

St John's Curriculum Overview 2021 - 2022

	Year 1	Year 2	Year 3	Year 4	Year 5/6	Year 6
Values	Belonging	Perseverance	Respect	Forgiveness	Truth	Aspiration

<p>Enquiry drivers and questions</p>	<p><u>Geography (Coleford)/Science</u> Where do I live?</p> <p><u>Science (Animals including humans)</u> How do I use my senses?</p> <p><u>History (Remembering the past)</u> How do we remember someone from the past?</p> <p><u>DT (Moving parts)/Science- (Materials)</u> How can we make a toy character move?</p> <p><u>History (Changes over time)</u> What has changed since I was born?</p> <p><u>Science (Animals including humans)</u> Are all Animal the same?</p> <p><u>Art (Lines)</u> Are all lines the same?</p> <p><u>Geography (Climate/weather)/Science (Seasonal changes)</u> Why is it sometimes hot and sometimes cold?</p>	<p><u>History (Finding out about the past)</u> Was the fire great?</p> <p><u>DT (Textiles)</u> What is the most suitable material to make a decoration out of?</p> <p><u>Geography (China vs UK) / Science</u> Where in the world would you rather be China or the UK?</p> <p><u>Geography (Oceans)</u> What's the difference between an ocean and a sea?</p> <p><u>Science</u> How do we keep the world special?</p> <p><u>History (Mushet)</u> How has transport changed and what were the Mushet's contribution to this?</p> <p><u>Art (Colour)</u></p>	<p><u>Geography (Volcanoes and Earthquakes)</u> Which is worst: a volcanic eruption or an earthquake?</p> <p><u>Art (Digital Art)</u> Is digital art, real art?</p> <p><u>Science (Light)</u> Is a star a light?</p> <p><u>History (Ancient Greeks)</u> How did the Ancient Greeks celebrate culture?</p> <p><u>Geography (Geographical Location)</u> How does our forest compare to the Amazon Rainforest?</p> <p><u>History (Stone Age)</u> What was life like in the Stone Age?</p> <p><u>DT (Electrical and mechanical component)</u></p>	<p><u>History (Romans)</u> Q: Who were the Romans and what did they do for me?</p> <p><u>Geography (Planning a journey)/Science (Electricity)</u> Is it possible to travel 'as the crow flies'?</p> <p><u>History (Children of the Forest)</u> Q: What would my life have been like in the past?</p> <p><u>DT (Cooking)/Science (States of Matter)/Science (Animals including humans)</u> Q: Can you make a healthy snack?</p> <p><u>Geography (United Kingdom)/Science (States of Matter)/Science (Living things and their habitats)/Science(Animals including humans)</u> Q: Rewilding: What does the United Kingdom have to offer?</p> <p><u>Art (Sculpture)</u></p>	<p><u>History (Vikings)</u> Q: Who was in conflict with the Anglo-Saxons?</p> <p><u>Science (Animals including humans)</u> Q: Why is a heart not ∞ shaped?</p> <p><u>DT (Wood work – hedgehog house) Science – Living things and their habitats (y6 and y4)</u> Q: What materials is best for a hedgehog house?</p> <p><u>History (WW1)</u> Q: How did WW1 impact Coleford and the surrounding area?</p> <p><u>Geography (Ordnance Survey maps)</u> Q: Where can we go for a picnic?</p> <p><u>Science (Electricity y4 and y6)</u> Q: Is that bulb on?</p>	<p><u>Science (Light)</u> Q: Why can't we see in the dark?</p> <p><u>History (WW1/WW2 comparative study) / Art</u> Q: Did the Great War and World War Two impact the Forest of Dean in the same way?</p> <p><u>Science (Animals, including Humans)</u> Q: Is one part of the circulatory system more important than another?</p> <p><u>Art (Value)</u> Q: Is art only as good as its value?</p> <p><u>Geography (Deserts) /Science (Evolution and Inheritance)/ Science (Living things and their habitats)</u> Q: Why can't all plants and animals survive in a desert?</p> <p><u>Science (Electricity)</u></p>
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		<p>How can we mix all of the colours at St John's?</p>	<p>How could miners transport their coal?</p>	<p>Q: When does an object become a sculpture?</p> <p><u>Science (Sound)</u> Q: How are sounds made?</p>	<p><u>Geography (Deserts) Science (Evolution and inheritance)</u> Q: How do animals and plants adapt to live in an extreme environment?</p> <p><u>Science (Light)</u> Q: How are shadows made?</p>	<p>Q: Would anything change if I added another bulb to this circuit? Prove it!</p> <p><u>Geography (OS maps)</u> Q: How do we get from A to B?</p> <p><u>DT (Scarr Bandstand roof) /Art</u> Q: What would be a suitable roof design for the Scarr Bandstand?</p> <p><u>History (Ancient Civilizations - Ancient Sumer)</u> Q: What factors were most important to establishing and maintaining an ancient civilization?</p>
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English Texts	Term 1 – Little Red Hen Term 2 – Mole's Star Term 3 – Oi Frog Term 4 – The Night Box & Orion & The Dark Term 5 – The Queen's Hat Term 6 - Manfred The Baddie	Term 1 - Paddington Term 2 – Way Home for Wolf Term 3 - The Tale of Jemima Puddleduck Term 4 – Greta & The Giants / Tidy Term 5 - Fantastic Mr Fox Term 6 –The Diary of a Killer Cat	Term 1 – The Bear and The Piano Term 2 – Mary Poppins Term 3 – Velveteen Rabbit Term 4 – The Iron Man Term 5 – The Zoo Term 6 – Oscar Wilde Books	Term 1 – How to Train Your Dragon Term 2 – Wolves in the walls Term 3 – Phileas's Fortune Term 4 – The Lion the Witch and the Wardrobe Term 5 – The Day I was erased Term 6 - The miraculous Journey of Edward Tulane	Term 1 – The Wizards of Once Term 2 – Nevermoor Term 3 – Skellig Term 4 – The Arrival Term 5 – Wonder Term 6 - Macbeth	Term 1 - Skellig Term 2 – Wonder Term 3 - Tom's Midnight Garden Term 4 – The Arrival Term 5 – Macbeth Term 6 - The Lost Magician
Stop Drop and Read	Term 1 – Little Red Riding Hood The Three Billy Goats Gruff Chicken Licken The Magic Porridge Pot Traditional and Fairy tales – ARE expectations and link to Little Red Hen Term 2 - The Story of the Little Mole Who Knew it Was None of His Business by Werner Holzwarth and Wolf Erlbruch Bringing Down the Moon by Jonathan Emmett and Vanessa Cabban Look up at the Stars by Katie Cotton and Miren Asiain Lora Related Read into writing texts Term 3 - Oi Dog! Oi Puppies!	Term 1 - Other texts by Michael Bond: Paddington and the Grand Tour Padding and the Marmalade Maze Key author linked to writing unit Term 2 - Little Red Riding Hood The Three Little Pigs The True Story of the Three Little Pig by Jon Scieszka Related Read into Writing texts Term 3 -	Term 1 - The Bear, the Piano, the Dog and the Fiddle by David Litchfield Jemmy Button by Jennifer Uman and Alix Barzelay A Brave Bear by Sean Taylor Wild by Emily Hughes Read into Writing related texts Term 2 - Madame Doubtfire by Anne Fine Read into Writing related texts	Term 1 - Other books in the How to Train Your Dragon series by Cressida Cowell Read into Writing related texts Term 2 - Beware of the Storybook Wolves by Lauren Child Who's Afraid of the Big Bad Book? by Lauren Child The Last Wolf by Michael Morpurgo Read into Writing related texts Term 3 - The Truth Pixie by Matt Haig Read into Writing related texts Term 4 -	Term 1 - A Place called Perfect by Helena Duggan Read into Writing related text Term 2 - Child choice Teacher choice Meet needs of children Term 3 - What Mr Darwin Saw by Mick Manning Read into Writing related text Term 4 - Who are Refugees and Migrants? What Makes	Term 1 - What Mr Darwin Saw by Mick Manning Read into Writing related text Term 2 - Street Child by Berlie Doherty Read into Writing related text Term 3 - Goodnight Mister Tom by Michelle Magorian Read into Writing related text Term 4 - Stepping Stones: A Refugee Family's Journey by

