

Learning Dispositions	Motivated	Resilient	Courageous	Curious	Collaborative	Reflective
Subjects	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 7 weeks	Summer 2 7 weeks
Topic Question	<b>Shakespeare</b> <i>What's so special about Shakespeare?</i>	<b>Shakespeare</b> <i>What's so special about Shakespeare?</i> 10th November  <b>British Civil Rights</b> <i>How were Civil Rights fought for in Britain?</i>	<b>Space</b> <i>How does our solar system affect us?</i>	<b>Rainforests</b> <i>Who protects the Amazon?</i>	<b>Local History</b> <i>Did the railway help or hinder the people of Cambridge?</i>	<b>Vikings</b> <i>Were the Vikings really vicious?</i>
Main & Secondary Subject Focus	English / Drama	English / Drama History	Science	Geography Science	History Geography	History Geography
Assessment Focus <i>Statutory, NFER, WR etc</i>		NFER - Reading		NFER - Spelling/SPAG	NFER- Maths	
'Wow' Day	Start: Play in a day Middle: Workshop End: Shakespeare performance	End: Tapestry	Visitor from the institute of astronomy Space end: rocket launch DT	Start: Animal adoption End: Bake sale	Local history discovery walk	Start: Gripping history
Final Outcome	SSF Performance	Faith Ringgold Wow Day story quilt	DT rocket pad Armstrong Story	Neverbelieve Book	Newspaper reports Son of the Circus narratives	Sequel to 'Odd and the Frost Giants' Discussion Text
Creative Provision		Story Quilt to fight inequality			Local history discovery walk	

<i>Arts &amp; culture, community links etc</i>						
<b>Trips &amp; Visits</b>	Shakespeare workshop in school (8th October)	Shakespeare performance Junction Theatre (Monday 10th November)	Institute of Astronomy Visitor	Plant investigation	Local history walk	Gripping history in school
<b>English</b>  <b>Slim back writing units so there's more of a gradual release of responsibility. Possibly more grammar lessons and more scaffolded writing.</b>	Shakespeare schools festival Poetry (reciting) Focus on drama and spoken word. Around the performance focus on-participation in discussions, presentations, performance, role play and improvisation, speaking audibly, collaborative conversations. Character study Understanding and moving on the narrative, spoken and written.	Shakespeare Schools Festival:  Poetry (reciting) Focus on drama and spoken word. Around the performance focus on-participation in discussions, presentations, performance, role play and improvisation, speaking audibly, collaborative conversations. Character study Understanding and moving on the narrative, spoken and written.  <u>Faith Ringgold</u> Persuasive Letter to a Union	<u>Space</u> Armstrong Adventure narrative	Fusion texts + tone reflection - fiction/non-fiction  Non-chronological report	Persuasion  Formal letters  Diary entries, character descriptions  Newspaper report	Discussion Text (history based)  Fiction  Myths and legends  Odd and the Frost Giants - various forms

		Diary Entry Descriptive writing - Faith Ringgold Free verse poem				
<b>Class Texts: Core Books or Visual Text</b>	Shakespeare Books	Shakespeare books Tar Beach	Armstrong	Land of Neverbelieve	Son of the circus	Odd and the Frost Giants
<b>Whole school extended writing task</b>						
<b>Phonics</b> <i>EY &amp; KS1</i>						
<b>Spelling / Grammar</b>						
<b>Maths - NCETM CP Units</b> <i>inc end of unit assessments</i>	Decimal Fractions	Negative numbers	Area and scaling	Calculating with Decimal Fractions	Fractions	Converting Units
	Money	Short multiplication and division	Calculating with decimal fractions	Factors, multiplies and primes		Angles  Consolidation
<b>Science</b>	Forces - gravity, air resistance, friction and upthrust	Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.  Describe the movement of the Moon relative to the Earth	Describe the Sun, Earth and Moon as approx. spherical bodies.  Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.	Comparing life cycles of mammals, insects, birds and amphibians.  Process of reproduction in plants.	Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have greater effect. Strengthen underpinning scientific enquiry. (victorians)	Properties and changes of materials – grouping materials, experimenting with solids, liquids and gases, fair testing, reversible and irreversible changes.

