maya	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	7 weeks and 3 days	7 weeks	5 weeks	5 weeks	7 weeks	7 weeks
Trips and Experiences	Space Dome Planetarium Visit		Wildlife/rainforest animal experience - holding different animals [Could contact federation school to see if you wanted to do it on the same day to reduce cost]		Wagamamas - [book at the beginning of the year].	Drayton Manor
Reading Book	Wonder - R J Palacio		The Explorer - Katherine Rundell		The Boy in the Tower - Polly Ho-Yen	
Literacy Outcomes	Back to school writing activities (TBC - 3 days)	Narrative - Beowulf (3 weeks)	Narrative - The Alchemist (3 weeks)	Narrative - falling through the layers of the Rainforest (3 weeks)	Persuasive letter - Drayton Manor (2 weeks)	Narrative - The day of the dead (3 weeks)
	Narrative - The wish granter (3 weeks)	NCR - Anglo Saxons (2 weeks)	Informal letter - The Alchemist (3 weeks)	Balanced argument - deforestation (2 weeks) Check the order of geography lessons and move if needed	Poetry: Chocolate theme (2 weeks)	Recount: Drayton Manor trip (3 weeks)
	Diary entry - The wish granter (2 weeks)	Independent Write: NRR - space and the solar system (2 week)		Independent Write: Rewrite a section of Falling Through the Rainforest (2 week)	Independent Write: Recount: transition day (1 week)	

	Explanatory text - How to be an Anglo Saxon (2 weeks)					
Maths Objectives	Number and place value Decimals Geometry: Properties of shapes	Addition and subtraction Multiplication and division: Powers of 10 Multiplication and division: Properties of number	Multiplication and division: Written Methods Geometry: Position and Direction	Fractions, decimals and percentages Measurement: Length, mass and capacity	Fractions: Calculating	Measurement: Area and volume Geometry: Properties of shapes Measurement: Time Statistics
Focus Subject - History or Geography	<p style="text-align: center;"><i>History:</i></p> <p style="text-align: center;">Viking and Anglo Saxon struggle for the Kingdom of England Viking and Saxon Britain - Gloucester as a Saxon village Alfred the Great Locating key countries associated with Vikings and Saxons</p>		<p style="text-align: center;"><i>Geography: Americas Focus</i></p> <p style="text-align: center;">Build on knowledge of the tropics of Cancer and Capricorn, Locating places in North and South America, Features of N and S America, Deforestation. Life in a rainforest city (Manaus, Brazil)</p>		<p style="text-align: center;"><i>History:</i></p> <p style="text-align: center;">A study of the Maya, Inca and Aztec Civilisation Locating key countries and cities associated with Maya and Aztecs.</p>	
Science Building Bridges with Oxford Uni Enrichment programme	Science - states of matter and reversible and irreversible changes, dissolving, filtering	Space Link to the Space Dame experience visit	Science - Living things and their habitats/ plants: life cycles of animals, reproduction in plants (green eyed tree frog)	Wonder Oxford Science workshops if continued next academic year.	Forces and magnets	Changes in humans as they age (adolescence and puberty)
Computing	5.1: We are game developers Computer science	5.2: We are cryptographers Computer science	5.3: We are architects Computer science Information Technology Digital Literacy	5.4: We are web developers Computer science Information Technology Digital Literacy	5.5: We are adventure gamers Information Technology Digital Literacy	5.6: We are VR designers Computer science Information Technology
RE	U2.1 What does it mean if Christians	U2.8 What does it mean to be a	U2.3 Why do Christians believe	U2.9 Why is the Torah so	U2.4 Christians and how to live: 'What would Jesus do?'	U2.10 What matters most to Humanists

	<i>believe God is holy and loving?</i>	<i>Muslim in Britain today?</i>	<i>Jesus was the Messiah?</i>	<i>important to Jewish people</i>		<i>and Christians? (C, M/J, NR)</i>
Music	<i>Livin' On A Prayer</i>	<i>Classic Jazz I</i>	<i>Make you Feel My Love</i>	<i>The Fresh Prince of Bel-Air</i>	<i>Music Lessons: Ukulele</i>	<i>Music Lessons: Ukulele</i>
Art and DT Cross Curricular	<i>DT: (Cooking)</i>	<i>DT: Viking long ship using wood and cardboard</i>	<i>ART Collage (texture): Rainforest</i>	<i>DT: Cam mechanism</i>	<i>ART Observational drawing (realistic) including shade and tone - animal</i>	<i>ART Print Making inspired by Mayan culture</i>
PE	<i>5.1: Football Developing practical game skills</i>	<i>5.2: Netball Developing practical game skills</i>	<i>5.3: Gymnastics Develop practical skills in gymnastics</i>	<i>5.4: Tag rugby Developing practical game skills</i>	<i>5.5: Athletics (taken by the teacher) and Tennis Developing practical game skills Develop practical skills in athletics</i>	<i>5.6 Dance (taken by the teacher) and Rounders Developing practical game skills Developing practical skills in dance</i>
Jigsaw/ RSHE	<i>5.1 Being me in my world</i>	<i>5.2 Celebrating difference</i>	<i>5.3 Dreams and goals</i>	<i>5.4 Healthy me</i>	<i>5.5 Relationships</i>	<i>5.6 Changing me</i>