	<p>Oi Cat!</p> <p>Oi Duck-Billed Platypus! By Kes Grey</p> <p>Related Read into writing texts</p> <p>Term 4 - Child choice</p> <p>Teacher choice from Year 1 Pie Corbett Reading Scheme</p> <p>Meet needs of children</p> <p>Term 5 - The Queen's Lift- Off</p> <p>The Queen's Present by Steve Anthony</p> <p>Related Read into writing texts</p> <p>Term 6 - How the Grinch Stole Christmas by Dr Seuss</p> <p>Alan's Big Scary Teeth by Jarvis Camille and the Sunflowers by Laurence Anholt</p> <p>Related Read into writing texts</p>	<p>Other texts by Beatrix Potter:</p> <p>The Tale of Samuel Whiskers</p> <p>The Tale of Mrs Tigglywinkle</p> <p>Key Author related to Read into Writing text</p> <p>Term 4 - Child choice</p> <p>Teacher choice</p> <p>Meet needs of children</p> <p>Term 5 - The Twits by Roald Dahl</p> <p>Key Author related to Read into Writing text</p> <p>Term 6 - Six Dinner Sid by Inga Moore</p> <p>The Cat in the Hat by Dr. Seuss</p> <p>Goodbye Mog by Judith Kerr</p> <p>Related Read into writing texts</p>	<p>Term 3 - Pinocchio by Carlo Collodi</p> <p>Related Read into Writing text</p> <p>Term 4 - The Coming of the Iron Man by Brenda Williams</p> <p>Related Read into Writing text</p> <p>Term 5 - Child choice</p> <p>Teacher choice</p> <p>Meet needs of children</p> <p>Term 6 - The Complete Grimm's Fairy Tales by The Brothers Grimm</p> <p>Aesop's Fables by Aesop</p> <p>Related Read into Writing texts</p>	<p>Child choice</p> <p>Teacher choice</p> <p>Meet needs of children</p> <p>Term 5 - Honey, I Shrunk the Kids by Hiller and Hiller</p> <p>Read into Writing related texts</p> <p>Term 6 - The Firework-Maker's Daughter by Philip Pullman</p> <p>Read into Writing related texts</p>	<p>People Leave their Homes? And Other Big Questions by Michael Rosen and Annemarie Young</p> <p>Read into Writing related text</p> <p>Term 5 - There's a Boy in the Girls' Bathroom by Louis Sachar</p> <p>Read into Writing related text</p> <p>Term 6 - Other Shakespeare plays – A Stage full of Shakespeare Stories by Angela McAllister</p> <p>Related Read into Writing text</p>	<p>Margriet Ruurs and Nizar Ali Badr</p> <p>Read into Writing related text</p> <p>Term 5 - Other Shakespeare plays – A Stage full of Shakespeare Stories by Angela McAllister</p> <p>Related Read into Writing text</p> <p>Term 6 - The Day War Came by Nicola Davies</p> <p>Related Read into Writing text</p>
<p>Key text Non-Fiction</p>	<p><u>Formal letter</u></p> <p>Mole's Star</p> <p>The Queens Hat</p>	<p><u>Formal letter</u></p> <p>Diary of a Killer Cat</p>	<p><u>Formal letter</u></p> <p>The Zoo</p>	<p><u>Formal letter</u></p>	<p><u>Formal letter</u></p> <p>Wonder, Nevermoor</p>	<p><u>Formal letter</u></p> <p>Wonder, Tom's Midnight Garden</p>

