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| **Subjects** | **Autumn 1**  **7 weeks** | **Autumn 2**  **8 weeks** | **Spring 1**  **6 weeks** | | | **Spring 2**  **6 weeks** | | | **Summer 1**  **5 weeks** | | **Summer 2**  **7 weeks** |
| **Topic and Topic**  **Question** | What makes Roald Dahl’s books so ‘gloriumptious?’ | Why does the earth erupt and quake? | What did the Ancient Egyptians do for us? | | | How did civilisation begin? | | | Which wonders does the wilderness hold? | | Were the Romans brave builders or cruel conquerors? |
| **‘Wow’ Starter** | Roald Dahl Day Celebrations | Volcano Week! | Ancient Egyptians Day | | | Fitzwilliam Museum | | | Wild Discovery Drama | | Historical debate |
| **‘Wow’ End** | Publishing Roald Dahl short stories in class library. | Earth presentation | Ancient writing | | | Code breaking | | | Grafham Water | | Roman Army Training Day |
| **Class Texts** | Fantastic Mr Fox  The Twits  The Enormous Crocodile | Pebble in my pocket  Various poems  Escape from Pompeii | The Egyptian Cinderella  Ancient Tomb Uncovered | | | How Ebo Stole Fire | | | The Raft | | How to look after a pet instruction text  Boudicca factual text  Roman Invasion of Britain factual text |
| **Talk for Writing** | Retell/invent/adapt a trick from The Twits. | Performance poetry  Drama – journey of a pebble from source to sea | Retell ‘Egyptian Cinderella,’ with actions.  Drama uncover ancient tomb | | | Retell ‘How Ebo Stole Fire,’ with actions.  Also trial Ebo play-scripts, by acting out. | | | Preposition description game  Raft Drama | | Retell Instructions with actions  Persuasive argument debate  ‘Was Boudicca a great hero or a murderous villain?’ |
| **Guided Reading Text** | Fiction - Fantastic Mr Fox, play  Roald Dahl Collection  Individual Reading | Non-fiction texts – The Earth  Poetry – The earth | Non-fiction texts - Ancient Egypt  Fiction - Cinderella | | | Non-fiction texts - Ancient civilisations  Fiction - Mulan | | | Poetry – The Lost words  Fiction – Iron Man | | Non-fiction texts - The Romans  Fiction – Roman myths and legends |
| **English** | Books reviews & blurbs  Fact files  Letters  Character descriptions  Short Stories | Imaginary and factual story sequence  Descriptions and descriptive poetry using metaphor and simile  Shape poems and calligrams  Volcano report | Traditional Tales  Newspaper articles | | | Myths & legends  Play scripts | | | Descriptive writing using prepositions  Recount - Diaries | | Instructions Persuasive argument |
| **SPAG** | Using capital letters, full stops, questions marks, exclamation marks.  Nouns and verbs. Adjectives and adverbs.  Introduction to inverted commas to punctuate direct speech | Expressing time, place and cause using conjunctions [for example when, before, after, while, so because]  Use of the forms a or an  Introduction to paragraphs as a way to group related material.  Headings and Subheadings to aid presentation  Commas to separate items in a list | Adjectives and adverbs  Revision of paragraphs as a way to group related material – signal openers and closing.  Apostrophes to mark where letters are missing in spelling and to mark singular possession in Formation of nouns using a range of prefixes.  nouns | | | Expressing time, place and cause using adverbs [then, next, soon, therefore] or prepositions [before, after, during, in, because.]  Sentence structure including commas to mark subordinate clauses. | | | Revision of inverted commas to punctuate direct speech. Using the present perfect and the simple past tenses. | | Revision of paragraphs as a way to group related material. |
| **Spelling**  ‘Support for Spelling’ | Suffixes from Year 2 (‘-s’, ‘-es’, ‘-er’, ‘-ed’, ‘-ing’); Practise prefix ‘dis-’ Apply prefix ‘un-’; Rarer GPCs: words with the /eɪ/ sound spelt ‘ei’ (vein), ‘eigh’ (eight), ‘aigh’ (straight) or ‘ey’ (they); Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun); | Strategies at the point of writing: Have a go; Prefixes ‘mis-’ and ‘re-’; Strategies for learning words: words from statutory and personal spelling lists; The /ɪ/ sound spelt ‘y’; Words ending with the  /g/ sound spelt ‘-gue’ and the /k/ sound spelt ‘-que’ (French in origin) | From Year 2: suffixes  ‘-ness’ and ‘-ful’ following a consonant; Prefixes ‘sub-’ and ‘tele-’; From Year 2: apostrophe for contraction; Words with the /ʃ/ sound spelt ‘ch’ (mostly French in origin) as well as ‘s’, ‘ss(ion/ure)’; | | | Strategies at the point of writing: Have a go Elements from the previous half term that require practice; Prefixes ‘super-’ and ‘auto-’; Strategies at the point of writing: homophones; Proofreading; Words with the /k/ sound  spelt ‘ch’ (Greek in origin); | | | Previously taught suffixes (‘-ed’, ‘-ing’, ‘-s’, ‘-es’,  ‘-ness’, ‘-ful’, ‘-less’ and ‘-ly’); Suffix ‘-ly’ with root words ending in ‘le’ and ‘ic’; Suffix ‘-ly’; From Year 2: Apostrophes for contractions; Rare GPCs (/ɪ/ sound); From Years 1 and 2: vowel digraphs | | The /ʌ/ sound spelt ‘ou’; Homophones (including heel/heal/he’ll, plain/plane, groan/grown and rain/rein/ reign); Proofreading; Strategies for learning words: words from statutory and personal spelling lists |
