



Subjects	Autumn 1 7.5 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 7 weeks	Summer 2 7 weeks
<b>Topic and Topic Question</b>	Africa 'Should animals be kept in captivity?'	Antarctica Who was the true winner of the race to the south pole?	Anglo Saxons		Blood, Bones & Body Bits 'Which sense would you give up?'	Stone Age to Iron Age Why was Stonehenge built?
<b>'Wow' Starter</b>	'Gap year' visit – making African footballs, Adinkra symbols onto fabric.  African Dance workshop with Lorraine Theobald.	The mystery of A.R. Mann.	A Day in the life of an Anglo-Saxon. What did we learn? What do we already know? What do we still want to know?		Enrolment at Morley Medical School.	Wandlebury excursion.
<b>'Wow' End</b>	'Live without' challenge to raise money to sponsor an African endangered animal. e.g. no TV for a day.	Plan an upside down 'pole party'.	Story telling in the Great Hall with buddies.	West Stow	Graduation from Morley Medical School.	Make their own Morley playground Stonehenge.
<b>G&amp;T</b>	Planned according to children's individual talents. See medium term planning.					
<b>Role Play Area Reading/ Writing Area</b>	Safari, Handa's Surprise, Kente cloth, African family challenge. Come to Kenya travel agents.	Base camp. News, debates, planning and diaries.	The Great Hall.	The Great Hall.	Morley Medical Waiting Room.	Archeology corner.
<b>Class Texts</b>	Journey to Jo'burg (Beverley Naidoo, fiction, linked to English Curriculum).  Kofi and his Magic (Maya Angelou, fiction) African Folk Tales.	Northern Lights (Philip Pullman, fiction)  River Story (Meredith Hooper, poetry)	The Witches (Roald Dahl, fiction)	Hello? Is anybody there? (Jostein Gaarder, fiction, linked to PSHE emotions)	The Velveteen Rabbit (Margery Williams, fiction)	Charlotte's Web (E. B. White, fiction)
<b>Guided Reading Text</b>	Long Walk to Freedom (fiction).	The Lion, The Witch and The Wardrobe (fiction)	Information texts (link to history topic)	Beowulf (poetry)	How Bees Make Honey / Water Plants (explanation texts)	Cracking Comprehension (poetry units)
<b>Visual Text</b>	The Lion King	Frozen Planet	Brave		Hunchback of Notre Dame	The Croods



<p><b>English</b></p>	<p>Stories which raise issues / dilemmas (narrative). Lion King. One man band – who should she give her coin to? Should he let Scar come back?</p> <p>Stories from other cultures (narrative). Folk tales.</p>	<p>Information texts / Non-chronological reports (non-fiction, from Year 3)</p> <p>Creating images (poetry)</p>	<p>Stories with historical settings (narrative). Beowulf and Vaylan, Nate Perkins’ mum to do story telling session.</p>	<p>Exploring form (poetry) Kennings.</p>	<p>Recounts: newspapers / magazines (non-fiction) Inner Space Explanation texts (non-fiction). Household machine to make life better.</p>	<p>Stories set in imaginary worlds (narrative).</p>
<p><b>SPAG</b></p>	<p>To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (text)</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions phrases (sentences).</p> <p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, “Sit down!”] (Punctuation).</p>	<p>Use fronted adverbials (sentence)</p> <p>Use commas after fronted adverbials (punctuation).</p> <p>Use of paragraphs to organise ideas around a theme (text)</p> <p>Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p>	<p>To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (text)</p> <p>The grammatical difference between plural and possessive – s (word).</p> <p>Use of paragraphs to organise ideas around a theme (text)</p> <p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, “Sit down!”] (Punctuation).</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions phrases (sentences).</p> <p>Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p> <p>Use fronted adverbials (sentence)</p> <p>Use commas after fronted adverbials (punctuation).</p>	<p>To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (text)</p> <p>Use of paragraphs to organise ideas around a theme (text)</p> <p>The grammatical difference between plural and possessive – s (word).</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions phrases (sentences).</p>	<p>Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>] – link to the BFG and imaginary settings (how the BFG talks).</p> <p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, “Sit down!”] (Punctuation).</p> <p>Use fronted adverbials (sentence)</p> <p>Use commas after fronted adverbials (punctuation).</p>
<p><b>Spelling</b></p>	<p>The suffix – ous.</p> <p>Science spellings – habitats.</p>	<p>Words with the /k/ sound spelt ch (Greek in origin).</p> <p>Words with the /j/ sound spelt ch (mostly French in origin).</p>	<p>Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian.</p> <p>Possessive apostrophe with plural words.</p>	<p>Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin).</p> <p>Words with the /s/ sound spelt sc (Latin in origin).</p>	<p>Homophones and near-homophones.</p>	<p>Words with the /eɪ/ sound spelt ei, eigh, or ey.</p>
<p><b>Handwriting</b></p>	<p><b>Penpals</b> —————</p> <p>Revising joins in a word:</p>	<p>-Revising parallel</p>	<p>-Introducing sloped</p>	<p>Speed and fluency:</p>	<p>Size proportion and</p>	<p>→</p> <p>Speed and Fluency – ible,</p>