	<p><u>Explanation</u> The Little red hen</p> <p><u>Instructions</u> The Little red hen Manfred the baddie</p> <p><u>Recount (inc newspaper)</u> Mafred and the baddie</p> <p><u>Informal letter</u> Orion and the dark Oi frog</p> <p><u>Non-chronological report</u> The little red hen Mole's star Manfred the baddie Oi Frog The Queens hat</p> <p><u>Persuasion</u> Orion and the dark</p> <p><u>Discussion</u> Orion and the dark The night box</p>	<p><u>Explanation</u></p> <p><u>Instructions</u> Paddington Way Home for Wolf The Tale of Jemima Puddleduck Diary of a Killer Cat</p> <p><u>Recount (inc newspaper)</u> Greta and the Giants Jemima Puddleduck Fantastic Mr Fox</p> <p><u>Informal letter</u> Paddington Fantastic Mr Fox Diary of a Killer Cat</p> <p><u>Non-chronological report</u> Paddington Way Home for Wolf Jemima Puddleduck Fantastic Mr Fox Diary of A Killer Cat</p> <p><u>Persuasion</u> Jemima Puddleduck Greta and the Giants / Tidy</p> <p><u>Discussion</u></p>	<p><u>Explanation</u></p> <p><u>Instructions</u> Velveteen Rabbit</p> <p><u>Recount (inc newspaper)</u> Iron Man</p> <p><u>Informal letter</u> Mary Poppins, The Bear and the piano x2</p> <p><u>Non-chronological report</u> Velveteen Rabbit, The Zoo, The Bear and the piano</p> <p><u>Persuasion</u> Iron Man, The Bear and the Piano, Oscar Wilde Books</p> <p><u>Discussion</u></p>	<p>How to Train Your Dragon, Phileas's Fortune,</p> <p><u>Explanation</u></p> <p><u>Instructions</u></p> <p><u>Recount (inc newspaper)</u> The Miraculous Journey,</p> <p><u>Informal letter</u> The Lion Witch and Wardrobe, The Day I was erased,</p> <p><u>Non-chronological report</u> The Day I was erased,</p> <p><u>Persuasion</u> The Lion Witch and Wardrobe,</p> <p><u>Discussion</u></p>	<p><u>Explanation</u> Wonder</p> <p><u>Instructions</u></p> <p><u>Recount (inc newspaper)</u> Skellig, The Arrival, Macbeth, Wonder, Nevermoor</p> <p><u>Informal letter</u> The Arrival</p> <p><u>Non-chronological report</u></p> <p><u>Persuasion</u> Macbeth</p> <p><u>Discussion</u> Skellig</p>	<p><u>Explanation</u> Wonder</p> <p><u>Instructions</u></p> <p><u>Recount (inc newspaper)</u> Skellig, The Arrival, The Lost Magician, Macbeth, Wonder</p> <p><u>Informal letter</u> The Arrival</p> <p><u>Non-chronological report</u></p> <p><u>Persuasion</u> The Lost Magician Macbeth</p> <p><u>Discussion</u> Skellig, The Lost Magician</p> <p><u>Informational text</u> The Lost Magician, Tom's Midnight Garden</p>
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		Greta and the Giants / Tidy				
Enquiry Non-Fiction	<u>Formal letter</u> Enquiry 2 <u>Explanation</u> Enquiry 3 <u>Instructions</u> Enquiry 1 Enquiry 3 <u>Recount (inc newspaper)</u> Enquiry 2 Enquiry 1 <u>Informal letter</u> Enquiry 1 <u>Non-chronological report</u> Enquiry 6 <u>Persuasion</u> Enquiry 6 <u>Discussion</u> Enquiry 5	<u>Formal letter</u> Enquiry 4 <u>Explanation</u> <u>Instructions</u> Enquiry 2 <u>Recount (inc newspaper)</u> Enquiry 1 and 5 <u>Informal letter</u> Enquiry 1 and 3 <u>Non-chronological report</u> Enquiry 3 and 5 <u>Persuasion</u> Enquiry 4 <u>Discussion</u> Enquiry 4	<u>Formal letter</u> Enquiry 1 and 8 <u>Explanation</u> Enquiry 2, 6 and 7 <u>Instructions</u> Enquiry 5 and 8 <u>Recount (inc newspaper)</u> Enquiry 1 and 4 <u>Informal letter</u> Term 4 and 5 <u>Non-chronological report</u> Enquiry 2, 5 and 7 <u>Persuasion</u> Enquiry 2, 4 and 7 <u>Discussion</u>	<u>Formal letter</u> <u>Explanation</u> <u>Instructions</u> Enquiry 2, Enquiry 4 <u>Recount (inc newspaper)</u> Enquiry 1, <u>Informal letter</u> <u>Non-chronological report</u> Enquiry 1 <u>Persuasion</u> Enquiry 5, <u>Discussion</u> Enquiry 3 (to be read as a Podcast)	<u>Formal letter</u> <u>Explanation</u> Enquiry 2 and Enquiry 9 <u>Instructions</u> Enquiry 3 <u>Recount (inc newspaper)</u> <u>Informal letter</u> Enquiry 4 <u>Non-chronological report</u> Enquiry 1 and Enquiry 8 <u>Persuasion</u> Enquiry 6 <u>Discussion</u>	<u>Formal letter</u> <u>Explanation</u> Enquiry 1 and 3 <u>Instructions</u> Enquiry 3 and 7 <u>Recount (inc newspaper)</u> <u>Informal letter</u> <u>Non-chronological report</u> Enquiry 2, 3 and 5 <u>Persuasion</u> <u>Discussion</u> Enquiry 9
Science	(Year 1 Science Key Assessment Criteria) -Plants -Animals, including humans -Everyday materials	(Year 2 Science Key Assessment Criteria) -Plants	(Year 3 Science Key Assessment Criteria) -Plants	(Year 4 Science Key Assessment Criteria) -Living things and their habitats	(Year 6 Science Key Assessment Criteria + Y4 KAC for Living things and their	(Year 6 Science Key Assessment Criteria) -Living things and their habitats

