[**https://docs.google.com/document/d/1Z6\_ay9Y\_p2cwRuvsPIwJZzIThQJSWG7QnXvy7dP7BtU/edit**](https://docs.google.com/document/d/1Z6_ay9Y_p2cwRuvsPIwJZzIThQJSWG7QnXvy7dP7BtU/edit)

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| --- | --- | --- | --- | --- | --- | --- |
| **Learning Dispositions** | **Motivated** | **Resilient** | **Courageous** | **Curious** | **Collaborative** | **Reflective** |
| **Subjects/****Focus** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** ***Y2/6 SATS*** | **Summer 2*****Y1/2 Phonics Screening******Y4 Times Tables Check*** |
| **Topic Question** | Africa*How does life in Africa compare with 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 and Body Bits*What are you made of?* | Stone to Iron Age*How did tools improve the life of our ancestors?* |
| **Main & Secondary****Subject Focus** | GeographyScience | HistoryGeography | History English | Science | History |
| **Assessment Focus** *Statutory, NFER, WR etc* | Science/ Topic AssessmentArt evaluation | NFER Tests | Science and Topic Assessments | NFER | NFERTimes Tables CheckTA - reports |
| **‘Wow’ Starter** | *African Dancing Experience* | *Making model shelters for Polar Exploration* | *Anglo Saxon Day - crafts and stories. Making coil pots from clay, making Anglo Saxon brooches. Anglo Saxon myths around the fire.* | *Amazing facts about the body. Making poo experiment.*  | *Stone Age Trip .*  |
| **Final Outcome** | Collaborate on a non-chronological information text using google docs! | Present arguments on whether Scott was to blame for his mission’s failure.  |  Writing own Myth. Information/ persuasive leaflet on West Stow.  | Report on the digestive system of an alien! | Stone Age story. |
| **Creative Provision***Arts & culture, community links etc* | African DancingMaking African Masks  | DT - sewing and designing our own compass holder.Making shelters | See crafts above.Reading / role-playing Beowulf. | DT experiment making electric motor cars | Cave painting |
| **Trips & Visits** | African dancing visitor | Scott Polar Research Institute | West Stow |  | Local trip | Celtic Circle Trip  |
| **English** | Narrative Non fiction Chronological texts | Diary entriesPoetry | Myths and legendsStories with historical settingsPoetry - kennings | Varjak Paw Writing suspense and exciting narrative Writing a persuasive leaflet | Instructions and ExplanationsPoetry | Stig of the DumpNarrative - developing characters and settings |
| **Class Texts: Core Books or Visual Text** | Core text - Lila and the secret of rain, Mirror, Africa Not for parents,  | Shackleton’s Journey - core text.Scott’s diary.Poetry | Beowulf | Varjak Paw ?  | Body book ? | Stig of the DumpStone Age Kid |
| **Whole school extended writing task** | Jungle narrative (based on an image of a bridge) | Winter poems based on an image (for Christmas Bazaar display) | Narrative based on an image<http://www.pobble365.com/raining-diamonds/> | Book review - Read it Again | Narrative based on an image (for Summer Fete display) | Words of wisdom - letter to the next year group |
| **Phonics***EY & KS1* |  |  |  |  |  |  |
| **Spelling / Grammar** | Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions phrases (sentences).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)Use of paragraphs to organise ideas around a theme (text)*Possessive apostrophes**Homophones* *Words from statutory word list.*  | Fronted adverbialsNoun phrases expanded by the addition of modifying adjectives, nouns and prepositions phrases (sentences).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).*Prefixes ‘in’ ‘il’ ‘im’ ‘ir’**Words with ‘eigh’ ‘ei’ ‘ch’ ‘ey’ or ‘ou’**Suffixes ‘ing’ ‘er’ ‘en’ ‘ed’**Words from statutory word list.*  | To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (text)The grammatical difference between plural and possessive – s (word).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!”*The g sound spelt ‘gu’**Endings ‘ture’**Possessive apostrophes* *Homophones* *Words from statutory word list.*  | Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions phrases (sentences).Standard English forms for verb inflections instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]Use fronted adverbials (sentence)Use commas after fronted adverbials (punctuation). Use of paragraphs to organise ideas around a theme (text)*Prefixes ‘anti’, ‘inter’**Endings ‘cian’, ‘sion’, ‘tion’, ‘ssion’**Words from statutory word list.