

| <b>YEAR GROUP:</b>                                 | <b>AUTUMN 1</b>   | <b>AUTUMN 2</b>  | <b>SPRING 1</b>   | <b>SPRING 2</b>   | <b>SUMMER 1</b>  | <b>SUMMER 2</b>   |
|--|---|--|---|---|--|---|
| <b>TOPIC</b>                                       | Roald Dahl (English)<br>No Place Like Home<br>(Topic CC)  | Stone age to Romans  | <i>Inventions</i>   | Ancient Egypt   | Out and About  | Japan - Olympics  |
| <b>TRIPS/VISITS</b>                                | Chocolate Factory Day   | Roman Visit  | N/A   | N/A   | Sherwood Forest  | N/A   |
| <b>BRITISH VALUES</b>                              | <b>The Rule of Law</b>  | <b>Mutual Respect</b>  | <b>Tolerance</b>  | <b>Individual Liberty</b>   | <b>Democracy</b>   | <b>Equality</b>   |
| <b>GARP</b><br>(Global & Anti-Racist Perspectives) | Fairtrade   | Discrimination of race<br>(Roman Invasion)   | Tolerance of all Faiths   | Freedom   | Robin Hood (giving to the poor)  | Treat people the same regardless of appearance.   |
| <b>KEY VOCABULARY</b>                              | Chocolate<br>Cocoa<br>Fairtrade<br>Dairy<br>Factories<br>Milk<br>Rainforests<br>Recount<br>Instructions<br>Letter<br>Persuasive<br>Word classes<br>Sentence structure<br>Subordinating<br>Coordinating<br>Cadburys<br><br>United Kingdom<br>Great Britain<br>London<br>Edinburgh<br>Belfast<br>Cardiff<br>Nottingham<br>Liverpool | Stone age<br>Iron age<br>Neolithic<br>Flint napping<br>Rome<br>Testudo<br>Gladiators<br>Stone tools<br>Hovel<br>Cave<br>Fire making<br>Hunting<br>Invasion<br>Religion<br>Paeleoithic<br>Emperor<br>Julias Ceaser<br>Bath<br>Hadrian's Wall<br>Collosseum<br>Temple<br>Slave<br>Mosaic<br>Boudicca<br>Aqueduct | Inventors Names<br>Electricity<br>Hydraulics<br>Renewables<br>Carbon Neutral<br>Pollution<br>Thomas Edison<br>Nikolas Tesla<br>Lightbulb<br>Fuel<br>Transport<br>Robotics<br>Thomas Jedderson<br>Emile Berliner<br>Rudolf Diesel<br>Henry Ford<br>The Wheel | Mummification<br>Pharaohs<br>Egyptian Gods<br>Worships<br>Cats<br>King Tutankhamun<br>Pyramids<br>Not and Geb<br>Sphinx<br>Canopic Jars<br>Pharoah<br>Irrigation<br>Coffin<br>Sickle<br>Ra<br>Hieroglyphics<br>Scarb Beetle<br>River Nile<br>Tomb | Sustainability<br>Environment<br>Life Cycles<br>Plants and Animal<br>Reproduction<br>MRS NERG<br>Photosynthesis<br>Seed Dispersal<br>Landscape<br>Farming<br>Woodland<br>Fields<br>Marshland<br>Rivers<br>Beaches<br>Swamps<br>Cities<br>Villages<br>Hydration<br>Sherwood forest<br>Minibeasts<br>Mammals<br>Fish | Tokyo<br>Japanese<br>Olympic sports<br>History – Samurais<br>Food<br>Origami<br>Sushi<br>Sashimi<br>Language<br>Nagasaki<br>Hiroshima<br>Bullet trains<br>Pokemon<br>Nintendo<br>Gaming |

