	Week 1 2.9.24	Week 2 9.9.24	Week 3 16.9.24	Week 4 23.9.24	Week 5 30.9.24	Week 6 7.10.24	Week 7 14.10.24	Week 8 21.10.24
TOPIC	WHO LET THE GODS OUT?	WHO LET THE GODS OUT?	WHO LET THE GODS OUT?	WHO LET THE GODS OUT?	WHO LET THE GODS OUT?	WHO LET THE GODS OUT?	WHO LET THE GODS OUT?	WHO LET THE GODS OUT?
SPELLING SPAG	YEAR 3-6 SPELLING LISTS	YEAR 3-6 SPELLING LISTS Singular and Plural Nouns Y4	YEAR 3-6 SPELLING LISTS Pronouns Y4	YEAR 3-6 SPELLING LISTS Suffixes: -ly Y3	YEAR 3-6 SPELLING LISTS Subordinate Clauses Y3	YEAR 3-6 SPELLING LISTS Past Tense Y3	YEAR 3-6 SPELLING LISTS Adverbs to Express Time and Cause Y4	YEAR 3-6 SPELLING LISTS Compound Words Y4
WRITING (Core Texts/Animation)	The Write Stuff Theseus and the Minotaur	The Write Stuff Theseus and the Minotaur	The Write Stuff Theseus and the Minotaur	The Write Stuff Theseus and the Minotaur	The Write Stuff Theseus and the Minotaur	The Write Stuff Theseus and the Minotaur	The Write Stuff Theseus and the Minotaur	The Write Stuff Theseus and the Minotaur
GENRES	NARRATIVE Myth	NARRATIVE Myth	NARRATIVE Myth	NARRATIVE Myth	NARRATIVE Myth	NARRATIVE Myth	NARRATIVE Myth	NARRATIVE Myth
SPOTLIG HT ON	Greek Myths	Greek Myths	Greek Myths	Greek Myths	Greek Myths	Greek Myths	Greek Myths	Greek Myths

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	Guided	Guided reading	Guided reading	Guided reading	Guided reading	Guided reading	Guided reading	Guided reading
RS	reading	VIPERS	VIPERS	VIPERS	VIPERS	VIPERS	VIPERS	VIPERS
VIPERS	VIPERS	Ancient Greece	Ancient Greece	Ancient Greece	Ancient Greece	Ancient Greece	Ancient Greece	Ancient Greece
>	Ancient Greece	Modern Myths	Modern Myths	Modern Myths	Modern Myths	Modern Myths	Modern Myths	Modern Myths
	Modern Myths							
Ā	Harvest	Harvest	Harvest	Harvest Festival	Harvest Festival	Harvest Festival	Harvest Festival	Harvest Festival
AN	Festival	Festival	Festival	Theseus and the	Theseus and the	Theseus and the	Theseus and the	Theseus and the
DRAMA	Theseus and	Theseus and	Theseus and	Minotaur	Minotaur	Minotaur	Minotaur	Minotaur
	the Minotaur	the Minotaur	the Minotaur					
	Place Value	Place Value	Place Value	Place Value	Place Value	Place Value	Place Value	Place Value
	Addition and	Addition and	Addition and	Addition and	Addition and	Addition and	Addition and	Addition and
H	Subtraction	Subtraction	Subtraction	Subtraction	Subtraction	Subtraction	Subtraction	Subtraction
MATHS	Shape, Lines,	Shape, Lines,	Shape, Lines,	Shape, Lines,	Shape, Lines,	Shape, Lines,	Shape, Lines,	Shape, Lines,
2	Angles,	Angles,	Angles,	Angles,	Angles,	Angles,	Angles,	Angles,
	Symmetry	Symmetry	Symmetry	Symmetry	Symmetry	Symmetry	Symmetry	Symmetry
	Position	Position	Position	Position	Position	Position	Position	Position
	Ancient	Ancient Greece	Ancient	Ancient Greece	Ancient Greece	Ancient Greece	Ancient Greece	Ancient Greece
	Greece	Why were	Greece	Why did a small	What were the	What happened at	What were the	How significant is
	Who were the	Athens and	What was	Greek army win	Ancient Greek	the Ancient Greek	Ancient Greek	the legacy of
	Ancient	Sparta so	Alexander the	the Battle of	gods known for?	Olympic Games?	philosophers	Ancient Greece for
	Greeks?	different? To know what	Great's impact	Marathon?	To learn about the	To explain the	famous for?	life today?