Year 6	Autumn Term		Spring Term		Summer Term	
	We'll Meet Again! World War 2		Ice Explorers Arctic and Antarctica		Let Me Entertain You! History of Entertainment	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	7 weeks and 3 days	7 weeks	5 weeks	5 weeks	7 weeks	7 weeks
Experiences and trips	Evacuee experience on Steam Train - Winchcombe	Poppy Appeal fundraising Ration meal with parents	Sherbourne Cinema experience [After SATS].		Stratford Upon Avon - look at educational workshops at RSC - link to Macbeth	Residential Prom Performance
Reading Book	Letters to the Lighthouse: Emma Carroll		Skellig - David Almond		The Final Year - Matt Goodfellow	
Literacy Outcomes	Back to school writing activities (TBC - 3 days)	NCR - The Blitz/Battle of Britain (3 weeks)	Narrative - Francis Drake story (3 weeks)	Poetry (3 weeks) - Aurora Borealis - Grace Nichlas If - Rudyard Kipling	Description of the three witches (Macbeth) - 3 weeks	Fable: The Fountain of Fair Fortune (3 weeks)
	Narrative - Alma (3 weeks)	Narrative - Flashback stories (A German in the woods/ The Piano) (3 weeks)	Diary entry - Francis Drake point of view (2 weeks)	Biography: Ernest Shackleton (3 weeks)	Independent Write: Description of the three witches (1 week)	Persuasive argument - defending residential trip (3 week)
	Explanatory text - Circulatory System (3 weeks)	Independent Write: Flashback story (1 week)	Independent Write: Narrative - Diary entry - Francis point of view (1 week)	Independent Write: Biography: Robert Scott (1 week)	Independent Write: Persuasive argument (1 week)	

	Independent Write: Circulatory System (1 week)					
Maths Objectives	Number and place value Decimals Multiplication and division Geometry: Position and Direction	Fractions, decimals and percentages Geometry: Properties of shapes - Angles Geometry: Properties of shape Addition, subtraction, multiplication and division	Fractions: Calculating	Ratio and proportion Measurement: Converting units Measurement: Area and volume Algebra	Statistics Targeted revision and SATS	Fractions, decimals and percentages: Secure Algebra: Secure Ratio and proportion: Secure
Focus Subject - History or Geography	History: World War 2: Britain beyond 1066. Developing a chronological awareness. Locating countries significant during World War 2: allies and axes.	History: World War 2: Britain beyond 1066. Developing a chronological awareness. Role of men, women and children	Geography Know about the Arctic and Antarctic, discussing land, sea and climate Longitude and Latitude, Greenwich Mean Time • Describe the impact of human activity has caused environments to change: Melting ice caps/Global warming Work of Ernest Shackleton History: Ernest Shackleton and Endurance	History Leisure and Entertainment up to present day: A change in an aspect of social history. Shakespeare, Charlie Chaplin, Disney (animation), Modern day film and CGI Role of men/women/children - social class at the theatre (Globe) - cost of tickets, place to sit, gender of actors, how the women was perceived in silent movie		
Science	Animals including humans: Exercise and the Circulatory System	Electricity	Living things and animals: classification of animals and plants	Wander	Evolution and inheritance (link to RSHE)	Light
Computing	6.2: We are computational thinkers Computer science	6.4: We are connected Computer science Information Technology Digital Literacy	6.3: We are publishers Computer science Information Technology Digital Literacy	6.5: We are advertisers Information Technology Digital Literacy		6.6: We are AI developers Computer science Information Technology
RE	U2.2 - Creation and Science: Conflicting or	U 2.11 - Why do some people believe	U2.7. Why do Hindus want to be	U2.5 - What do Christians believe	U2.6 - For Christians, what	U 2.12 How does faith help when life gets hard?

	complimentary (Genesis and Science)	in God and some people not?	good? (Karma, Samsara, Moksha)	God did to save people?	type of King is Jesus?	
Music	Happy	Classroom Jazz 2	A New Carol	You've got a friend in me	Music and Me	Songs and music to support Y6 production
Art and DT Cross Curricular	ART Sculpture (using wire and moulds) - create a clay poppy	DT- Textiles- Join textiles with a combination of stitching techniques. Mend and make do linked to WW2	ART Painting (David McEown - Antarctic Peninsula) Combine colours, tones and tints to enhance the mood of a piece. Use the qualities of watercolour and acrylic paints to create visually interesting pieces, drawing upon ideas from other artists.	ART Drawing Observational drawing - including lines, shadow and movement of Penguins to create an additional layer to artwork.	DT Construction, Materials and Mechanical: Lighthouse that lights up	ART Textiles
PE	6.1: Football Developing practical game skills	6.2: Netball Developing practical game skills	6.3: Gymnastics Develop practical skills in gymnastics	6.4: Tag rugby Developing practical game skills	6.5: Athletics (taken by the class teacher) and tennis. Develop practical skills in athletics Developing practical game skills	6.6: Cricket and dance (taken by teacher for production) Developing practical game skills Develop practical skills in dance
Jigsaw/ RSHE	6.1 Being me in my world	6.2 Celebrating difference	6.3 Dreams and goals	6.4 Healthy me	6.5 Relationships	6.6 Changing me