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|---------------------------|--|--|---|--|--|---|
| TOPIC                     | Roald Dahl (English)<br>No Place Like Home<br>(Topic CC)   | Stone age to Romans  | Inventions  | Ancient Egypt  | Out and About  | Japan - Olympics  |
|                           | Manchester<br>Snowdonia<br>Lake district<br>Clifton<br>Council<br>House of Commons<br>Boris Johnson<br>European Union  | Ampitheatre<br>Chariot<br>Republic<br>Circus Maximus<br>Roman Senate<br>Consul   |   |  |  |   |
| READING LEAPS             | V  | I  | P   | E  | R  | S   |
| WRITING LEAPS             | As seen in English<br>Writing  |  |   |  |  |   |
| MATHS Cross<br>curricular | Design   | Subtraction<br>Multiplication  | Division<br>Fractions<br>Money  | Money<br>Measurement   | Time<br>Statistics   | Geometry  |
| ENGLISH<br>READING        | V  | I  | P   | E  | R  | S   |
| CLASS NOVEL               | Charlie and the<br>Chocolate Factory   | Stone Age Boy<br>Escape from Pompeii   | The Boy who<br>Harnesses the Wind<br>– Bryan Mealer and<br>William<br>Kamkwamba.  | The Egyptian<br>Cinderella   | The Curious Garden<br>– Peter Brown<br><br>Cave of Curiosity.  | Once Upon a Time in<br>Japan.   |
| ENGLISH<br>WRITING        | <b><u>Persuasive letter to<br/>head teacher about<br/>Cadbury world.<br/>Recount of Chocolate<br/>Factory Day<br/>Instructions</u></b><br><br>I can use adverbs<br>effectively in my writing | <b><u>Setting Description<br/>Diary Entry<br/>Adventure Stories</u></b><br><br>I can use powerful<br>verbs, interesting<br>adjectives and adverbs<br>to describe settings<br>and characters. | <b><u>Explanation<br/>Newspaper report<br/>Persuasive Leaflet</u></b><br><br>I can use commas to<br>separate items in a<br>list <b>mostly correctly</b> | <b><u>Setting Description<br/>Playscripts</u></b><br><br>I can identify main and<br>subordinate clauses in<br>complex sentences. | <b><u>Non-chronological<br/>report<br/>Information Leaflet</u></b><br><br><b><u>Poetry Stanzas</u></b><br><br>I can spell words<br>with <b>additional<br/>prefixes</b> and | <b><u>Poetry – Tankas,<br/>Haikus, Cinquains.<br/>Information Poster<br/>Japanese Folk Story –<br/>Short story.</u></b><br><br>I can use a range of<br>different sentence<br>forms in my writing, |