	-Seasonal changes	Animals, including humans -Use of everyday materials -Living things and their habitats	-Animals, including humans -Rocks -Light -Forces and magnets	-Animals, including humans -States of matter -Electricity -Sound	habitats/Electricity) -Living things and their habitats (+ Y4 KAC Living things and their habitats) -Animals, including humans -Evolution and inheritance -Light -Electricity (+ Y4 KAC Electricity)	-Animals, including humans -Evolution and inheritance -Light -Electricity
Geography	(Year 1 Geography Key Assessment Criteria) -Coleford -Climate/Weather	(Year 2 Geography Key Assessment Criteria) - Oceans - China vs UK (Winter Olympics)	(Year 3 Geography Key Assessment Criteria) -Volcanoes and Earthquakes -Geographical Location	(Year 4 Geography Key Assessment Criteria) -Planning a journey -United Kingdom	(Year 6 Geography Key Assessment Criteria) - Ordnance Survey Maps - Deserts	(Year 6 Geography Key Assessment Criteria) - Ordnance Survey Maps - Deserts
History	(Year 1 History Key Assessment Criteria) - Remembering the past (Coleford War Memorial/Angus Buchanan) - Changes over time	(Year 2 History Key Assessment Criteria) - Local person - Mushet - Finding out about the past	(Year 3 History Key Assessment Criteria) -Stone Age (Local study) -Greeks	(Year 4 History Key Assessment Criteria) -Romans -Children of the past (Winifred Foley - Local study)	(Year 6 History Key Assessment Criteria) -Vikings - WW1 (Local study)	(Year 6 History Key Assessment Criteria not in bold) -Early civilizations (Ancient Sumer) -WW1/WW2 (Local comparative study)
Art	(Year 1 Art Key Assessment Criteria)	(Year 2 Art Key Assessment Criteria)	(Year 3 Art Key Assessment Criteria)	(Year 4 Art Key Assessment Criteria)	(Year 5/6 Art Key Assessment Criteria)	(Year 6 Art Key Assessment Criteria)

