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|  | **1** | | **2** | | **3** | | **4** | | **5** | | **6** | | **7** | | | **8** | | | | **1** | | **2** | | | | **3** | | **4** | | **5** | | **6** | | **7** | | | **1** | | **2** | | **3** | **4** | | **5** | | | **6** | | | **7** | **1** | | | | | **2** | **3** | | **4** | | **5** | | | **6** | **1** | | | **2** | | | **3** | | **4** | | | **1** | | | | **2** | | **3** | | **4** | | **5** | **6** | **7** | | |
|  | **Autumn 1** | | | | | | | | | | | | | | | | | | **Autumn 2** | | | | | | | | | | | | | | | | | **Spring 1** | | | | | | | | | | | | | | | | | **Spring 2** | | | | | | | | | | | | **Summer 1** | | | | | | | | | | | | | **Summer 2** | | | | | | | | | | | |
| **Topic** | **Witches & Wizards** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **War: What is it Good For?** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Brompton & Beyond** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Literacy** | Narrative (with other text types)– Reading of Harry Potter:1. Tracking the development of plot/characters/settings  1) ‘Trouble’- 100 wc  2) characters, incl. letters  3) Settings – Diagon Alley  4) Hogwarts Song – poetry  5) Dialogue  6) Possibilities within a story  7) Instructions for Quidditch  8) Quidditch – adverbials  9) Persuasion – invisibility cloak  10) Description – Mirror of Erised  11) Letter to Charlie  12) Forbidden Forest – setting  13) alternative ending.  14) Final letter to one of the characters. | | | | | | | | | | | | | | | | | | | | | | Harry Potter 2:  Newspaper (Roman invention) report writing/Recounting  Daily Prophet  Establishing of Roving Reporter . | | | | | | | | | | | | | 500 word competition  Narrative: War Horse – Michael Morpurgo:  Building suspense. Characterisation, integrating/writing dialogue, writing formally (letters), apostrophe/commas  Poetry: Form and linguistic devices (war poetry – WWI & II) | | | | | | | | | | | | Assessment week | | | | | Discussion Texts – pros and cons of war, the need for the army    Instructional writing – preparing for war, maintaining a horse. | | | | | | | | | | | | Persuasion : Tourist advert for Brompton | | | | | | | SATs Week | | Explanatory texts: how/why things happen (George Cayley links)  Play script | | | | | | | | | | | | | | | |
| **Mathematics** | | Number & PV | Addition & Subtraction | Multiplication | | Division | | Fractions | | Measurement | | Shape | | | Statistics | | | Fractions | | | Multiplication&Division | | | Number and PV | | | Addition & Subtraction | | Statistics | | Measurement | | Shape | | Number & PV | | | | | Function | | | Fraction | | Measurement | Assessment week 2  . | | | AfL based on assess | | | Multiplication | | | Division | | | Fraction | | Position and Direction | | Measurement | Statistics | | | Fraction | Algebra | | SATs Week | AfL based on assess. | | | | | Combining areas | | | | Number and measure | | Fractions | | Mental Methods of calculaton | | Spill-over/Sumdog allocation | | | | | |
| **Computing** | | E-safety and logical reasoning | | | | | | | | | | | | Programming Bee-Bots (Co-ordinate grid maps) | | | | | | | | | | | | | | | | | | | | | | | | Presenting information and data (maths), use of search engines | | | | | | | | | | | | | | | | | | | | | | | | | | | | Programming physical system – MicroBots – for a range of purposes. | | | | | | | | | | | | | | | | | | | | | | |
| **Science** | | Living things and their habitats | | | | | | | | Animals incl. humans | | | | | | | | | | | | | | | States of matter | | | | | | | | | | | | | Life Cycles of animals, incl. humans | | | | | | | | | | | | | | | |  | | | | | | | | | | | | Forces – air resistance | | | | | | | | | | | | | | | | | | | | | | |
| **History** | | Romans – chronological history of key events and impact on Britain  Local heritage study – field work analysing history of local area with Historical Society, using geophysical equipment | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | A history of wars – Kadesh, Shang Dynasty, Alexander the Great, Roman, Normans, Hundred Years’ War, War of the Roses, French Revolution, Napoleonic Wars, WW1, WW2, Vietnam War, Falklands War, Iraq War  Local history study – gravestone and ancestry work | | | | | | | | | | | | | | | | | | | | | | | | | | | | Local history study – developing chronology | | | | | | | | | | | | | | | | | | | | | | |
| **Geography** | | Europe (Roman Empire) | | | | | | | | | | | | | | | Britain (Impact of Romans) | | | | | | | | | | | | | | | | | | | | | Locational knowledge related to history focus.  Identification of key geographical locations/terms | | | | | | | | | | | | | | | | | | | | | | | | | | | | Local locational knowledge | | | | | | | | | | | | | | | | | | | | | | |
| **Art** | |  | | | | | | | | | | | | | | | Christmas Decorations/Art | | | | | | | | | | | | | | | | | | | | | Architecture relating to countries investigated | | | | | | | | | | | | | | | | Poppy art | | | | | | | | | | | | Local art opportunity – Brompton Beck | | | | | | | | | | | | | | | | | | | | | | |
| **Design Technology** | |  | | | | | | | | | | | | | | | Textiles – Christmas stockings/decorations | | | | | | | | | | | | | | | | | | | | | Healthy eating (savoury recipes) and impact on health (science) (rationining) | | | | | | | | | | | | | | | |  | | | | | | | | | | | | Plan design, building and evaluations | | | | | | | | | | | Play props  Program and control products | | | | | | | | | | | |
| **Visits/visitors** | | NYMR | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Eden Camp | | | | | | | | | | | | | | | | | | | | | | | | | | | | Cayley Museum & Yorkshire Air Museum | | | | | | | | | | | | | | | | | | | | | | |
| **Possible Class Books** | | Sky Song – Abi Elphinstone  Who Let the Gods Out? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Boy in the Striped Pyjamas | | | | | | | | | | | | | | | | | | | | | | | | | | | | George Cayley autobiography (Dr Mary Jones – local author)  Brightstorm | | | | | | | | | | | | | | | | | | | | | | |