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|             | <p>to modify verbs. E.g<br/>The car zoomed <b>loudly</b><br/>round the track.<br/>I can identify and use<br/>co-ordinating<br/>conjunctions<br/>(FANBOYS) to create<br/>compound sentences.<br/>I can identify and use<br/>subordinating<br/>conjunctions (for time<br/>and cause) to create<br/><b>some</b> complex<br/>sentences. E.g. <i>Time:</i><br/><i>when, while, before,</i><br/><i>after that/Reason:</i><br/><i>because, so that, if...<br/>then, although</i></p> <p>I can select interesting<br/>words and phrases<br/>from a vocabulary bank<br/>to use in my writing.<br/>E.g. noun phrases,<br/>synonyms for said,<br/>powerful verbs etc.</p> <p>I can use adverbs to<br/>open <b>some</b> sentences.<br/>E.g. Quietly, I crept into<br/>the room.</p> | <p>I can identify and use<br/><b>some</b> prepositions (of<br/>place)/prepositional<br/>phrases within my<br/>sentences. E.g. <u>under</u><br/>then bed, <u>next to</u> the,<br/><u>in</u> the cupboard,<br/><u>above</u> the table.</p> <p>I can securely use<br/>apostrophes for a<br/>wide range of<br/>contractions e.g. can't,<br/>don't, I'm, couldn't,<br/>he'll, wouldn't, shan't<br/>etc.</p> <p>I can group related<br/>sentences into<br/>paragraphs.</p> <p>I can recognise and<br/>spell homophones and<br/>near homophones</p> <p>Before I write, I can<br/>discuss and record simple<br/>ideas.<br/>As I write, I can think of<br/>and practise my sentence<br/>orally.<br/>I can use clear description<br/>in my writing.</p> | <p>I can use the present<br/>progressive and past<br/>progressive verb<br/>forms in my writing.<br/>E.g. <i>She is running.</i><br/><i>She was running.</i></p> <p>I can use<br/>apostrophes to mark<br/><b>singular</b> possession<br/>in nouns e.g. <i>Bob's<br/>hat.</i></p> <p>I can use some<br/>inverted commas<br/>correctly to<br/>punctuate direct<br/>speech.</p> <p>I can use a range of<br/>different sentence<br/>forms in my writing,<br/>including:<br/>statements,<br/>commands,<br/>questions and<br/>exclamation<br/>sentences.</p> <p>I can spell words<br/>ending in: -tion,-<br/>sion,-sion, -cian e.g.<br/><i>invention, musician,</i><br/><i>session</i></p> <p>I can spell words<br/>with the /s/sound<br/>spelt sc (Latin in<br/>origin) e.g. <i>science,</i></p> | <p><b>I can use some<br/>complex sentences in<br/>my writing.</b></p> <p>I can add suffixes<br/>beginning with vowel<br/>letters to words of<br/>more than one<br/>syllable. E.g. er, ing, ed</p> <p>I can spell words<br/>where the letter y can<br/>sometimes make an 'i'<br/>sound (but not at the<br/>end of words)<br/>myth, gym, Egypt,<br/>pyramid, mystery</p> <p>I can spell words<br/>correctly which are in<br/>a word family.</p> <p>I can identify and use<br/>the simple past tense<br/>in my writing. E.g. I<br/><u>went</u> out to play.</p> <p>assess how effective my<br/>own writing is and give<br/>myself a 'next step'.</p> <p>After I have written, I can<br/>suggest better word<br/>choices for effect</p> | <p>understand how to<br/>add them to root<br/>words. E.g. dis, mis,<br/>un, in, re, sub, anti,<br/>auto, super</p> <p>I can spell words<br/>with <b>additional<br/>suffixes</b> and<br/>understand how to<br/>add them to root<br/>words. E.g. ly, ation,<br/>ous,</p> <p>I can spell words<br/>with the /eɪ/ sound<br/>spelt ei, eigh, or ey<br/>e.g. <i>vein, weigh,</i><br/><i>eight, neighbour,</i><br/><i>they, obey</i></p> <p><b>I can spell the<br/>commonly mis-spelt<br/>words from the Y3/4<br/>word list.</b></p> <p>I can identify<br/>sentences written in<br/>the present perfect<br/>form. E.g. I <u>have</u><br/>washed my hands.<br/>He <u>has</u> brushed his<br/>teeth</p> <p>After I have written, I<br/>can re-read my writing to<br/>check for errors in<br/>spelling, punctuation and<br/>grammar.</p> | <p>including:<br/>statements,<br/>commands, questions<br/>and exclamation<br/>sentences.</p> <p>I can group related<br/>sentences into<br/>paragraphs</p> <p>I can use commas to<br/>separate items in a<br/>list <b>mostly correctly.</b></p> <p>I can spell words<br/>where the consonant<br/>blend 'ch' makes the<br/>'k' or 'sh' sound<br/>e.g. scheme, chorus,<br/>chemist, echo,<br/>character</p> <p>I can write sentences<br/>in the present perfect<br/>form</p> |

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| TOPIC          | Roald Dahl (English)<br>No Place Like Home<br>(Topic CC)   | Stone age to Romans  | <i>Inventions</i>  | Ancient Egypt   | Out and About   | Japan - Olympics                                     |
|                | <p>I can use capital letters, full stops, question marks and exclamation marks <b>mostly correctly</b>.</p> <p>Before I write, I can discuss example texts so that I understand their structure, vocabulary and grammar.</p> |  | <p><i>scene, discipline, fascinate, crescent</i></p> <p>I can use the first two or three letters of a word to check its spelling in a dictionary.</p>  |   | <p>I can read aloud what I have written to a group, using appropriate intonation to make the meaning clear.</p>   |  |
| ENGLISH<br>GSP | Spelling LEAPS<br>Grammar and Punctuation included in English LEAPS  |  |  |   |   |  |
|                | <p>I can spell words with the phoneme 'ou', e.g. young, touch, double, trouble. <b>List 16</b></p>   | <p>I can spell words with the <b>suffix ly</b> and understand how to add them to root words. <b>List 15</b></p> <p>I can recognise and spell homophones and near homophones. <b>List 13 and 14</b></p> | <p>I can spell words with <b>prefixes</b> and understand how to add them to root words. E.g. dis, mis, ill, in, sub <b>List 16, 17 and 18</b></p> <p>I can spell words with possessive apostrophe with singular and plural</p> | <p>I can spell words correctly which are in a word family. <b>List 17</b></p> <p>I can spell the commonly mis-spelt words from <b>list 13 to 18</b></p> | <p>I can add suffixes beginning with vowel letters to words of more than one syllable. E.g. er, ing, ed. <b>List 18</b></p> <p>I can spell words with the /eɪ/ sound spelt ei, eigh, or ey e.g. <i>vein, weigh,</i></p> | <p>I can identify the root word in longer words.</p> |