	<p>Art enquiry: - Lines Artist focus: Susie Brooks/ Julie Mehretu</p>	<p>Art enquiry: - Colour Artist focus: Doug Eaton (FOD Artist)</p> <p>– Different grades of pencil when drawing - Charcoal, pencil and pastel Artist Focus: Dennis Creffield</p>	<p>Art enquiry: - Digital art Artist focus: Andy Warhol/Marvel Studios</p>	<p>Art enquiry: - Sculpture Artist focus: Henry Castle (FOD artist)</p>	<p>Art enquiry: - Printing (lino) - Artist focus: William Morris</p>	<p>Art enquiry: - Value of art</p> <p>Mediums: Free choice</p> <p>Artist focus:</p> <ul style="list-style-type: none"> • Edvard Munch (The Scream, 1893) • Leonardo da Vinci, (Salvator Mundi, circa 1490–1500) • Jackson Pollock, (Number 17A, 1948) • Vincent van Gogh, (Portrait of Dr. Gachet, 1890) • Banksy (Girl With Balloon, 2006) • Roy Lichtenstein, (Nurse, 1964) • Jean Antoine Watteau (LE CONCERT CHAMPÊTRE, 1727) • Claude Monet, (Meules, 1890)
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						<ul style="list-style-type: none">• Anastasia Vasilyeva, (Brainstorming, 2021)• Lisa Dear (Over the Hills, 2021) - FoD Artist <p><u>Poppy artwork</u> Mediums: Free choice</p> <p>Artist focus:</p> <ul style="list-style-type: none">• Lisa Dear (Poppy Roundabouts, 2021) + Additional works of art - FoD artist• Georgia O'Keeffe (Red Poppy, 1927)• Vincent Van Gogh (Red Poppies and Daisies, 1889)• Ambrosius Bosschaert (Still Life of Flowers, 1614)• Andy Warhol (Flowers, 1970)
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						<ul style="list-style-type: none"> • Alex Katz (Red Roses with Blue, 2001) • Sophie Peanut (Lily Flower 2018) • Janette Leeds (Flowers in Ink Pen and Watercolour) <p><u>Overprinting</u> Mediums: -Digital art computer software: www.photopea.com Artist focus:</p> <ul style="list-style-type: none"> • Yoni Alter • Nicolas Dubreuille
Design and Technology	(Year 1 DT Key Assessment Criteria) DT enquiry: - Moving parts (toy) - Cooking (making bread, making sandwiches)	(Year 2 DT Key Assessment Criteria) DT Enquiry: - Textiles (Christmas Decoration – sewing) - Cooking (Making marmalade)	(Year 3 DT Key Assessment Criteria) DT enquiry: - Electrical and mechanical components (Coal transporter) - Cooking (Dish from a	(Year 4 DT Key Assessment Criteria) DT enquiry: - Cooking	(Year 5 DT Key Assessment Criteria) DT enquiry: - Woodwork (Hedgehog house)	(Year 6 DT Key Assessment Criteria) DT enquiry: - Structural Design (Scarr Bandstand roof) - Product Design (Periscope) - Electronic design

