

| Subjects                                | Autumn Term  |  | Spring Term  |  | Summer Term   |   |
|---|--|--|--|--|---|---|
|   | 1a   | 1b   | 2a   | 2b   | 3a  | 3b  |
| <b>Topic and Outcome</b>                | <b>Romans and their Rivals</b>   |  | <b>How Do We Shape our Land?</b>   | <b>Race to the Pole</b>  | <b>The Golden Age of Islam</b>  | <b>Across the Atlantic</b>  |
| <b>English</b>                          | <p><b>Fiction:</b> Diary with a Historical Setting<br/><b>Grammar Focus:</b> Fronted adverbials</p> <p><b>Non-Fiction:</b> Persuasive advert linked to selling Roman Houses<br/><b>Grammar Focus:</b> Expanded noun phrases</p> <p><b>Poetry:</b> Cinquain</p>   | <p><b>Fiction:</b> Roman myth - Sisyphus<br/><b>Grammar Focus:</b> Inverted commas in speech (interrupted speech)</p> <p><b>Non-Fiction:</b> Newspaper report about Roman Invasion<br/><b>Grammar Focus:</b> Direct and reported speech</p>  | <p><b>Fiction:</b> Narrative based on 'Farther' by Grahame Baker-Smith<br/><b>Grammar Focus:</b> Fronted adverbials<br/>Expanded noun phrases with prepositions<br/>Direct speech</p> <p><b>Non-Fiction:</b> Formal letter linked to local development<br/><b>Grammar Focus:</b> Use of subordinating and co-ordinating conjunctions</p>                     | <p><b>Fiction:</b> Shackleton's Diary – Diary Entry<br/><b>Grammar Focus:</b> Fronted adverbials<br/>Expanded noun phrases with prepositions<br/>Reported speech</p> <p><b>Poetry:</b> Free Verse Poems</p>  | <p><b>Fiction/ Poetry:</b> Stories from Different Cultures (Arabian Nights)<br/><b>Grammar Focus:</b> Fronted adverbials<br/>Expanded noun phrases with prepositions<br/>Direct speech</p> <p><b>Non-Fiction:</b> Information brochure (Baghdad)<br/><b>Grammar Focus:</b> Fronted adverbials<br/>Use of subordinating conjunctions</p> | <p><b>Non-Fiction:</b> Biography - Famous North American person – Nikola Tesla<br/><b>Grammar Focus:</b> Fronted adverbials<br/>Expanded noun phrases with prepositions<br/>Subordinate clauses leading onto relative clauses (Year 5)</p> <p><b>Fiction:</b> Journey story based on 'Zereffa Giraffa' by Dianne Hofmeyr<br/><b>Grammar Focus:</b> Fronted adverbials<br/>Expanded noun phrases with prepositions<br/>Direct speech</p> |
| <b>Punctuation and Spelling</b>         | <p><b>Punctuation</b><br/>Capital Letters<br/>Full Stops<br/>Question Marks<br/>Exclamation Marks<br/>Commas for Fronted Adverbials</p> <p><b>Spelling</b><br/>Spell words which include: - see Y3/4 National Curriculum for list of spelling patterns</p> <p>Use a dictionary – use up to first three letters of a word to check spelling</p> | <p><b>Punctuation</b><br/>Capital Letters<br/>Full Stops<br/>Question Marks<br/>Exclamation Marks<br/>Inverted Commas – for direct speech + comma after the reporting clause</p> <p><b>Spelling</b><br/>Wider range of prefixes and suffixes: auto- / anti- / super- / -ly / -ous</p> <p>Spell words which include -see Y3 / 4 National Curriculum for list of spelling patterns</p> | <p><b>Punctuation</b><br/>Capital Letters<br/>Full Stops<br/>Question Marks<br/>Exclamation Marks<br/>Accurate use of the possessive apostrophe + use of possessive apostrophe with plural words</p> <p><b>Spelling</b><br/>Spell words which include: -see Y3/4 National Curriculum for list of spelling patterns</p> <p>Homophones and near homophones</p> | <p><b>Punctuation</b><br/>Capital Letters<br/>Full Stops<br/>Question Marks<br/>Exclamation Marks<br/>Inverted Commas – for