	- ness, ship - ing, ed - s - ify - nn, mm, ss	ascenders, descenders -Revising joins to an anti-clockwise letter -Revising break letters -Linking spelling and handwriting	writing -Parallel ascenders -Parallel ascenders and break letters - Size, proportion and spacing – ious, ful, fs, ves	- abbreviations for notes - note making - drafting - lists	spacing – v, k, ic, ist, ion, contractions	able, diminutives Print Alphabet Assessment Font styles
<b>Talk for Writing</b>	‘What a Monkey Sees, a Monkey Does’ adapt to suit topic (including animals in captivity).		Oral story telling in The Great Hall.		Explanation text about the digestive system - The path of a banana.	
<b>Maths</b>	Place value for four digit numbers. Mental and written addition and subtraction. Telling digital and analogue time. Measuring length (mm, cm and m). Multiplication facts for the 9x table.	Equivalent fractions, reduce a fraction to its simplest form. Place value with tenths and hundredths. Converting units of measures (g to kg, ml to l) and reading from scales. Interpreting information from and drawing bar charts. Grid method and column method for multiplication.	Rounding numbers. 7 x table. Mental and written addition and subtraction. Mental multiplication and division strategies. Solve money problems, finding change from £1, £5 or £10. Recognise acute, obtuse and reflex angles. Identify perpendicular and parallel lines and draw lines of symmetry. Sort and draw shapes according to their properties.	Order and round decimals. Multiply and divide decimals by 10 or 100. To add or subtract four digit numbers. Mental and written addition and subtraction. Mental and written multiplication and division strategies. Tell the time on a 24 hour clock. Calculate perimeter of rectilinear shapes with some unmarked lengths. Use vertical algorithm for 3 digit number x one digit number.	Read write and compare five digit numbers. Use and compare negative numbers. Learn the 11 and 12x tables. Round decimals to the nearest whole number. Use a written method to multiply amounts of money. Understand how multiplication ‘undoes’ division. Recognise and write Roman numerals to 100. Calculate area and perimeter of rectangles. Properties of quadrilaterals and triangles. Recognise fraction and decimal equivalence.	Derive factors of 2 digit numbers. Use factors and doubling to solve mental multiplication problems. Solve word problems using mental and written methods for all four operations. Use coordinates to draw polygons. Translations. Draw and interpret bar charts and pictograms. Add fractions with like denominators. Multiply numbers by 11 and 12 record patterns. Grid method to solve a two digit number by a two digit number. Find fractions of amounts.
<b>Science</b>	Living Things All living things and habitats, classification, food chains, adaptations	States of matter - materials temperature and insulation Materials (heating, cooling, evaporation, condensation, water cycle).	Sound How sounds are made, the ear, pitch and volume.		Living Things Animals, including humans. Teeth and digestive system.	Electricity, including circuits. Insulators and conductors.
<b>History</b>	A non-European society that provides contrasts		British settlement by Anglo-Saxons and Scots.			Changes in Britain: Stone Age to Iron Age