			<p>different country)</p> <ul style="list-style-type: none"> - Textiles/ Materials (Christmas Decoration with lights) 			<p>(Children's torch – designed but not made)</p> <ul style="list-style-type: none"> - Cooking (Vegetarian meal)
Computing	<p>(Year 1 Computing Key Assessment Criteria)</p> <p>Computing skills unit: Typing</p> <p>Programming unit: Beebots instructions</p> <p>Creative unit: Using cameras for photos and recording.</p> <p><u>Resources used</u> Laptops IPad Microsoft word Beebots QR codes</p>	<p>(Year 2 Computing Key Assessment Criteria)</p> <p>Computing skills unit: Microsoft Word</p> <p>Programming unit: Scratch Junior / Debugging</p> <p>Creative unit: Photos/ editing</p> <p><u>Resources used</u> Laptops IPad Microsoft word Beebots QR</p>	<p>(Year 3 Computing Key Assessment Criteria)</p> <p>Computing skills unit: Microsoft PowerPoint (Recap word)</p> <p>Programming unit: Scratch (Basic functions)</p> <p>Creative Unit: Research and editing photos/digital art</p> <p><u>Resources used</u></p>	<p>(Year 4 Computing Key Assessment Criteria)</p> <p>Computing skills unit: Microsoft Excel (Recap word and PP)</p> <p>Programming unit: Scratch / debugging</p> <p>Creative Unit: Research/ Creating music / podcast</p> <p><u>Resources used</u> Laptops Ipads QR Codes Internet Microsoft excel Microsoft Word Scratch (website) Microsoft Powerpoint Podcast</p>	<p>(Year 5 Computing Key Assessment Criteria)</p> <p>Computing skills unit: Microsoft Publisher (Recap word and PP and excel)</p> <p>Programming unit: Lego We Do</p> <p>Creative Unit: Research and film editing</p> <p><u>Resources used</u> Laptops Ipads QR codes Internet Microsoft Publisher Imovie</p>	<p>(Year 6 Computing Key Assessment Criteria)</p> <p>Computing skills unit: To choose</p> <p>Programming unit: Scratch – advance - variables/ if functions</p> <p>Creative Unit: Green Screen (Do Ink)</p> <p><u>Resources used</u> -Ipads -Laptops -QR Codes -Internet -Microsoft Word -Microsoft PowerPoint -Microsoft Excel -Virtual Reality</p>

						<ul style="list-style-type: none"> -Do Ink (Green Screen) -CAD -Digital art software www.photopea.com - Scratch (Advanced)
RE	<ul style="list-style-type: none"> - Who do Christians say made the world? - What does it mean to belong to a faith community? - What do Christians believe God is like? - Who is Jewish and how do they live? - How should we care for others and for the world and why does it matter? 	<ul style="list-style-type: none"> - Who do Christians say made the world? - What does it mean to belong to a faith community? - What do Christians believe God is like? - Who is Jewish and how do they live? - How should we care for others and for the world and why does it matter? 	<ul style="list-style-type: none"> - What do Christians learn from the creation story? - What is it like for someone to follow God? - How do festivals and worship show what matters to Muslims? - How do festivals and family life show what matters to Jewish people? - What kind of world did Jesus want? - How and why do people try to make the 	<ul style="list-style-type: none"> - What do Hindus believe God is like? - Why is the Trinity and why is it important for Christians? - What does it mean to be Hindu in Britain today? - Why do Christians call the day Jesus died “Good Friday”? - When Jesus left what was the impact of Pentecost? - How and when do people mark the significant events of life? 	<ul style="list-style-type: none"> - What matters most to Humanists and Christians? - Why do Christians believe that Jesus was the Messiah? - Why do some people believe in God and some people not? - When Jesus left, what was the impact of Pentecost, for Christians? - What do Hindus believe God is like? - What does it mean to be Hindu in Britain today? 	<ul style="list-style-type: none"> - What matters most to Humanists and Christians? - Why do Christians believe that Jesus was the Messiah? - Why do some people believe in God and some people not? - When Jesus left, what was the impact of Pentecost, for Christians? - What do Hindus believe God is like? - What does it mean to be Hindu in Britain today?

			world a better place?			
Physical Education	<ul style="list-style-type: none"> - Gymnastics - Dance - Basic Skills - Team Games 	<ul style="list-style-type: none"> - Gymnastics - Team Games 	<ul style="list-style-type: none"> - Gymnastics - Orienteering - Dance - Netball - Hockey - Country Dancing 	Gymnastics Orienteering Dance Circuits Netball Rounders	<ul style="list-style-type: none"> -Gymnastics -Orienteering -Dance -Dance -Netball -Team Games 	Gymnastics Orienteering Dance Circuits Netball Rounders
Me and My World	<ul style="list-style-type: none"> - Me and my relationships - Valuing Difference - Keeping myself safe - Rights and responsibilities - Being my best - Growing and changing 	<ul style="list-style-type: none"> - Me and my relationships - Valuing Difference - Keeping myself safe - Rights and responsibilities - Being my best - Growing and changing 	<ul style="list-style-type: none"> - Me and my world - Valuing difference - Keeping myself safe - Rights and responsibilities - Being my best - Growing and changing 	<ul style="list-style-type: none"> - Me and my world - Valuing difference - Keeping myself safe - Rights and responsibilities - Being my best - Growing and changing 	<ul style="list-style-type: none"> - Me and my world - Valuing difference - Keeping myself safe - Rights and responsibilities - Being my best - Growing and changing 	<ul style="list-style-type: none"> - Me and my world - Valuing difference - Keeping myself safe - Rights and responsibilities - Being my best - Growing and changing
Music	<p><u>Term 1</u> Pulse and rhythm (Theme: All about me)</p> <p><u>Term 2</u> Classical music, dynamics and tempo (Theme: Animals)</p> <p><u>Term 3</u> Musical vocabulary (Under the sea)</p>	<p><u>Term 1</u> African call and response song (Theme: Animals)</p> <p><u>Term 2</u> Orchestral instruments (Theme: Traditional Western stories)</p> <p><u>Term 3</u> Musical me</p>	<p><u>Term 1</u> Ballads</p> <p><u>Term 2</u> Creating compositions in response to an animation (Theme: Mountains)</p> <p><u>Term 3</u></p>	<p><u>Term 1</u> Body and tuned percussion (Theme: Rainforests)</p> <p><u>Term 2</u> Rock and Roll</p> <p><u>Term 3</u> Changes in pitch, tempo and dynamics (Theme: Rivers)</p>	<p><u>Term 1</u> Composition notation (Theme: Ancient Egypt)</p> <p><u>Term 2</u> Blues</p> <p><u>Term 3</u> Looping and remixing</p> <p><u>Term 4</u></p>	<p><u>Term 1</u> Advanced rhythms</p> <p><u>Term 2</u> Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)</p> <p><u>Term 3</u> Songs of World War 2</p>

