

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|---|--|--|--|---|---|--|--|
| w/c | 29/8 | 5/9 | 12/9 | 19/9 | 26/9 | 3/10 | 10/10 |
| Weekly Title | Stone Age Chronology | Every Day Life in the Stone Age | Stone Age Tools | Stone Age Settlements | Stone Age Monuments | The Cheddar Man | End of the Stone Age |
| Notes | | | | | | | |
| Writing Curriculum Maestro Links | Poetry | Instructions | Instructions | Instructions | Historical Story | Historical Story | Historical Story |
| Science: Kent Scheme Revision and X-Curricular Research and Enquiry | Life Processes Revision | Is it Living? Revision | Food Chains Hunters and Predators Stone Age Hunters | Fossils and Decay (Palaeontology Link) | Identifying Skeletons Sorting and Classifying Features | Fossils and Human Skeletons (Archaeology Link) | Scientific Enquiry Stages: What do Snails Like to Eat? |
| Topic Through The Ages: Stone Age Curriculum Maestro Links | History Periods of the Stone Age Stone Age Timeline | History Everyday Life in the Stone Age Comparing Life in the Past | History Stone Age Tools How inventions advanced ways of life | History Stone Age Settlements Reliability of Historical Sources | Geography Stone Age Monuments Use and Purpose of Land | History The Cheddar Man Reliability of Historical Sources | History End of the Stone Age Cause and Effect of Significant Historical Events |
| Art Printing Curriculum Maestro Links | | | (Stone) Printing using Natural Colours | Ammonite Exploring Ammonites | Ammonite Draw It | Ammonite Print It | Block Printing Christmas Wrapping Paper |
| Music Specialist Teacher | <i>No Teacher – First Week</i> | Music Teacher | Music Teacher | Music Teacher | Music Teacher | Music Teacher | Music Teacher |
| P.E. Basketball Coach | <i>No Coach - Inset</i> | Basketball Coach | Basketball Coach | Basketball Coach | Basketball Coach | Basketball Coach | Basketball Coach |
| ICT Switched On ICT v.3 3.1 We are Programmers Scratch Animation | We are Programmers Algorithm for an Animated Scene Introducing Scratch | We are Programmers Algorithm for an Animated Scene Reviewing Animations | We are Programmers Write a Programme in Scratch Character and Dialogue | We are Programmers Write a Programme in Scratch Animating a Character | We are Programmers Write a Programme in Scratch Costumes and Backgrounds | We are Programmers Review Animation Progress Adding Sound | We are Programmers Review Animation Progress Reviewing Animations |
| Maths Morning | Place Value | Place Value | Place Value | Place Value | Addition and Subtraction | Addition and Subtraction | Addition and Subtraction |
| Maths Calculation | Number Bonds, Facts and Times Tables | Number Bonds, Facts and Times Tables | Number Bonds, Facts and Times Tables | Number Bonds, Facts and Times Tables | Number Bonds, Facts and Times Tables | Number Bonds, Facts and Times Tables | Number Bonds, Facts and Times Tables |
| Grammar Weds with CT | Word Clauses | Expanded Noun Phrases | Types of Sentences | Expanding Sentences | Past and Present Tense | Past and Present Progressive | Revision of ½ terms work |
| R.E. People of God What is it like to follow God? | Can you make clear links between the story of Noah and the Covenant? | Can you explain the links between the story of Noah and how we live in school and the wider world? | Can you make links between the promises in the story of Noah and promises Christians make at a wedding ceremony? | Can you make links between the story of Abraham and the concept of faith? | Can you explain why some Christians choose to live their whole lives in their church communities? | Can you explain how and why Christians follow God in different ways? | Assessment What is it like to follow God? |