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| TOPIC         | Roald Dahl (English)<br>No Place Like Home<br>(Topic CC)                                   | Stone age to Romans   | Inventions   | Ancient Egypt  | Out and About  | Japan - Olympics   |
|               |  |   | words. List 13 and 14  |  | eight, neighbour, they, obey List 17   |  |
| ENGLISH ORACY | Reading aloud<br>Discussions<br>Intonation and tone<br>Reading with expression             | Reading aloud<br>Discussions<br>Intonation and tone<br>Reading with expression                | Reading aloud<br>Discussions<br>Intonation and tone<br>Reading with expression<br>Respecting opinions. | Reading aloud<br>Discussions<br>Intonation and tone<br>Reading with expression<br>Respecting opinions.     | Reading aloud<br>Discussions<br>Intonation and tone<br>Reading with expression<br>Respecting opinions                          | Reading aloud<br>Discussions<br>Intonation and tone                                    |
| MATHS LEAPS   | I can read and write numbers up to 1000 in numerals and in words.                          | I can add or subtract mentally a three digit number and hundreds.                             | I can recall and use multiplication facts for the 3 times table.                                       | Egyptian Coins<br>Pyramids - Shapes  | Science – reading data   | I can measure and compare: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).     |
|               | I understand the place value of each digit in a three-digit number (hundreds, tens, ones). | I can add and numbers with up to three digits using column addition.                          | I can recall and use multiplication facts for the 4 and 8 times tables.                                | I can recall and use division facts for the 3, 4 and 8 division tables                                     | I can recognise, find and write fractions of a set of objects. (unit fractions and non-unit fractions with small denominators) | I can add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).        |
|               | I can compare and order numbers up to 1000.  | I can subtract numbers with up to three digits using column subtraction, including borrowing. | I can derive new facts using known multiplication tables eg. $3 \times 2 = 6$ , $30 \times 2 = 60$     | I can write and calculate mathematical statements for division using the multiplication tables that I know | I can compare and order fractions with the same denominators.  | I can measure the perimeter of simple 2-D shapes.                                      |
|               | I can find 10 or 100 more or less than a given number.                                     | I can solve missing number problems, using number facts, place value and more                 | I can calculate two digit numbers multiplied by a one digit number using                               | I can solve missing number problems involving multiplication and division.                                 | I can compare and order unit fractions.  | I can solve comparison, sum and difference problems using information presented in bar |

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|--------------------|--|--|---|---|--|--|
| <b>TOPIC</b>       | Roald Dahl (English)<br>No Place Like Home<br>(Topic CC)                                     | Stone age to Romans  | <i>Inventions</i>   | Ancient Egypt   | Out and About  | Japan - Olympics   |
|                    |  | complex addition and subtraction.  | mental methods and jottings.  |   |  | charts, pictograms, tables and other graphs (including time graphs). |
|                    | I can add or subtract mentally a three digit number and ones, crossing the tens boundary.    | I can identify right angles and the number of right angles in half, three-quarter and full turns | I can solve missing number problems involving multiplication.                                       | I can solve word problems or puzzles involving division.  | I can add and subtract fractions with the same denominator within one whole. (eg $5/7 + 1/7 = 6/7$ ) |  |
|                    | I can add or subtract mentally a three digit number and tens, crossing the hundred boundary. | I can identify whether angles are greater than or less than a right angle.                       | I can tell and write the time from 12-hour and 24-hour digital clocks.                              | I can add and subtract amounts of money to give change, using both £ and p in practical contexts. | I can recognise and show, using diagrams, equivalent fractions.                                      |  |
|                    | <b>I can add or subtract mentally a three digit number and hundreds.</b>                     | I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.      | I can tell and write the time from an analogue clock, including using Roman numerals from I to XII. |   |  |  |
|                    | I can add and numbers with up to three digits using column addition.                         |  | I know the number of seconds in a minute and the number of days in each month, year and leap year.  |   |  |  |