	<p><u>Term 4</u> Timbre and rhythmic patterns (Theme: Fairytales)</p> <p><u>Term 5</u> Pitch and tempo (Theme: Superheroes)</p> <p><u>Term 6</u> Vocal and body sounds (Theme: By the sea)</p>	<p><u>Term 4</u> Dynamics, timbre, tempo and motifs (Theme: Space)</p> <p><u>Term 5</u> On this island: British songs and sounds</p> <p><u>Term 6</u> Myths and legends</p>	<p>Developing Singing techniques</p> <p><u>Term 4</u> Pentatonic melodies and composition (Theme: Chinese New Year)</p> <p><u>Term 5</u> Jazz</p> <p><u>Term 6</u> Traditional instruments and improvisation (Theme: India)</p>	<p><u>Term 4</u> Haiku, music and performance (Theme: Hanami festival)</p> <p><u>Term 5</u> Samba and carnival sounds and instruments (Theme: South America)</p> <p><u>Term 6</u> Adapting and transposing motifs (Theme: Romans)</p>	<p>Musical theatre</p> <p><u>Term 5</u> Composition to represent the festival of colour (Theme: Holi festival)</p> <p><u>Term 6</u> South and West Africa</p>	<p><u>Term 4</u> Film music Theme and variations (Theme: Pop Art)</p> <p><u>Term 6</u> Composing and performing a Leavers' song</p>
MFL	N/A	N/A	<p><u>Term 1</u> Phonetics 1&2 (C) and I'm Learning Spanish (E)</p> <p><u>Term 2</u> Animals (E)</p> <p><u>Term 3</u> Musical Instruments (E)</p> <p><u>Term 4</u> Fruits (E)</p> <p><u>Term 5</u> Ancient Britain (E)</p>	<p><u>Term 1</u> Phonetics 1&2 (C) Fruits (E)</p> <p><u>Term 2</u> Vegetables (E)</p> <p><u>Term 3</u> Ancient Britain (E)</p> <p><u>Term 4</u> Presenting Myself (I)</p> <p><u>Term 5</u></p>	<p><u>Term 1</u> Phonetics 1 to 3 (C) and 4 X Core Vocabulary lessons</p> <p><u>Term 2</u> Vegetables (E)</p> <p><u>Term 3</u> Presenting Myself (I)</p> <p><u>Term 4</u> Family (I)</p> <p><u>Term 5</u></p>	<p><u>Term 1</u> Phonetics 1 to 4 (C) and 3 x Core Vocabulary lessons</p> <p><u>Term 2</u> Presenting Myself (I)</p> <p><u>Term 3</u> Do You Have A Pet? (I)</p> <p><u>Term 4</u> Weather (I)</p> <p><u>Term 5</u> My House (I)</p>

