



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Stone Age Rocks!		Tomb Raiders		Commotion in the Ocean	
English	STORIES WITH HISTORICAL SETTINGS <i>Cave Boy</i> Non negotiables <i>Stone Age Boy</i> Setting Description <i>The First Drawing</i> Historical narrative EXPLANATION TEXTS How to Catch a Mammoth/ Water Cycle Explanations PERFORMANCE POETRY Stone Age Class Readers: The Abominables by Eva Ibbotson The Fastest Boy in the World by Elizabeth Laird		MYSTERY Scarabs Secret (characters and dialogue) STORIES FROM OTHER CULTURES Egyptian Cinderella (narrative) POETRY Kennings (Mother's Day) BIOGRAPHIES Roald Dahl and Malorie Blackman PERSUASIVE UK Travel Brochure Class Readers: Featherlight by Peter Bunzl Operation Gadgetman by Malorie Blackman		NARRATIVE Iron Man (character and emotions) PERSUASIVE Advertisement and poster for a robot to help others Class Reader: Iron Man Charlie and the Chocolate Factory	NON-CHRONOLOGICAL REPORT Marine Conservation POETRY Flotsam and Magic Box Class Reader: The Sandman and the Turtles By Michael Morpurgo
Maths	Number & Place Value Addition & Subtraction Multiplication & Division 3- times table and counting in multiples of 4		Multiplication & Division Length and Perimeter Fractions Mass and Capacity 3- and 4-times tables and counting in multiples of 8		Fractions Measure: Money Measure: Time Geometry: Shape Statistics 4- and 8- times tables	
Science	Rocks	Nutrition and Skeleton	Light and Shadows	Plants		Forces and Magnets
History	Prehistory (Stone Age, Bronze Age, Iron Age) (12 sessions)		Ancient Egypt (6 sessions)			
Geography	Water Cycle			UK Settlements	UK Settlement/ Ocean Biome	Ocean Biome

Art	Painting Cave Art <i>Vincent Van Gogh</i>	Collage <i>Paul Klee, Victor Vasereley, Henri Matisse</i>	Printing Hieroglyphs and Cartouches	3D Art Making Bowls and Quilling <i>Howard Hodgkin</i>	Drawing Mark making and shading <i>Chris Mould</i>	Textiles Ocean layers and creatures
DT (Kapow)	Structures: Photograph Frames (Christmas gifts) Cooking and Nutrition: Eating Seasonally		Textiles: Egyptian Collar		Mechanical Systems: Pneumatic toy (marine creatures)	
RE (Emmanuel Project)	BQ1: Do beliefs make any difference to someone’s life?			BQ2: What beliefs drive people to make a difference in the world?		
	Christianity How do Christians show that reconciliation with God and others is important?	Hinduism Why do Hindus want to collect good karma ?	Islam How does a Muslim show their submission and obedience to Allah?	Christianity What do Christians mean when they talk about the Kingdom of God ?	Humanism Why do Humanists use the Golden Rule as a basis for morality ?	Sikhism How does the teaching of the gurus move Sikhs from dark to light?
PSHE (Jigsaw)	Being Me in the World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE	Fundamentals Ball Skills	Dance Netball	Dance Gymnastics	Basketball Football	Tennis Athletics	Cricket Fitness
Music	Stone Age – Rhythm and composition.	Stone Age – melodic composition. Stave notation and performance.	Reading Treble Clef and performing – ukulele/ resonator bells.	Improvisation – instrumental	Egypt – Egyptian music Listening and Appraising Egyptian composition (musical contexts)	‘Drop in the Ocean’ Performance opportunities instruments and voice
Computing	3.1 Coding and 3.2 Online Safety		3.4 Touch Typing, 3.5 Email and 3.6 Databases		3.7 Simulations, 3.8 Graphing and 3.9 Presenting	
Primary Languages	I am Learning	Animals	Instruments	Fruits	Seasons	Under the Sea
Enrichment ideas	Wild Play – survival day		Fitzwilliam Museum Cambridge Mosque			Sea life Centre

As Avid Readers we will be: reading a range of high quality, age-appropriate texts linked to our topics; using stories and sacred texts to find out more about core belief and practices in religions; enjoying class readers; using non-fiction texts to carry out research

To develop our desire to be Global Citizens we will be: learning about the history and culture of ancient Egypt; exploring issues around marine conservation, water usage and climate change; learning about and showing respect for Christian, Islamic and Jewish beliefs, practices and cultures; exploring what it means to be a member of our school community; learning about the importance of respecting other's cultures and experiences; beginning to learn French;

In becoming Bold Adventurers, we will: learn about taking safe risks and overcoming obstacles; exploring survival techniques used by prehistoric people; visiting places of worship and meeting believers to find out more about world faiths;

As Healthy Champions, physically and mentally, we will be: following the Jigsaw scheme to explore issues linked to both our physical and mental health; learning about our bodies and nutrition in science; participating in a range of physical activities in PE; valuing our own experiences and beliefs in RE.