	To find out when and where	city-states were	on the Greek	To find out what happened at the	twelve Olympian gods and their	importance of the Olympic Games in	To find out about famous thinkers	To explore the influence of Ancient
۲	the Ancient	To compare the	empire?	Battle of Marathon	associated symbols	Ancient Greek	from Ancient	Greece on various
HISTORY	Greeks lived	city-states of	To find out why Alexander the	To analyse the main	To identify key	culture	Greece	areas of modern life
SI	To make a	Athens and Sparta	Great was a	reasons for the	Ancient Greek gods	To explore the	To explore key	To consider the
-	timeline of key	To make a	significant figure	Greek victory	and goddesses	balance of religious,	ideas and questions	significance of
	events	balanced	To analyse the		from historical	social and sporting	from Ancient Greek	different legacies
	To use historical	argument based	historical impact		sources	activities at the	philosophy	on life today
	sources to infer	on historical	of Alexander the			Ancient Greek		
	information	knowledge	Great			Olympics		
	about the past							

	1	Animals	Animals	Animals	Animals	Animals	Animals	Animals
		Including	Including	Including	Including	Including	Including	Including
		Humans	Humans	Humans	Humans	Humans	Humans	Humans
			Food Labels	Skeletons	Human	Muscles	Investigating	Investigating
		Nutrition	To explore the	To sort animal	Skeletons	To explain how	To design and	To design and
		To sort foods	nutritional	skeletons into	To investigate	bones and	carry out my	carry out my
SCIENCE		into food	values of	groups,	an idea about	muscles work	own	own
E		groups and	different foods	discussing	how the human	together to	investigation.	investigation.
Š		find out about	by gathering	patterns and	skeleton	create	5	Consolidation
		the nutrients	information	similarities and	supports	movement.		
		that different	from food	differences	movement.			
		foods provide.	labels.					
		·						
	Making	Making	Making	Making	Making	Making	Making	Making
	Making Animated	Making Animated	Making Animated	Making Animated	Making Animated	Making Animated	Making Animated	Making Animated
	-	-	-	-	-	-	-	-
	Animated	Animated	Animated	Animated	Animated	Animated	Animated	Animated
RT	Animated Drawings	Animated Drawings	Animated Drawings	Animated Drawings	Animated Drawings	Animated Drawings	Animated Drawings	Animated Drawings
ART	Animated Drawings See Access	Animated Drawings See Access Art	Animated Drawings See Access Art	Animated Drawings See Access Art	Animated Drawings See Access Art	Animated Drawings See Access Art	Animated Drawings See Access Art	Animated Drawings See Access Art
ART	Animated Drawings See Access Art Pathway	Animated Drawings See Access Art Pathway	Animated Drawings See Access Art Pathway	Animated Drawings See Access Art Pathway (Linked	Animated Drawings See Access Art Pathway (Linked			
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	IV.		amsnaagn mise a	School Class 5 - Ivi	5 _eng, ms esser			
	PEOPLE OF	PEOPLE OF	PEOPLE OF	PEOPLE OF	PEOPLE OF	PEOPLE OF	PEOPLE OF	PEOPLE OF
	GOD (UC)	GOD (UC)	GOD (UC)	GOD (UC)	GOD (UC)	GOD (UC)	GOD (UC)	GOD (UC)
RE	What is it	What is it like						
8	like to	to follow	to follow	to follow God?				
	follow God?	God?	God?					