*  | To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (text)Use of paragraphs to organise ideas around a theme (text)The grammatical difference between plural and possessive – s (word).Endings ‘sion’Possessive apostrophe Homophones Words from statutory word list. *Endings ‘sion’**Possessive apostrophe* *Homophones* *Words from statutory word list.*  | Standard English forms for verb inflections instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*].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).Use fronted adverbials (sentence)Use commas after fronted adverbials (punctuation). *Suffix ‘ous’**Prefixes ‘un’ ‘dis’ ‘in’ ‘re’ ‘inter’ ‘super’ ‘anti’ ‘auto’**Suffix ‘ly’* |
| **Maths****White Rose SoW** *inc end of unit assessments* | Place Value Addition and subtraction | Measurement - Length and perimeterMultiplication and divisionConsolidation | Multiplication and divisionMeasurement - AreaFractions | FractionsDecimalsConsolidation | Decimals MoneyTime | StatisticsProperties of shapesPosition and directionsConsolidation |
| **Science** | Living Things and Habitats.(classification, food chains and adaptation) | States of matter (different materials, heating and cooling, insulation). | SoundHow sounds are made, the structure of the ear, pitch and volume. | Living Things- teeth and digestive system.  | Electricity, including circuits.Insulators and conductors. |
| **Computing***discrete & embedded* |  |  |  |  |  |  |
| **Design & Technology** | African masks - using papier mache.  |  | Sewing and designing (a compass holder) |  | Making an electric motor vehicle |  |
| **Art** | Adrinka patterns and African art. 3D sculture. |  | Clay coil potsPainting illuminated Letters | Using digital images to make a collage | Cave paintings |
| **History** | A non-European society that provides contrasts with British history. Benin AD 900-1300. | History of the race to the South Pole - looking at contrasting sources and investigating a historical debate | 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 AgeInvestigation – 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. |  |  |
| **Music**Ongoing singing assembly | 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 BrittenCuckoo ! (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 |
| **RE Cambs Agreed Syllabus** | The Bible and Harvest | Creation | Easter | Sikhism |
| **Outdoor P.E.** | Swimming  | Invasion games - football | Invasion games - hockey | Tennis | Athletics |
| **Indoor P.E.** | Dance - African beat  | Gymnastics | Team-building games | Dodgeball | Gymnastics |
| **P.S.H.E.** **Cambs PDP****Year A 19-20****Year B 20-21** | **Myself and My Relationships:** Beginning and Belonging 9**Healthy and Safer Lifestyles:** Healthy Lifestyles 14 | **Myself and My Relationships:** Family and Friends 11(and Anti-bullying Week 11-15th November) | **Healthy and Safer Lifestyles:** Personal Safety 16**Healthy and Safer Lifestyles:** Managing Risk 11 | **Citizenship:** Diversities and Communities 7 | **Economic Wellbeing:** Financial Capability 2 | **Healthy and Safer Lifestyles:** Sex and Relationships Education 13**Healthy and Safer Lifestyles:** Sex and Relationships Education 17 |
| **Long term home learning (KS2)** | 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. |
| **Independent****Core Skills****Opportunities***e.g. role play in EY & KS1, learning environment, opportunities for children to access curriculum topics independently etc* | Research an African country using the internet and search engines for childrenBooks (stories from Africa) and information books on display | Role - play- imagining being on the Endurance. Letter writing - applying for a position on Shackleton’s team. Presenting individual arguments on whether Scott was a hero or a failure. | Pairs research areas in the UK and design a leaflet advertising their chosen country/ town or city in. Chd have the opportunity to interview parent’s guardian's neighbours etc about their favourite book (homework) UK is introduced with children bringing in photos / memorabilia of places they have visited in the UK.  | Creating a model of a body part of their choice and presenting it to the class, explaining how it works.  | Researching using newspapers etc about the recent Stone age/ Iron Age findings in Cambridgeshire.   |