| Big question | Why should the forests be important to us | Is the earth angry? | What makes a hero? | | |
|---------------|--|---------------------------------|--|--|--|
| | all? | | | | |
| Maths | Place Value | Fractions | Geometry | | |
| | Four Operations | Geometry | Measurement | | |
| | | Measurement | Fractions | | |
| | | Algebra (Y6) | Statistics | | |
| | | Ratio and Proportion (Y6) | SATS | | |
| | | | Consolidation | | |
| Key texts for | Anglo-Saxon Boy by Tony Bradman | One Small Step by Taiko Studios | <i>If</i> by Rudyard Kipling | | |
| writing | Happy Here: 10 stories from Black Authors | Hatshepsut | Texts to be confirmed | | |
| | and Illustrators | Further texts to be confirmed | | | |
| | The Explorer by Katherine Rundell | | | | |
| | | | | | |
| Reading for | Anglo-Saxon Boy by Tony Bradman | Cosmic by Frank Cottrell Boyce | Twitch by MG Leonard | | |
| pleasure | The Explorer by Katherine Rundell | | | | |
| Genre | Persuasive (Speech) / Narrative (Diary) | Narrative | Poetry | | |
| | Poetry | Biography | | | |
| | Narrative | | | | |
| Speaking and | listen and respond appropriately to adults and their peers | | | | |
| listening | ask relevant questions to extend their understanding and knowledge | | | | |
| | use relevant strategies to build their vocabulary articulate and instifut answers, arguments and eminians | | | | |
| | articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings | | | | |
| | give weil-structured descriptions, explanations and narratives for different purposes, including for expressing reenings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments | | | | |
| | Infantant attention and participate actively in consolirative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas | | | | |
| | speak audibly and fluently with an increasing command of Standard English | | | | |
| | participate in discussions, presentations, performances, role play, improvisations and debates | | | | |
| | gain, maintain and monitor the interest of the listener(s) | | | | |
| | consider and evaluate different viewpoints, attending to and building on the contributions of others | | | | |
| | select and use appropriate registers for effective communication | | | | |
| Local links | Forest of Dean | Cleeve Hill | Cotswolds: An Area of Outstanding Beauty | | |
| | Batsford Arboretum | Elshawarby Family | | | |

| Science | Living things and their Habitats | Earth & Space | Properties of and changes of materials |
|-----------|--|--|---|
| | Animals including Humans | Forces | |
| History | Anglo-Saxons and Scots | Ancient Egypt | Local History Study |
| Geography | Climate Zones and deciduous woodlands. | Mountains, volcanoes and earthquakes. | Human and physical geography of the Cotswolds. |
| Art | Sculpture: Lubaina Himmid | Collage: Luba Lakova | Painting: Margaret Godfrey |
| DT | Textiles: bag making | Structures: Build to withstand earthquakes | Cooking |
| Music | Clarinet Lessons and Young Voices Musical Structures (Y4) Sing and Play in Different Styles (Y5) | Creative Composition (Y6) Feelings through Music (Y4) | Freedom to Improvise (Y5) Farewell Tour (Y6) |
| Computing | Computing Systems-Sharing Information | Creating Media-Vector Drawing and Video Editing | Programming-Selection in Quizzes |
| RE | Y4: How and why do festivals and family life show what matters to Muslims? Y5/6: What does it mean to be a Muslim in Britain today? Y4: What do Hindus believe God is like? Y5/6: Incarnation: Was Jesus the Messiah? | Y4: People of God: What is it like to follow God Y5/6: Gospel: What would Jesus do? Y4: Gospel: What kind of world did Jesus want? Y5/6: What difference does the resurrection make to Christians? | Y4: Creation/Fall: What do Christians learn from the creation story? Y5/6: What does it mean of God is loving and holy? Y4: How and why do people try to make the world a better place? Y5/6: How does faith help when life gets hard? |
| PSHCE | Keeping Safe Valuing Differences | Rights and Responsibilities Being my Best | Growing and Changing Me and my Relationships |
| PE | Fitness Tag Rugby Basketball | Fitness Gymnastics Dance | Athletics Dodgeball Cricket |
| MFL | I am learning Spanish Animals | l know how Fruits | Seasons Presenting myself |