<b>D&amp;T</b>			Structures - Project Launchpad - build a launchpad to fire a rocket into space!	Food - muffins	Gears and Pulleys - fairground ride	
<b>Art</b>	Programmes made out of a collage	Faith Ringgold- class story quilt		Elizabeth Blackadder - observational drawing	Create a cyanotype in printing	Viking sketches / multimedia portraits - collage, charcoal, pastels, sketching
<b>Computing</b>	Filming trailers	Systems	Micro Bits	Quiz (Scratch)	Databases	Viking emoji (vector drawings)
<b>History</b>		<p>Black and British - Civil Rights in the UK</p> <p>Bristol Bus Boycotts Who fought for equality during the Bristol Bus Boycotts? Who were Roy Hackett, Paul Stephenson, Guy Bailey, Raghbir Singh? What was the Race Relations act in 1965? To what extent were the Bristol Bus Boycotts a cause of the Race Relations Act?</p>			<p>Local history study: how did the coming of the railway impact Cambridge?</p> <p>Digimaps software- Cambridge old and new</p> <p>Study maps of Cambridge and through time; before, during and after Victorian era.</p>	<p>What image do we have of the Vikings today? Why were longboats so critical for Vikings to thrive? Why have the Vikings gained such a bad reputation? How did the Vikings try to take over the country and how close did they get? How have recent excavations changed our view of the Vikings? What can we learn about Vikings settlement from a study of place-name endings?</p>

<b>Geography</b>			Locational Geography: Atlas skills, continents, mountains and oceans	<p>Locational Geography: continents, sea, rivers</p> <p>Contextual Geography: where did the Vikings come from? How far did they spread themselves? Can you names countries in Europe? What different biomes did they visit? Why have towns been built near Rivers? Why is water such an important commodity?</p> <p><b>Fieldwork looking at plant density and variation.</b></p>		<p>Human Geography:</p> <p>Mapping land use</p> <p>Describing the features of a well-known city</p> <p>Explain how a location fits into its wider geographical location with reference to human and physical features</p> <p>Taking into account what a place might look like in the future taking into account past changes</p>
<b>Music</b>	Provided by Mr Ecclestone					
<b>RE Cambs Agreed Syllabus</b>	Hinduism	Hinduism	Influential people	Easter	Jesus through Art	Islam
<b>Indoor P.E.</b>	Dance - 1960s, 70s, and 80s	Dance - 1960s, 70s, and 80s	Swimming	Swimming	Gymnastics	Gymnastics
<b>Outdoor P.E.</b>	Football	Football	Netball	Netball	Athletics	Athletics
<b>French</b>	Phonetics 1 to 3 (ET)	At the Cafe (I)	The Weather (I)	Do you have a Pet? (I)	Clothes (I)	Family (I)

	Presenting Myself (I) (Medium/Hard Worksheets) <i>Retrieval: I Can (sports, hobbies)</i>	Numbers (ET) <i>Retrieval: Months, Days of the week, What time is it?</i>	<i>Retrieval: Home</i>	<i>Retrieval: I can (hobbies, sports)</i>	<i>Retrieval: Fruits, Veg, Breakfast (at the cafe)</i>	<i>Retrieval: hobbies, sports</i>
<b>PSHE Cambs PDP Year A 25-26</b>	Healthy & Safer Lifestyles	Family and Friends	Personal Safety	Citizenship and Drug Education	Financial Capability	SRE Managing Change
<b>Long term homework</b>	Learn lines for Shakespeare Play	Learn lines for Shakespeare Play	Recording moon phases and making observations	Challenge to discover and share something unexpected about the History of Cambridge	Rainforest presentation	Make a Viking factfile
<b>Learning Environment Focus</b> <i>e.g. independent opportunities for core skills practice roleplay opportunities, reading area focus etc</i>	Working Walls/Topic Books out/Vocab Areas/Maps/Globe/SPAG Corner					