

English / Cross-curricular	We will study a range of text types over the term: • instructions, using 'How to wash a Woolly Mammoth' as inspiration to write our own instructions. • non-chronological report on Skara Brae • narratives, thinking about setting, characters and plot, based on the short story 'Stone Age Boy' by Satoshi Kitamura. • creating dialogue, using a graphic novel, 'Ug: Boy Genius of the Stone Age', to help recap on how to write and punctuate speech. (This is a short series of lessons) Across all our writing, we will be developing our editing and revising skills, so that we can improve our own work and respond to the comments of others. Grammar will be integrated into our daily English lessons. We will read and discuss a wide range of fiction, non-fiction and poetry books, particularly ones linked to our topic about the Stone Age, Bronze Age and Iron Age.
Mathematics	This term in maths we will cover place value, addition and subtraction, multiplication and division, time, fractions and shape. Lessons will integrate the skills needed for fluency, reasoning and problem-solving. We will also continue to increase our speed of recall of times tables. More information is in the Medium Term Plan
Science	States of Matter Properties and Changes of Materials More information is in the Medium Term Plan
History	Our overall Enquiry Question is 'To what extent did life change from the Palaeolithic to the Iron Age?' We will start by developing our chronological understanding, ensuring we can sequence the key eras and are aware of their differing durations. For most of the period, there is no written evidence so the archaeological record is very important. We will explore continuity and change over the Stone Age, in particular looking at the significance of the start of agriculture, and consider how our ideas about life in the Stone Age are changing due to recent discoveries. We will then consider how bronze and iron tools changed life. Our visit to Flag Fen will enhance our understanding of Bronze Age life in Cambridgeshire. Finally, we will look at different aspects of life in turn (homes, societal structures, religious beliefs etc), considering the extent of change and continuity for each over the period. More information is in the Medium Term Plan
Geography	This topic is mainly history-based, although we will use maps to locate the different places we are studying and consider patterns of human migration and trade. We also consider why people settled in particular areas and how they used the land. Linked to our OAA unit in PE, we will also develop our skills with compasses and interpreting symbols on maps. More information is in the Medium Term Plan
Computing	Computing will be taught (using Chromebooks), where possible, to support other Curriculum subjects. Areas will include: using Google Classroom, Google docs, slides and web research, Digimaps, as well as e-safety and improving our touch-typing skills.
Design and Technology	In the second half term, we will design and make a moving model toy using cam mechanisms, linked to our Stone Age topic.

	See the Medium Term Plan for more details.
Art and Design	We will draw expressively with charcoal, pencil and other media to create a sense of drama, using early cave art to inspire us. See the Medium Term Plan for more details.
RE	Autumn 1: Christianity - How does believing Jesus is their saviour inspire Christians to save and serve others? Autumn 2: Hinduism - How does the story of Rama and Sita inspire Hindus to follow their dharma?
PE	Autumn 1: Netball: To understand and reinforce the footwork rule; to have more confidence to catch a ball using proper techniques; to develop accurate shooting techniques; to begin to attack and defend tactically using the space, blocking runs and making choices on different passing types; to introduce netball positioning on the court; to begin to jump for high balls and attempt to catch. Core task: To play a 3v3 netball game. Outdoor and Adventurous Activities (OAA) (4 weeks): To further develop communication skills and how to deal with challenges on their own or in a small group and how to respond to different challenges. To problem solve within a group. Core task: To develop cooperation, communication and consideration while working in a team Autumn 2: Football: To develop dribbling skills, by increasing speed and still maintaining control and more confidently start to use different parts of the foot to dribble and pass; to develop techniques to kick the ball harder and with accuracy for both shooting and longer passes; to develop a very basic understanding of how to elevate the ball with a pass and possibly shots; to understand ways to stop / trap / cushion control the ball with the foot (first touch skills); to have a basic understanding of how to tackle the ball away from the person dribbling safely; to develop weaker foot passes and dribbling; to have a basic understanding of team roles on the pitch: attacker, defender, midfielder and goalkeeper. Core task: To play a mini tournament in teams of up to 5v5. Gymnastics (balance & body control): To understand the principles of balance and how point of contact, surface area and centre of gravity work; to be able to use a range of gymnastic movements in a routine, linking together actions; to use mirroring, matching and unison; to continue to develop control, strength, flexibility and balance. Core task: To create and perform a floor and small apparatus routine involving 4-8 gymnastic actions, combining balances and some other actions with control.
Music	We are continuing to work with Cambridgeshire Music Service to enhance our music provision, focusing this year in Class 4 on learning to play the glockenspiel. In the autumn term, we will learn about pitch, melody and rhythm; learn to play the glockenspiel with correct posture and technique; compose and perform simple melodies; listen to a range of different styles and genres of music; sing short songs in unison and in two / three-part rounds; and learn to follow a conductor. Due to sickness, this will start as soon as possible
Latin	We will be continuing to learn Latin, following the Maximum Classics scheme of work. This will include looking at its relationship to English (root words, suffixes, prefixes etc).
PSHCE	Autumn 1: Citizenship: Rights, Rules and Responsibilities; and Healthy and Safer Lifestyles: Drug Education Autumn 2: Myself & My Relationships: Anti-bullying

Known visits or events	Regular visits to Abington Woods for Forest School - dates tbc C4 Meet the Teacher Event - September 10th Y5 bikeability sessions - October 12th to 15th Flu vaccinations - September 21st (afternoon) individual school photos - September 14th Grandparents lunch - September 25th Abington Festival of Running (2k, 5k and 10k runs) - October 4th Parents Evening week - October 5th to 9th Flag Fen trip - November 10th Children in Need Ramble to Granta Park (Family Groups) - November 13th Advent Design morning (Family Groups) - December 1st Christmas Jumper Day and School Christmas lunch - December 10th
Home support	Homework will be set weekly on Google Classroom, and will generally focus on Maths, English, Topic and/or Science. There is also an expectation that children will read regularly (daily wherever possible) and practise times tables, core number skills and target spellings. The Special Person card will be shared on a weekly basis through Google Classroom for the children to add their positive comments about the chosen child.