	Greetings	Greetings and	Greetings and	Greetings and	Greetings and	Greetings and	Greetings and	Greetings and
	and French	French culture						
	culture	Classroom						
т	Classroom	instructions						
FRENCH	instructions	Animals						
RE	Animals							
		vocabulary	vocabulary	vocabulary	vocabulary	vocabulary Numbers and	vocabulary Numbers and	vocabulary
	vocabulary	Numbers and	Numbers and	Numbers and	Numbers and			Numbers and
	Numbers	plurals						
	and plurals							
	and plurals Tag Rugby	Tag Rugby	Tag Rugby	Tag Rugby	Tag Rugby	Tag Rugby	Tag Rugby	Tag Rugby
PE	•	Tag Rugby Swimming						
ЪЕ	Tag Rugby							
PE	Tag Rugby	Swimming						
BE	Tag Rugby Swimming Harvest	Swimming Harvest songs						
	Tag Rugby Swimming Harvest songs	Swimming						
	Tag Rugby Swimming Harvest songs Charanga	Swimming Harvest songs Charanga						
	Tag Rugby Swimming Harvest songs Charanga Mamma Mia	Swimming Harvest songs Charanga Mamma Mia	Swimming Harvest songs Charanga Mamma Mia	Swimming Harvest songs Charanga Mamma Mia	Swimming Harvest songs Charanga Mamma Mia	Swimming Harvest songs Charanga Mamma Mia	Swimming Harvest songs Charanga Mamma Mia	Swimming Harvest songs Charanga Mamma Mia
MUSIC PE	Tag Rugby Swimming Harvest songs Charanga	Swimming Harvest songs Charanga Mamma Mia Listening and Appraising Performing						
	Tag Rugby Swimming Harvest songs Charanga Mamma Mia Listening and	Swimming Harvest songs Charanga Mamma Mia Listening and Appraising Performing Playing						
	Tag Rugby Swimming Harvest songs Charanga Mamma Mia Listening and Appraising	Swimming Harvest songs Charanga Mamma Mia Listening and Appraising Performing						

				chool Class 3 - Mr	-			
	NCC/360	NCC/360	NCC/360	NCC/360	NCC/360	NCC/360	Christmas	Christmas
	Scheme	Scheme	Scheme	Scheme	Scheme	Scheme	posters	posters
	Unit 3.2	Unit 3.2	Unit 3.2	Unit 3.2	Unit 3.2	Unit 3.2	Adobe	Adobe
	Creating	Creating	Creating	Creating	Creating	Creating	Express	Express
	media-	media-	media-	media-	media-	media-		
	Animation	Animation	Animation	Animation	Animation	Animation		
	Can a picture	Frame by frame	What's the story?	Picture perfect	Evaluate and	Lights, camera,		
	move?	To relate	To plan an	To identify the	make it great!	action!		
	To explain that	animated	animation	need to work	To review and	To evaluate the		
	animation is a	movement with a	I can break down	consistently and	improve an	impact of adding		
ט	sequence of	sequence of	a story into	carefully	animation	other media to an		
Z.	drawings or	images	settings,	I can use onion	I can explain ways	animation		
5	photographs	I can predict what	characters and	skinning to help me	to make my	I can add other		
МР	I can draw a	an animation will		make small	animation better	media to my		
COMPUTING	sequence of	look like	events		I can evaluate	animation		
U	pictures		I can describe an	changes between				
	I can create an	I can explain why	animation that is	frames	another learner's	I can explain why I		
		little changes are	achievable on	I can review a	animation	added other media		
	effective	needed for each	screen	sequence of frames	I can improve	to my animation		
	flip book—style	frame	I can create a	to check my work	my animation	I can evaluate		
	animation	I can create an	storyboard	I can evaluate the	based on	my final film		
	I can explain	effective stop-	storyboard	quality of my	feedback			
	how an	frame animation		animation				
	animation/ flip			unnution				
	•							
	book works							
	1Decision	1Decision	1Decision	1Decision	1Decision	1Decision	1Decision	1Decision
	Feelings and	Feelings and	Feelings and	Feelings and	Feelings and	Feelings and	Feelings and	Feelings and
뿐	Emotions	Emotions	Emotions	Emotions	Emotions	Emotions	Emotions	Emotions
PSHE								
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8 K								
VISITS & VISITOR			Great North					
ISI/			Museum					
>>								