direct speech + comma after the reporting clause<br/>Commas to separate items in a list</p> <p><b>Spelling</b><br/>Use of 'a' / 'an' – depending on whether next word begins with a vowel or consonant</p> <p>Spell words which include - see Y3 / 4 National Curriculum for list of spelling patterns</p> | <p><b>Punctuation</b><br/>Capital Letters<br/>Full Stops<br/>Question Marks<br/>Exclamation Marks<br/>Inverted Commas – for direct speech + comma after the reporting clause</p> <p><b>Spelling</b><br/>Word Families</p> <p>Spell words which include -see Y3/4 NC for list of spelling patterns</p>                                   | <p><b>Punctuation</b><br/>Capital Letters<br/>Full Stops<br/>Question Marks<br/>Exclamation Marks<br/>Accurate use of the possessive apostrophe + use of possessive apostrophe with plural words</p> <p><b>Spelling</b><br/>Spell words which include -see Y3/4 National Curriculum for list of spelling patterns</p>   |
| <b>Whole Class Guided Reading Texts</b> | 'How to Train Your Dragon' by Cressida Cowell  | 'Charlie and the Chocolate Factory' by Roald Dahl  | 'Quest' by Aaron Baker   | 'Zeraffa Giraffa' by Dianne Hofmeyr  | 'Charlotte's Web' by E.B. White   |   |
| <b>Raving About Reading Texts</b>       | 'Bill's New Frock' by Anne Fine  | 'Astrosaurs' by Steve Cole   | 'Varjak Paw' by S.F. Said  | 'Why the Whales Came' by Michael Morpurgo  | 'The Firework Maker's Daughter' by Philip Pullman   | 'Anisha the Accidental Detective' by Serena Patel   |

|                    |  |  |   |  |  |   |
|--------------------|--|--|---|--|--|---|
| <b>Mathematics</b> | Number: Addition and Subtraction   | Number: Addition and Subtraction   | Number: Multiplication and Division   | Number: Multiplication and Division  | Number: Fractions  | Division with Remainders  |
|                    | Number: Place Value  | Geometry: Area and Perimeter   |   | Geometry: Co-ordinates   | Geometry: Properties of Shapes - Symmetry  |   |
|                    | Measurement: Money and Time  | Number: Multiplication and Division  |   |  |  |   |
| <b>Science</b>     | Animals, including Humans  | Sound  | States of Matter  | Electricity  | Living Things and Habitats   | Living Things and Habitats  |
| <b>Computing</b>   | Purple Mash<br>4.7 Effective Searches<br>4.9 Making Music  | Purple Mash<br>4.1 Coding  | Purple Mash<br>4.2 Online Safety<br>4.8 Hardware Investigators  | Purple Mash<br>4.3 Spreadsheets  | Purple Mash<br>4.4 Writing for Different Audiences<br>4.5 Logo   | Purple Mash<br>4.5 Logo<br>4.6 Animation  |
| <b>History</b>     | <b>Invasion:</b> The Roman Empire and its Impact on Britain  |  |   |  | <b>Civilisation:</b> Achievements and Impact of 'The Golden Age of Islam'  |   |
| <b>Geography</b>   |  |  | <b>Locational Knowledge / Human and Physical Geography / Geographical Skills and Fieldwork:</b> Changes in Land Use / Local Area Chalk Pit Visit  | <b>Human and Physical Geography / Geographical Skills and Fieldwork:</b> Climate Zones, Biomes, Vegetation Belts, Time Zones |  | <b>Place Knowledge / Human and Physical Geography:</b> Comparison of East Anglia and region of North America - California                   |