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|--------------------|---|---------------------|--|-----------------|-----------------|------------------|
| <b>TOPIC</b>       | Roald Dahl (English)<br>No Place Like Home<br>(Topic CC)  | Stone age to Romans | <i>Inventions</i>  | Ancient Egypt   | Out and About   | Japan - Olympics |
|                    | I can subtract numbers with up to three digits using column subtraction, including borrowing.                   |                     | I can estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours. |                 |                 |                  |
|                    | I can solve missing number problems, using number facts, place value and more complex addition and subtraction. |                     |  |                 |                 |                  |

| <b>SCIENCE</b> | <b>CONTENT</b>  |   |  |   |  |  |   |
|----------------|---|---|--|---|--|--|---|
|                | <b>LEAPS</b>  | I can ask relevant questions and use different types of scientific enquiries to answer them     | I can compare different kinds of rocks based on their appearance | I can notice that some forces need contact between two objects. | I can recognise that we need light in order to see things and that dark is the absence of light. | I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. | I can identify that humans and animals cannot make their own food; they get nutrition from what they eat. |
|                | I can set up simple practical enquiries, comparative and fair tests | I can group together different kinds of rocks on the basis of their simple physical properties. | I can compare how things move on different surfaces.             | I can notice that light is reflected from surfaces.             | I can explore the requirements of plants for life and growth (air, light, water, nutrients from  | I can identify that animals, including humans, need the right types of nutrition.  |   |

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|--------------------|--|---|--|--|--|---|--|
| <b>TOPIC</b>       | Roald Dahl (English)<br>No Place Like Home<br>(Topic CC) | Stone age to Romans   | <i>Inventions</i>  | Ancient Egypt  | Out and About  | Japan - Olympics  |  |
|                    |  |   |  |  | soil, and room to grow).   |   |  |
|                    |  | I can make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment. | I can describe in simple terms how fossils are formed when things that have lived are trapped within rock. | I can notice that magnetic forces can act at a distance and attract some materials and not others.   | I can notice that light is reflected from surfaces.  | I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | I can identify that humans and some other animals have skeletons.                                      |
|                    |  |   | I can recognise that soils are made from rocks and organic matter.   | I can observe how magnets attract or repel each other and attract some materials and not others.   | I can recognise that light from the sun can be dangerous and that there are ways to protect our eyes.    | I can investigate the way in which water is transported within plants.  | I can identify that humans and some other animals have skeletons for support, protection and movement. |
|                    |  |   |  | I can describe magnets as having two poles and to predict whether two magnets will attract or repel each other, depending on which poles are facing. | I can recognise that shadows are formed when the light from a light source is blocked by a solid object. |   | I can identify that humans and some other animals have muscles for movement.                           |
|                    |  |   |  | I can observe how magnets attract or repel each other and attract some materials and not others.   | I can find patterns in the way that the size of shadows change.  |   |  |

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|--------------------|----------------|--|--|--|---------------------------------|--|--|
| <b>TOPIC</b>       |                | Roald Dahl (English)<br>No Place Like Home<br>(Topic CC)   | Stone age to Romans  | <i>Inventions</i>  | Ancient Egypt                   | Out and About  | Japan - Olympics   |
| <b>COMPUTUNG</b>   | <b>CONTENT</b> |  |  |  |                                 |  |  |
|                    | <b>LEAPS</b>   | I can design and write a program to create an animation.<br><br>I can find and correct bugs in programs. | I can communicate safely on the internet.<br><br>I can develop a basic understanding of how email works. | I can gain skills in shooting live video.<br><br>I can edit video. | I can collect and analyse data. | I can use a range of software to produce a document. | I can explore computer networks, including the internet. |
| <b>E-Safety</b>    | <b>CONTENT</b> |  |  |  |                                 |  |  |

