

Date	Outdoor Learning / Cultural Capital	Love to Read	English	Spag	Guided reading texts	Maths	Science	Design and Technology	Computing	Art & Design	Geography	P.E.	History	RWV	Music	PSHE (Jigsaw)	Spanish
Wee k 1	Flag Fen trip for Viking experience Visit to St. Joseph's church		Adventure story: To write their own version of an adventure story, using a quest or a search, think about the structure of the events, how they are going to organise the paragraphs in their stories. Relating their plan to the stories that they've been reading, selecting story features that are frequently found in that genre, discussing and selecting effective vocabulary choices. Get them to look at a wagoll and identify the features they need to including, before they plan their own version, ensure they use a range of sentence types and structures to create effects and develop audience interest. Encourage them to re-read and redraft their writing as they go along.	Indicating possession by using the possessive apostrophe. Use prepositions to express time and cause. Revise use of adjectives in extended noun phrases. Use conjunctions, adverbs and prepositions to express time and cause. Use the present perfect form of verbs in contrast to the past tense. Use adverbs. Use and punctuate direct speech. Year 4: Choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition. Use conjunctions, adverbs and prepositions to express time and cause. Extend the range of sentences with more than one clause by using a wider range of conjunctions	Adventure story: Year 3: To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text. To discuss authors' choice of words and phrases for effect. Year 4: To use all of the organisational devices available within a fiction text to retrieve, record and discuss information. To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text	Y3 - time Y4 - decimals	What is the purpose and the functions of a skeleton?		Programming a screen turtle	How can we manipulate materials to create texture for a longboat?		Pickleball (tennis) Outdoor and adventurous activities	To place events on a timeline and understand when the Viking raid on Lindisfarne happened.	To understand what a pilgrimage is and why people choose to go on one.	Reflect, rewind and replay	Changing Me	Y3- Months of the year Y4 - classroom objects
Wee k 2			Y3 - time Y4 - decimals	How do our joints help our bodies to move?		Programming letters	How can we blend and layer media to create a dramatic, atmospheric sky?		Pickleball (tennis) Outdoor and adventurous activities	To understand and interpret primary sources (sources from the time something happened)	Are all pilgrimages performed by believers of a religion?	Reflect, rewind and replay	Changing Me	Y3- Months of the year Y4 - classroom objects			
Wee k 3			Y3 - time Y4 - time	What types of different skeletons are there?		Patterns and repeats	How can we tear and layer paper to create a textured, moving ocean?		Pickleball (tennis) Outdoor and adventurous activities	To understand how different events and civilizations happened at the same time and how they might have interacted.	Who goes to Jerusalem for a pilgrimage? Why is Jerusalem important to these believers?	Reflect, rewind and replay	Changing Me	Y3- The four seasons Y4 - in the classroom			
Wee k 4			Pupils will explore rhyming poetry through the exciting theme	Choose appropriate rhyming words. Use poetry style sentence structure.	Viking texts: Year 3: To retrieve and record	Y3 - angles Y4 - angles	How do muscles work?		Using loops to create shapes	How can we use shapes and overlapping strips to build a realistic		Pickleball (tennis) Outdoor and adventurous activities	To carry out a historical enquiry	Why is the Western Wall an important place for pilgrimage for Jewish people?	Reflect, rewind and replay	Changing Me	Y3- The four seasons Y4 - in the classroom

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			of Vikings. They will:	Nouns and expanded noun phrases, powerful verbs, conjunctions, descriptive language. Correct punctuation used	information from non-fiction texts. To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Year 4: To discuss and compare texts from a wide variety of genres and writers. To identify main ideas drawn from more than one paragraph and summarise these. To use dictionaries to check the meaning of words that they have read. To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.					longboat hull?							
Week 5			Listen to and perform rhyming poems Identify rhyming patterns (AABB, ABAB)			Y3 - angles Y4 - money	What do humans, animals and plants need to survive?		Breaking things down	How can we select and apply mixed media to add functional and historical detail to our longboats?		Pickleball (tennis) Outdoor and adventurous activities	To use evidence to help us make conclusions about the past	Do Christians go to other places for pilgrimage?	Reflect, rewind and replay	Changing Me	Y3 What is the date? Y4 Revision and consolidation
Week 6			Build strong Viking vocabulary Create their own rhyming adventure poem			Y3 - money Y4 - statistics			Creating a program	Process report/evaluation		Pickleball (tennis) Outdoor and adventurous activities	To understand how people's actions can cause important events to happen	Why is Iona and Lindisfarne an important place for pilgrimage?	Reflect, rewind and replay	Changing Me	Y3 What is the date? Y4 Revision and consolidation
Week 7						Y3 - pictograms and bar charts Y4 - geometry						Pickleball (tennis) Outdoor and adventurous activities					