[**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** | Geography  Science | History  Geography | History  English | | | Science | History |
| **Assessment Focus**  *Statutory, NFER, WR etc* | Science/ Topic Assessment  Art evaluation | NFER Tests | Science and  Topic Assessments | | | NFER | NFER  Times Tables Check  TA - 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 Dancing  Making 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 entries  Poetry | Myths and legends  Stories with historical settings  Poetry - kennings | Varjak Paw  Writing suspense and exciting narrative  Writing a persuasive leaflet | | Instructions and Explanations  Poetry | Stig of the Dump  Narrative - 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 Dump  Stone 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 adverbials  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).  *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 perimeter  Multiplication and division  Consolidation | Multiplication and division  Measurement - Area  Fractions | Fractions  Decimals  Consolidation | | Decimals  Money  Time | Statistics  Properties of shapes  Position and directions  Consolidation |
| **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. |
| **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 pots  Painting 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 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. | | |  |  |
| **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 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 |
| **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 children  Books (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. |