| **Handwriting** | Penpals  P 1-7 | P8-15 | -p 16-22 | | | P22-29 | | | P30 - 37 | | P 38-45 |
| **Maths** | Place Value  Addition and subtraction | Addition and subtraction  Multiplication and division | Multiplication and division  Money  Statistics | | | Length and perimeter  Fractions | | | Fractions  Time | | Properties of shape  Mass and capacity |
| **Science** | Animals and humans | Rocks | Magnets and Forces | | |  | | | Plants and living processes | | Light |
| **History** |  |  | An in-depth study of Ancient Egypt | | | Where and when the first civilizations appeared  The Shang Dynasty  The Indus Valley civilisation  The ancient Sumerians | | |  | | The Roman Empire and its impact on Britain  Boudicca’s rebellion |
| **Geography** | Geographical skills – map work unit, locating and marking features on a map, using keys, understanding grid references and points of a compass. | Describe and understand key aspects of physical geography: mountains, volcanoes and earthquakes. |  | | | Explicit lesson: Describe and understand key aspects of: human geography:  land use,  Why the Egyptians lived so close to the Nile. | | | Place knowledge:  Locate and name countries in Europe.  Study a contrasting region in a European country, the environmental forest region ‘Bialowieza,’ bordering Poland and Belarus. | |  |
| **D&T** |  | Structures and nets  Present Box:  Purpose and Design decisions (test/redesign) |  | | | Pneumatics and Moving Parts  Moving part based on Ebo stole the fire story:  Functionality and Innovation focus | | |  | | Food Technology  Bread:  User and Purpose focus |
| **Art** | Quentin Blake Style – illustrations.  Colour mixing  Volcano structure – 3D model | Structure:  To fold and layer card and use paper mache in order to make strong volcano structures. | Clay:  Design and sculpt clay Canopic jars inspired by the museum displays of ancient Egyptian artefacts.  Various:  Egyptian day art such as jewellery, soap carving and ancient writing. | | | Clay:  Design and sculpt clay seals inspired by the art work of an ancient civilisation. | | | Drawing / Painting / Pastel:  Represent wilderness scenes and scenes from The Raft.  Explore shading.  Draw familiar things from different viewpoints.  Use line, tone and shade to represent things. | | Structure:  To fold and layer card and use paper mache in order to make strong structures, such as Roman swords and shields. |
| **Computing** |  | E-Safety  Digital Literacy 1:  (Link with Literacy) editing work in Word  Using Paint to create illustration |  | | Digital Literacy 2:  Power point presentations using animations and notes. | | | |  | | Programming:  Roman animation  Drawing shapes and animate using SCRATCH |
| **Music** | Charanga | | | | | | | | | Recorders | |
| **R.E.** | Christianity | Christianity | Judaism | | Judaism | | | | Islam | | Islam |
| **Outdoor P.E.** | Striking and Fielding  Cricket | Striking and Fielding  Cricket | Ball handling skills /  Football | | | Ball handling skills /  Throwing, bouncing catching | | | Athletics | | Striking and Fielding  Rounders |
| **Indoor P.E.** | Dance  Solar System | Gymnastics  Patterns and Pathways | DANCE  Egyptian | | | GYMNASTICS  Patterns and Pathways | | | Swimming | | |
| **P.S.H.E.** | Citizenship:  Rights Rules and Responsibilities 8 | Myself and My Relationships:  Anti-bullying 12 | Citizenship:  Working Together 6 | | | Myself and My Relationships:  My Emotions 10  Healthy and Safer Lifestyles:  Digital Lifestyles | | | Healthy and Safer Lifestyles:  Managing Safety and Risk | | Myself and My Relationships: Managing Change 13 |
| **Modern Foreign Languages** | About me | Getting to know you | | Family and culture | | | Animals and colours | Food, drink, house and home | | | Food and Cendrillon |
| **Homework** | Daily reading. Weekly spelling and handwriting practice.  Maths and topic based activities set when appropriate. |  |  | | |  | | |  | |  |
| **Trips** |  |  |  | | | Fitzwilliam museum, ancient civilizations. | | | Grafham Water | |  |