



Subjects	Autumn 1 7 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 African compare to life here?'	Antarctica 'Who was the true winner in the race to the South Pole?'	Anglo Saxons 'Do you have what it takes to be an Anglo-Saxon?'		Blood, Bones & Body Bits 'What are we made of?'	Stone Age to Iron Age 'How did tools improve the lives of our ancestors?'
Trips & Visits	African Dance Workshop (Lorraine Theobald)	Scott Polar Museum.		West Stow	External visitor	Neolithic Camp
'Wow' Starter	Adinkra printing African Dance workshop with Lorraine Theobald.	Build your own Antarctic shelters.	Anglo Saxon brooches.		Enrolment at Morley Medical School and 'build your own organ'	Stone Age jewellery
'Wow' End	Performance of African Dance.	Scott Polar Museum	Story telling in the Great Hall (storyteller).	West Stow	External visitor	Neolithic Camp
Role Play Area Reading/ Writing Area	Safari .	Base camp.	The Great Hall.	The Great Hall.	Morley Medical Waiting Room.	Archeology corner (linked with enquiry unit).
Class Texts	The Akimbo Adventures Africa folktales.	History book focusing on the race.	Beowulf	Varjak Paw	Varjak Paw	Stig of the Dump
Guided Reading Text	Journey to Jo'burg (Beverley Naidoo, fiction).	The Lion, The Witch and The Wardrobe (fiction)	Beowulf (poetry).	Information texts (link to history topic).	How Bees Make Honey / Water Plants (explanation texts).	Stig of the Dump
Visual Text	The Lion King	Frozen Planet	Beowulf		Body documentary	
English	Stories which raise issues / dilemmas (African folktales). Diary entries (The Lion King).	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.



<p>SPAG</p>	<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>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>
<p>Spelling</p>	<p>Words ending /ʒə/</p> <p>Possessive apostrophes</p> <p>Homophones</p> <p>Words from statutory word list.</p>	<p>Prefixes 'in' 'il' 'im' 'ir'</p> <p>Words with 'eigh' 'ei' 'ch' 'ey' or 'ou'</p> <p>Suffixes 'ing' 'er' 'en' 'ed'</p> <p>Words from statutory word list.</p>	<p>The g sound spelt 'gu'</p> <p>Endings 'ture'</p> <p>Possessive apostrophes</p> <p>Homophones</p> <p>Words from statutory word list.</p>	<p>Prefixes 'anti', 'inter'</p> <p>Endings 'cian', 'sion', 'tion', 'ssion'</p> <p>Words from statutory word list.</p>	<p>Endings 'sion'</p> <p>Possessive apostrophe</p> <p>Homophones</p> <p>Words from statutory word list.</p>	<p>Suffix 'ous'</p> <p>Prefixes 'un' 'dis' 'in' 're' 'inter' 'super' 'anti' 'auto'</p> <p>Suffix 'ly'</p>
<p>Handwriting Pencils</p>	<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>
<p>Talk for Writing</p>	<p>'What a Monkey Sees, a Monkey Does'.</p>		<p>Oral story telling in The Great Hall.</p>	<p>Explanation text about the digestive system - the path of a banana.</p>		



Maths	Number- Place Value Number- Addition and Subtraction	Measurement: Length and Perimeter Number- Multiplication and Division	Number- Multiplication and Division Measurement- Area Fractions	Fractions Decimals	Decimals Measurement- Money Measurement- Time	Statistics Geometry- Properties of Shape Geometry- Position and Direction
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. Enquiry unit 'Were the Anglo Saxons peaceful settlers or blood-thirsty invaders?'			Changes in Britain: Stone Age to Iron Age Investigation – Were Neolithic people more than just hunter-gatherers?
Geography		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 compass, symbols and key.	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. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. The water cycle and rivers.			
D&T	3D work (African masks) Using finishing techniques, showing an awareness of audience. Producing a plan and explaining it to others. Evaluating products.	Containers – compass holders that are suitable for the poles. Collecting ideas, joining and strengthening materials. Evaluate.				Make your own torch.
Art	3D work (African masks) Create texture using rigid and plastic materials and a variety of tools.		Painting- Illuminated letters.		Archimboldo- collage using digital images.	Cave paintings (printing) Awesome Art Mammoth Tusk
Computing	E-Safety Strand – how to be responsible with technology.	Understanding computer networks.	Understanding computer networks. E-safety.		Understanding technology.	Digital literacy.



		Programming- creating animation on Race to the South Pole.	Using search technologies.		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	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>	Beginning and Belonging	Family and Friends	Personal Safety	Diversity and Communities	Financial Capability	Sex and Relationships Education
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 a bodypart of your choice.	Make a Stone Age time capsule.