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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 FoxThe TwitsThe Enormous Crocodile | Pebble in my pocketVarious poemsEscape from Pompeii | The Egyptian CinderellaAncient Tomb Uncovered | How Ebo Stole Fire | The Raft | How to look after a pet instruction textBoudicca factual textRoman Invasion of Britain factual text |
| **Talk for Writing** | Retell/invent/adapt a trick from The Twits. | Performance poetryDrama – 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 gameRaft Drama | Retell Instructions with actionsPersuasive argument debate ‘Was Boudicca a great hero or a murderous villain?’ |
| **Guided Reading Text** | Fiction - Fantastic Mr Fox, play Roald Dahl CollectionIndividual Reading | Non-fiction texts – The EarthPoetry – The earth | Non-fiction texts - Ancient EgyptFiction - Cinderella | Non-fiction texts - Ancient civilisations Fiction - Mulan | Poetry – The Lost wordsFiction – Iron Man | Non-fiction texts - The RomansFiction – Roman myths and legends |
| **English**  | Books reviews & blurbsFact filesLettersCharacter descriptionsShort Stories | Imaginary and factual story sequenceDescriptions and descriptive poetry using metaphor and simileShape poems and calligramsVolcano report | Traditional TalesNewspaper articles | Myths & legendsPlay scripts | Descriptive writing using prepositionsRecount - Diaries | InstructionsPersuasive 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 anIntroduction to paragraphs as a way to group related material. Headings and Subheadings to aid presentation Commas to separate items in a list | Adjectives and adverbsRevision 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/ soundspelt ‘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 ValueAddition and subtraction | Addition and subtractionMultiplication and division | Multiplication and divisionMoneyStatistics | Length and perimeterFractions | FractionsTime | Properties of shapeMass 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 DynastyThe Indus Valley civilisationThe ancient Sumerians |  | The Roman Empire and its impact on BritainBoudicca’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 netsPresent Box:Purpose and Design decisions (test/redesign) |   | Pneumatics and Moving PartsMoving part based on Ebo stole the fire story:Functionality and Innovation focus  |  | Food TechnologyBread:User and Purpose focus  |
| **Art** | Quentin Blake Style – illustrations.Colour mixingVolcano 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-SafetyDigital Literacy 1: (Link with Literacy) editing work in WordUsing 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.**  | DanceSolar System  | GymnasticsPatterns and Pathways | DANCEEgyptian | GYMNASTICSPatterns 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 10Healthy 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 |  |