			Term 6 I can (E)	Classroom (I) Term 6 House (I)	Romans (I) Term 6 Clothes (I)	Term 6 School (P)
Cultural Capital	<ul style="list-style-type: none"> • Coleford cemetery & recreational ground visit link to Angus Buchanan (History) • Coleford Cenotaph visit - Armistice Day (History) • Guy Fawkes (History/Geography/Art) • Diwali • Chinese New Year (Tiger) • Post office (History) • Local Artist visit – Mary Rose Young? • Winter Olympics. Olympian visit Sam Cross? • Queens Jubilee party 	<ul style="list-style-type: none"> • Great Fire of London link to London & Paddington • Chinese New Year (Tiger) • Post Office • Divas / Diwali • Mushet – Dark Hill • Concorde • Local Artists • Winter Olympics • Slimbridge – WWF • Synagogue • Local Artist visit (Doug Eaton)? • Local Author visits (Andy Seed / Mike Smith) • Queen’s Jubilee 70 	<ul style="list-style-type: none"> • *Geology Rock App Walk • Apple Store • Linking up with Coleford Christmas Lights (Tour of the lights) • Local SportStar/ team to come in and talk about fitness/ Olympics. • Sketching in the forest. • *Rewild Project – eating • *Hopewell Colliery 	<ul style="list-style-type: none"> • Archaeological dig at Five Acres. • Visitor: Electricity board or company/Electrician • Coleford Town visit • Visitor: Members of the public who grew up in Coleford (Roger) • Visitor: Dentist/Health professional • Foresters Forest – Re-wilding visit/related visitors • RSPB • David Shepherd Online – Habitat talks • Sculpture trail – Forest of Dean • Local artists 	<ul style="list-style-type: none"> • OS Map Forest walk (Geography) • Local artists • Residential • William Morris Society virtual tour (Art) • SPP Pumps (Science) • Reptile visit (Science) 	<ul style="list-style-type: none"> • OS Map forest walk (Geography) • Gloucestershire Archives (History) • Dean Heritage Centre (English/History) • Soldiers of Gloucestershire Museum (History) • On site visit from Roger from the FoD Local History Society (History) • Coleford Library - VR and 3D printing (Science) • On site visit from PC Greg (Science) • *Scarr Bandstand (DT)

						<ul style="list-style-type: none"> ● *Ranger in a bag (Science) ● Virtual tour of the National Gallery, London (Art) ● Residential
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Golden threads

Oceans (Y2) - Forests (Y3) - Rivers (Y5) - Deserts (Y6)

Angus Buchanan/War memorial (Y1) - Celebrated Foresters (Y5) - WW1/WW2 (Y6)

Richard Daniels (Y2) - Coal Carts (Y3) - Celebrated Foresters (Y5)

Thinking ahead

Year 3/4 – History

2019 – 2020 – Mining (Local)/Romans (Part Year 4 KAC – Roman’s to have an invasion/British resistance – Boudica/Hadrian’s wall focus)

2020 – 2021 – Anglo Saxons (Local) /Crime and Punishment (All Year 5 KAC)

2021-2022 – Vikings + WW1 local study (All Year 6 KAC)

2022- 2023 – Stone Age/Greeks (One needs to be a local study) (All Year 3 KAC) – 2019 – 2020 Year 3’s will be by themselves as Year 6.

Year 4 – History

2019 – 2020 – Anglo Saxons (Local)/Crime and Punishment (All Year 5 KAC)

2020 – 2021 – Celebrated Foresters (Local) / Vikings (Year 6 KAC in bold + Year 5 KAC not in bold (Apart from Crime and Punishment statement))

2021-2022 – WW1 and WW2 local comparative study + Early Civilizations (Part Year 6 KAC)

Year 5 – History

2020 – 2021 – Celebrated Foresters (Local) / Vikings (Year 6 KAC in bold + Year 5 KAC not in bold (Apart from Crime and Punishment Statement))

2021 – 2022 - WW1 and WW2 local comparative study + Early Civilizations (Part Year 6 KAC)

Year 3/4 – Geography

2019 – 2020 – United Kingdom/Coleford (Year 4 KAC)

2020 – 2021 – Rivers/Europe (Year 5 KAC)

2021 - 2022 – Ordinance survey maps/Deserts (Year 6KAC)

2022 - 2023 – Volcanoes and Earthquakes / World geography (Year 3 KAC) – 2019 – 2020 Year 3’s will be by themselves as Year 6.

Year 4 – Geography

2019 – 2020 – United Kingdom/Coleford (Year 4 KAC)

2020 – 2021 – Rivers/Europe (Year 5 KAC)

2021 - 2022 – Ordnance survey maps/Deserts (Year 6KAC)

Year 5 – Geography

2020 – 2021 – Rivers/Europe (Year 5 KAC)

2021 – 2022 - Ordnance survey maps/Deserts (Year 6KAC)

Year 4/5 Science

2020 - 2021 – Year 5 Science KAC

2021 – 2022 – Year 6 KAC + Year 4 Electricity KAC + Year 4 Living things and their habitats (_____habitat)

2022 – 2023 - Year 4 KAC (except Physics ‘Electricity’) + revisit Year 6 Living things and their habitats (_____ habitat)

Year 4/5 Writing

2020 - 2021 – Term 1 and 2: Year 4 text. Term 3,4,5 and 6: Year 5 texts.

2021 – 2022 – Terms 1 and 2: Year 5 texts. Terms 3,4,5 and 6: Year 6 texts

2022 – 2023 – Year 6 texts (Newly published)