



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
Topic and Topic Question	Africa 'How does life in Africa compare to life here?'	Antarctica 'Who was the true winner in the race to the South Pole?'	Anglo Saxons 'What did the Anglo Saxon do for us?'		Blood, Bones & Body Bits 'Which sense would you give up?'	Stone Age to Iron Age 'How did tools improve the lives of our ancestors?'
Trips & Visits	African Dance Workshop (Lorraine Theobald) Cherry Hinton Brook	Scott Polar Museum.		West Stow	Visit from guide dog.	Grimes Graves.
'Wow' Starter	African crafts (making instruments and designing flags). African Dance workshop with Lorraine Theobald.	Build your own Antarctic shelters.	Anglo Saxon brooches.		Enrolment at Morley Medical School and senses stations.	Make a Stone Age meal.
'Wow' End	Whipsnade Zoo	Scott Polar Museum	Story telling in the Great Hall (storyteller).	West Stow	Visit from guide dog.	Grimes Graves
G&T	Planned according to children's individual talents. See medium term planning.					
Role Play Area Reading/ Writing Area	Safari, Handa's Surprise, Kente cloth, African family challenge. Come to Kenya travel agents.	Base camp.	The Great Hall.	The Great Hall.	Morley Medical Waiting Room.	Archeology corner.
Class Texts	Journey to Jo'burg (Beverley Naidoo, fiction). Africa folktales.	Northern Lights (Philip Pullman, fiction)	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)
Guided Reading Text	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
Visual Text	The Lion King	Frozen Planet	Beowulf		Hunchback of Notre Dame	The Croods
English	Stories which raise issues / dilemmas (African folktales). Diary entries (The Lion	Information texts / Non-chronological reports. Creating images (poetry)	Stories with historical settings (narrative). Beowulf.	Poetry (Kennings). Reports	Instructions Explanation texts (non-fiction).	Character description. Persuasive texts.



	King).					
SPAG	<p>Sentence openers.</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>Use of paragraphs to organise ideas around a theme (text)</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>].</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>
Spelling	The suffix – ous.	<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 /jən/, 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>	Homophones and near-homophones.	Words with the /ei/ sound spelt ei, eigh, or ey.
Handwriting Penpals	<p>Revising joins in a word:</p> <ul style="list-style-type: none"> - ness, ship - ing, ed - s - ify - nn, mm, ss 	<ul style="list-style-type: none"> -Revising parallel ascenders, descenders -Revising joins to an anti-clockwise letter -Revising break letters -Linking spelling and handwriting 	<ul style="list-style-type: none"> -Introducing sloped writing -Parallel ascenders -Parallel ascenders and break letters - Size, proportion and spacing – ious, ful, fs, ves 	<p>Speed and fluency:</p> <ul style="list-style-type: none"> - abbreviations for notes - note making - drafting - lists 	<p>Size proportion and spacing – v, k, ic, ist, ion, contractions</p>	<p>Speed and Fluency – ible, able, diminutives</p> <p>Print Alphabet Assessment</p> <p>Font styles</p>



Talk for Writing	'What a Monkey Sees, a Monkey Does' (talk for writing).		Oral story telling in The Great Hall.		Explanation text about the digestive system - the path of a banana.	
Maths	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 6 and 9 x 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.
Science	Living Things and Habitats. (classification, food chains and adaptation).	States of matter (different materials, heating and cooling, insulation).	Sound How sounds are made, the structure of the ear, pitch and volume.		Living Things- teeth and digestive system.	Electricity, including circuits. Insulators and conductors.
History	A non-European society that provides contrasts with British history. Benin AD 900-1300.	History of the race looking at contrasting sources.	British settlement by Anglo-Saxons and Scots.			Changes in Britain: Stone Age to Iron Age
Geography	River processes and vocabulary. The Water Cycle.	Identify the position and significance of the Arctic and Antarctic Circle (use maps, atlases, and globes to locate countries. Use the 8 points of a	Map work. Anglo-Saxon settlements. Modern settlements. Describe and understand key aspects of: human geography, types of settlement and land use. Britain in Anglo-Saxon times and then now.			



		compass, symbols and key.	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.			
D&T		Containers – compass holders that are suitable for the poles. Collecting ideas, joining and strengthening materials. Evaluate.			Build your own digestive system model.	
Art	3D work (African masks) Create texture using rigid and plastic materials and a variety of tools. Use stimuli to create simple 2D and 3D images using a variety of tools and materials. Recreate 2D images in a 3D piece. Show an awareness of texture, form and shape by recreating an image in 3D form.		Painting- Illuminated letters. Choice of materials and skills Introduce different types of brushes for specific purposes. Watercolours.			Key techniques & practices to show moods and movements. Cave paintings.
Computing	E-Safety Strand – how to be responsible with technology.	Understanding computer networks. Programming- creating animation on Race to the South Pole.	Understanding computer networks. E-safety. Using search technologies.		Understanding technology. Digital literacy	Digital literacy.
Music <i>Charanga</i>	Mamma Mia (ABBA) Ukulele Class Group A	Five Gold Rings (Christmas) Ukulele Class Group A	Glockenspiel Stage 3 Ukulele Class Group A (Learning basic instrumental skills)	Benjamin Britten Cuckoo ! (Western Classical, Folk, Big Band, Jazz) Ukulele Class Group B	Lean On Me (Gospel) Ukulele Class Group B	Reflect, Rewind, Replay (Western Classical Music) Ukulele Class Group B
R.E. <i>Cambs Agreed Syllabus</i>	The Bible and Harvest		Creation	Easter	Sikhism	
Outdoor P.E. <i>Cambs SoW</i>	Invasion games – football	Invasion games - hockey	Invasion games – hockey / Begin OAA (teambuilding).	Finish OAA (teambuilding).	Net games (tennis)	Athletics.



Indoor P.E. <i>Cambs SoW</i>	African Dance	Gymnastics	Swimming		Dodgeball	Gymnastics
P.S.H.E. <i>Cambs PDP</i>	Rights, Rules and Responsibilities	Anti-bullying	Working together	My emotions	Drugs	Managing Change
Modern Foreign Languages	French To be delivered by Parkside Federation specialist teacher					
Long term homework	Create a 3D habitat in a shoebox.	Show the Race to the South Pole in whichever way you would like.	Build an Anglo-Saxon house.		Create a model of part of the skeleton.	Make a Stone Age time capsule.