| <b>RE</b>          | <b>Christianity:</b> Leaders – What difference did Paul's conversion make to Christians?                         | <b>Christianity:</b> Beliefs in Action – What do Christians mean when they talk about the Kingdom of God?  | <b>Christianity:</b> Leaders - Could Jesus really perform miracles?   | <b>Islam:</b> Impact on Individuals – How do Muslims show their submission and obedience to Allah?                           | <b>Islam:</b> Leaders – Why do Muslims call Muhammed the 'Seal of the Prophets?'   | <b>Cross Religion:</b> Big Questions - How and why do people help those without a home?   |
| <b>Art</b>         | <b>Drawing:</b> Proportion and Scale, Self-Portraits and Grid Drawings<br><br><b>Focus Artist:</b> Pablo Picasso |  | <b>Drawing:</b> Observational drawing of natural objects, investigate shading techniques to create tone<br><b>3D and Sculpture:</b> Create sculptures using natural materials, clay techniques to create clay tree faces<br><br><b>Focus Artist:</b> Andy Goldsworthy |  | <b>Collage:</b> Creating geometric patterns and mosaics (link to Golden Age of Islam theme)<br><br><b>Focus Artist:</b> Antoni Gaudi / Alma Thomas | <b>Painting:</b> Review tints and shades, introduce watercolours, create mixed media landscape art<br><br><b>Focus Artist:</b> Ted Harrison |
| <b>DT</b>          |  | <b>Design, Make and Evaluate:</b> Textiles – 2D shape to 3D Product (A Christmas Decoration)   |   | <b>Design, Make and Evaluate:</b> Technical Knowledge – Electrical Systems / Simple Circuits and Switches (A Torch)          | <b>Design, Make and Evaluate:</b> Cooking and Nutrition - Healthy and Varied Diets (Middle Eastern Flatbread and Toppings)                         |   |
| <b>Music</b>       | Unit 1 – Just Three Notes  | Unit 2 – Global Pentatonics  | Unit 3 – Whole Class Instrumental Tuition: Glockenspiels 2  | Unit 4 – Time for a Song   | Unit 5 – Whole Class Instrumental Tuition: Recorders 3   | Unit 6 – Whole Class Instrumental Tuition: Recorders 4  |
| <b>PSHCE</b>       | <b>Citizenship:</b> Rights, Rules and Responsibilities   | <b>Healthy and Safer Lifestyles:</b> Personal Safety<br><br>+ 1 week blocked unit in Anti-Bullying Week<br><b>Myself and My Relationships:</b> Anti-Bullying | <b>Myself and My Relationships:</b> Family and Friends  | <b>Myself and My Relationships:</b> Managing Change  | <b>Healthy and Safer Lifestyles:</b> Relationships and Sex Education   | <b>Healthy and Safer Lifestyles:</b> Drug Education   |
|                    | + 1 day unit (Young Enterprise Day) on Economic Well-Being: Financial Capability                                 |  |   |  |  |   |
|                    | <b>Ball skills:</b> Y3/4   | <b>Football:</b> Year 3/4  | <b>Gymnastics:</b> Year 4   | <b>Gymnastics:</b> Year 4  | <b>Tennis:</b> Year 4  | <b>Rounders:</b> Year 3/4   |

| PE  | Dance: Year 4   | Dance: Year 4                             | Hockey: Year 3/4            | Fitness: Year 3/4   | Athletics: Year 4  | Golf: Year 3/4                |
|---|---|---|-----------------------------|---|--|-------------------------------|
| <b>French</b>   | Je me presente<br>(Presenting Myself)<br><br>La Phonetique: lesson 2<br>(Phonics and Pronunciation) | Les saisons<br>(Seasons)                  | Les Legumes<br>(Vegetables) | Ma Famille<br>(Family)  | En Classe<br>(Classroom)                                     | Au Salon de the<br>(Tea room) |
| <b>Curriculum<br/>Enrichment<br/>Activities<br/>School Events</b> | History Off the Page – Roman<br>Day   | <a href="#">School Anti-Bullying Week</a> | Visit to Chalk Pits         | Visit to Scott Polar Museum<br><br><a href="#">School Book Week</a> | Visit to Cambridge Mosque<br><br><a href="#">Sports Week</a> |                               |