	with British history. Benin AD 900-1300				
<b>Geography</b>	<p>Africa – (South Africa and Ghana)</p> <p>Understanding why there are similarities and differences between places. Recognising that people have differing quality of life living in different locations and environments. Explaining about key natural resources. Exploring weather patterns.</p>	<p><i>The Race to the South Pole – Antarctica</i></p> <p>Identify the position and significance of the Arctic and Antarctic Circle. Describe and understand key aspects of physical geography: rivers and the water cycle.</p>	<p>Map work. Anglo-Saxon settlements. Modern settlements. Describe and understand key aspects of: human geography, types of settlement and land use.</p> <p>Britain in Anglo-Saxon times and then now. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p> <p><i>Rivers:</i> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>		
<b>D&amp;T</b>		Containers – compass holders that are suitable for the poles. Collect ideas, joining and strengthening materials. Evaluate.		Storyboards – linkages and levers (create a non-fiction book)	Electricity – torches and alarms. Link to Science- create a burglar alarm for your cave/home.
<b>Art</b>	<p>3D work (African masks)</p> <p>Create texture using rigid and plastic materials and a variety of tools.</p> <p>Use stimuli to create simple 2D and 3D images using a variety of tools and materials.</p> <p>Recreate 2D images in a 3D piece.</p>		<p>Anglo-Saxon chronicles.</p> <p>Painting Use colour and marks to express mood Represent things observed, remembered or imagined, using colour / tools Introduce different types of brushes for specific purposes.</p>	<p>Painting Explore the effect on paint of adding water, glue, sand, sawdust. Introduce primary and secondary colours with the addition of black and white and other hues.</p>	<p>Sculpture</p>



	Show an awareness of texture, form and shape by recreating an image in 3D form.					
<b>Computing</b>	E-Safety Strand – how to be responsible with technology.	Coding in Scratch- race to the South Pole computer game. Learn a variety of skills and apply to create the game.	Digital Literacy Strand – stop motion animation for historical settings. Presentation including videos, pictures, stop-motion animation and sound clips.		Understanding tech Stand.	Programming Strand – link to electricity and maths problems and puzzles. Coding in Superlogo.
<b>Music</b>	Charanga (delivered by PPA teacher, ukuleles – lessons from ukulele teacher)					
<b>R.E. Cambs Agreed Syllabus</b>	The Bible		Sikhism	Easter	Summer RE?	
<b>Outdoor P.E.</b>	Invasion games – football	Invasion games - hockey	Invasion games – hockey / Begin OAA	Finish OAA	Net games (tennis)	Athletics
<b>Indoor P.E.</b>	Dance – Harry Potter planning (African dance)	Gymnastics - Rotation	Swimming		Dance – Thunderbirds planning Happy (Thriller)	Gymnastics – Flight
<b>P.S.H.E.</b>	Rights, Rules and Responsibilities	Anti-bullying	Working together	My emotions	Drugs	Managing Change
<b>Modern Foreign Languages</b>	French To be delivered by Parkside Federation specialist teacher					
<b>Long term homework</b>	Create a 3D habitat in a shoebox.	Design and make your own prototype of a survival pack for the extreme conditions.	Create an Anglo-Saxon artefact.	Speaking and listening presentation on Hadrian’s Wall.	Create a 3D model of a human organ.	Speaking and listening challenge. Which historical period would you rather travel back to and why (Iron Age or Anglo Saxons)?
<b>Trips</b>	7 <sup>th</sup> October 2015 Whipsnade Zoo Habitats and adaptations.  African Dance Workshop (Lorraine Theobald)	Robert Scott Museum.		West Stow	Parent visitors / doctors / nurses etc.	Jade to Wandlebury Sapphire to Wandlebury  Archaeology school visit