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|--------------------|----------------|---|--|---|--|--|-------------------------------|
| <b>TOPIC</b>       |                | Roald Dahl (English)<br>No Place Like Home<br>(Topic CC)  | Stone age to Romans  | <i>Inventions</i>   | Ancient Egypt  | Out and About  | Japan - Olympics              |
| <b>HISTORY</b>     | <b>CONTENT</b> | Roald Dahl background and history   | Stone age to romans timeline and content   | History of inventions   | History of Ancient Egyptians   | Before and after analysis of local and foreign areas | History of Japan and Olympics |
|                    | <b>LEAPS</b>   | I can recognise some of the similarities and differences between these periods, and their use of dates and terms. | <p>I can show my developing understanding of chronology by my realisation that the past can be divided into different periods of time.</p> <p>I can understand changes that have happened in different time periods.</p> | <p>I can understand the impact that people have had in different time periods.</p> <p>I can understand the impact that people have had in different time periods.</p> | <p>I can identify some of the different ways in which the past is represented.</p> <p>I can use sources of information in ways that go beyond simple observations to answer questions about the past. They use sources of information in ways that go beyond simple observations to answer questions about the past.</p> <p>I can use and interpret different <b>primary and secondary</b> historical sources.</p> |  |                               |

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| TOPIC       | Roald Dahl (English)<br>No Place Like Home<br>(Topic CC) | Stone age to Romans | Inventions | Ancient Egypt | Out and About | Japan - Olympics |

|           |         |  |  |   |   |   |   |
|-----------|---------|--|--|---|---|---|---|
| GEOGRAPHY | CONTENT |  | Origin of Romans and stone age people. Locations of archaeological finds                                     | Inventors from different locations and backgrounds. | Egypt as a country and its development  | Study of a local area (Sherwood forest)   | Japanese culture and country. Geography of area.  |
|           | LEAPS   | <p>I can locate and name the countries and capital cities of The United Kingdom.</p> <p>I can use an atlas to help me label a map. I can compare the physical geography of different regions.</p> <p>I can use an atlas to help me label a map.</p> <p>I can locate and name the countries and capital cities of The United Kingdom.</p> | <p>I can use an atlas to help me label a map. I can compare the physical geography of different regions.</p> | <p>I can compare Africa and The United Kingdom.</p> | <p>I can compare the human geography of different regions.</p> <p>I can compare the physical and human geography of different regions.</p> <p>I can compare Africa and The United Kingdom</p> | <p>I can use fieldwork to observe, measure and record the features in a local area</p> <p>I can use observations and maps to locate places during fieldwork</p> <p>I can compare the physical and human geography of different regions.</p> <p>I can compare the human geography of different regions.</p> <p>I understand why Beacon Hill is a significant regional location. <b>**a region that the chn can visit/ easily accessible. E.g</b></p> | <p>I can locate and name the countries and capital cities of The United Kingdom.</p> <p>I can compare Japan and The United Kingdom.</p> |

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| <b>TOPIC</b>       | Roald Dahl (English)<br>No Place Like Home<br>(Topic CC) | Stone age to Romans | <i>Inventions</i> | Ancient Egypt   | Out and About            | Japan - Olympics |
|                    |  |                     |                   |                 | Dovedale Thorpe<br>Cloud |                  |

| <b>YEAR GROUP:</b> |                | <b>AUTUMN 1</b>  | <b>AUTUMN 2</b>  | <b>SPRING 1</b>  | <b>SPRING 2</b>  | <b>SUMMER 1</b>   | <b>SUMMER 2</b>  |
|--------------------|----------------|--|--|--|--|---|--|
| <b>TOPIC</b>       |                | Roald Dahl (English)<br>No Place Like Home<br>(Topic CC)   | Stone age to Romans  | <i>Inventions</i>  | Ancient Egypt  | Out and About   | Japan - Olympics   |
| ART                | <b>CONTENT</b> |  |  |  |  |   |  |
|                    | <b>LEAPS</b>   | I can use a sketchbook for different purposes, including recording observations, planning and shaping ideas    | I can gather and review information, references and resources related to my ideas and intentions | I can shape, form, model and construct using malleable and rigid materials – pyramids and boxes  | I can use a range of techniques to apply colour, including using dotting – Pop Art | I can experiment with a range of pencils in order to create my own work – leaf sketches   | I can talk about the work of some artists – Pop Art - Andy Warhol Roy Lichtenstein Quentin Blake<br>I can explain how to use some of the tools and techniques I have chosen to work with<br>I can say what I like and dislike about my work in order to improve it |
| DT                 | <b>CONTENT</b> |  |  |  |  |   |  |
|                    | <b>LEAPS</b>   | I can gather information about the needs and wants of particular individuals and groups. (Chocolate packaging) | I can select materials and components suitable for the task                                      | I can generate realistic ideas, focusing on the needs of the user*<br>I can judge how well products achieve their purposes<br>I can measure, mark out, cut and shape materials and components with some accuracy | I can make strong structures   | I can begin to understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world | I can that a healthy diet is made up from a variety and balance of different food and drink  |
|                    |                |  |  |  |  | I can that a healthy diet is made up from   |  |

| <b>YEAR GROUP:</b> | <b>AUTUMN 1</b>  | <b>AUTUMN 2</b>     | <b>SPRING 1</b>   | <b>SPRING 2</b> | <b>SUMMER 1</b>   | <b>SUMMER 2</b>  |
|--------------------|--|---------------------|-------------------|-----------------|---|------------------|
| <b>TOPIC</b>       | Roald Dahl (English)<br>No Place Like Home<br>(Topic CC) | Stone age to Romans | <i>Inventions</i> | Ancient Egypt   | Out and About   | Japan - Olympics |
|                    |  |                     |                   |                 | a variety and balance<br>of different food and<br>drink |                  |

| <b>YEAR GROUP:</b> |                | <b>AUTUMN 1</b>   | <b>AUTUMN 2</b>                                      | <b>SPRING 1</b>  | <b>SPRING 2</b>   | <b>SUMMER 1</b>   | <b>SUMMER 2</b>  |
|--------------------|----------------|---|--|--|---|---|------------------|
| <b>TOPIC</b>       |                | Roald Dahl (English)<br>No Place Like Home<br>(Topic CC)  | Stone age to Romans                                  | <i>Inventions</i>  | Ancient Egypt   | Out and About   | Japan - Olympics |
| <b>MUSIC</b>       | <b>CONTENT</b> |   |  |  |   |   |                  |
|                    | <b>LEAPS</b>   | <p>I can perform simple melodic and rhythmic parts and am starting to understand the importance of pronouncing the words in a song well.</p> <p>I am starting to understand the importance of pronouncing the words in a song well.</p> | . I can choose and order sounds to create an effect. | I can notice and explore the way sounds can be combined and used expressively. | I can listen to different types of composers and musicians. | I can begin to recognize and identify instruments being played.<br>I can say what I like and dislike. | Reconsolidation. |
| <b>FRENCH</b>      | <b>CONTENT</b> | SE  |  |  |   |   |                  |
|                    | <b>LEAPS</b>   |   |  |  |   |   |                  |

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|--------------------|--|---------------------|-------------------|-----------------|-----------------|------------------|
| <b>YEAR GROUP:</b> | <b>AUTUMN 1</b>  | <b>AUTUMN 2</b>     | <b>SPRING 1</b>   | <b>SPRING 2</b> | <b>SUMMER 1</b> | <b>SUMMER 2</b>  |
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|    |                |    |  |  |  |  |  |
|----|----------------|----|--|--|--|--|--|
| PE | <b>CONTENT</b> | ER |  |  |  |  |  |
|    | <b>LEAPS</b>   |    |  |  |  |  |  |

| <b>YEAR GROUP:</b> |  | <b>AUTUMN 1</b>  | <b>AUTUMN 2</b>     | <b>SPRING 1</b>   | <b>SPRING 2</b> | <b>SUMMER 1</b> | <b>SUMMER 2</b>  |
|--------------------|--|--|---------------------|-------------------|-----------------|-----------------|------------------|
| <b>TOPIC</b>       |  | Roald Dahl (English)<br>No Place Like Home<br>(Topic CC) | Stone age to Romans | <i>Inventions</i> | Ancient Egypt   | Out and About   | Japan - Olympics |
| <b>RE</b>          | <b>CONTENT</b>   |  |                     |                   |                 |                 |                  |
|                    | <b>SMSC</b><br>(Spiritual, Moral,<br>Social and Cultural<br>development) |  |                     |                   |                 |                 |                  |