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| **Year 1** | | | | | | |
| **Term/ Topic** | **Autumn 1**  **Memories**  History focus | **Autumn 2**  **Dinosaur Roar**  History focus | **Spring 1**  **City Life**  Geography focus | **Spring 2**  **The Lady with the Lamp**  History focus | **Summer 1**  **Old MacDonald**  Science focus | **Summer 2**  **Crash! Bang! Wallop!**  Music focus |
| **Writing genres** | Recount  Diary  Rhymes | Recount  Fact files  Narrative | Report  Letter  Instructions/Directions | Fact files  Narrative  Letter | Instructions  Narrative/Descriptive  Fact files | Instructions  Narrative  Information Page (non-chron) |
| **Grammar** | I can leave finger spaces between words.  I can use capital letters for names and pronoun ‘I’.  I can use capital letters for places and days of the week.  I can join words and clauses using and  I can combine words to make sentences. | I can leave finger spaces between words.  I can use capital letters for names and pronoun ‘I’.  I can use capital letters for places and days of the week.  I can join words and clauses using and  I can combine words to make sentences. | I can use question marks.  I can use exclamation marks.  I can use –s and –es to make regular plural nouns.  I can use capital letters, full stops, question mark and exclamation marks.  I can sequence sentences to form short narratives. | I can use question marks.  I can use exclamation marks.  I can use –s and –es to make regular plural nouns.  I can use capital letters, full stops, question mark and exclamation marks.  I can sequence sentences to form short narratives. | I can sequence sentences to form short narratives.  I can recognise and use verbs.  I can use the prefix un..  I can use regular past tense verbs | I can sequence sentences to form short narratives.  I can recognise and use verbs.  I can use the prefix un.  I can use regular past tense verbs. |
| **Year 2** | | | | | | |
| **Term/ Topic** | **Autumn 1**  **Westward Ho!**  Geography & History focus | **Autumn 2**  **London’s Burning**  History focus | **Spring 1**  **Mighty Monarchs**  History focus | **Spring 2**  **Beneath the Canopy**  Geography & Science focus | **Summer 1**  **Mix it Up!**  Science focus | **Summer 2**  **Coast to Coast**  Geography |
| **Texts (and alternatives/ extra texts)** | **The Legend of Captain Crow’s teeth**  **The legend of Spud Murphy** | **A Street through time** | **Little Heroes**  (Biography) |  | **George’s Marvellous Medicine**  (narrative) | **Katie Morag books**  (Geography focus within narrative) |
| **Writing genres** | Report  Diary  Non-Chronological report  Descriptive  Narrative | Newspaper  Diary  Narrative  Poetry | Narrative  Diary  Letter | Non-Chronological report  Persuasive letter  Narrative  Instructions | Character descriptions  Poetry  Narrative - A twist to the tale  Explanation | Non-Chronological Report  Recount - Beach trip  Poetry  Narrative - 1st person adventure |
| **Grammar** | I can use capital letters and full stops.  Capital letters for people and places.  I can use question marks accurately.  I can use exclamation marks accurately.  I can use the conjunction because.  I can use adjectives and make expanded noun phrase to describe and specify.  I can use the conjunctions and/but. | I can use capital letters and full stops.  Capital letters for people and places.  I can use question marks accurately.  I can use exclamation marks accurately.  I can use the conjunction because.  I can use adjectives and make expanded noun phrase to describe and specify.  I can use the conjunctions and/but. | I can recognise different sentence forms.  I can use regular plural nouns.  I can use present and past tenses correctly and consistently including the progressive form.  I can use apostrophes for possession.  I can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but). | I can recognise different sentence forms.  I can use regular plural nouns.  I can use present and past tenses correctly and consistently including the progressive form.  I can use apostrophes for possession.  I can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but). | I can use commas when writing in lists.  I can use the suffix ‘ly’, ‘er’, ‘less’ and ‘full’.  I can use the prefix un.  I can use compound words.  I can use apostrophes for contractions.  I can use comparative and superlative adjectives. | I can use commas when writing in lists.  I can use the suffix ‘ly’, ‘er’, ‘less’ and ‘full’.  I can use the prefix un.  I can use compound words.  I can use apostrophes for contractions.  I can use comparative and superlative adjectives. |
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| **Year 3** | | | | | | |
| **Term/ Topic** | **Autumn 1**  **Ready, Steady, Cook**  Science and DT focus | **Autumn 2**  **Time Team**  History focus | **Spring 1**  **What a Wonderful World**  Geography focus | **Spring 2**  **Tomb Raiders**  History focus | **Summer 1**  **Secret Garden**  Science focus | **Summer 2**  **Eco-Warriors**  Science and PSHE focus |
| **Texts (and alternatives/ extra texts)** | **Charlie and the Chocolate Factory**  (*The Great Choco Plot, Juliana’s Bananas, non-fiction about the human body plus books for Black History Month*) | **Stone Age Boy, How to Wash a Woolly Mammoth**  (*Non-fiction about the Stone Age, Skara Brae, and Mark Anning, Stone Girl Bone Girl*) | **Journey**  (*Akimbo and the Snakes, Stories from Around the World, non-fiction about Spain*) | **The Egyptian Cinderella**  (Non-fiction about Ancient Egypt and light) | **Jim and the Beanstalk, The Boy Who Grew Dragons**  (Non-fiction about plants, Bloom) | **Greta and the Giants, The Tin Forest**  (The Wild Robot, A Planet Full of Plastic, What a Waste, non-fiction about waste, pollution and Greta Thunberg) |
| **Writing genres** | Instructions (linked to cooking)  Explanation (how a food is made/ gets to us)  Short narrative (setting description/ diary entry based on Charlie and the Chocolate factory)  Narrative (based on short film Marshmallows)  **Possible additions**  *Persuasive leaflet about healthy diet and exercise* | Adventure narrative (based on Stone Age Boy)  Non-chronological report (about Skara Brae)  Diary entry/ mini biography (about Mary Anning)  Instructions (based on How to Wash a Woolly Mammoth, humorous)  **Possible additions**  *Comparative writing (Stone Age and Iron Age)*  *Explanation (how fossils are formed)* | Non-chronological report (the physical and human geography of Spain)  Narrative (describing action and setting, based on Journey)  Persuasive writing (leaflet/ radio advert, Visit Spain)  **Possible additions**  *Shape poems (Spanish theme)* | Historical fiction (own version of Egyptian Cinderella)  Diary entry (discovery of Tutankhamun’s tomb)  Explanation text (mummification)  **Possible additions**  Newspaper report (discovery of a tomb)  Non-chronological report (daily life in Ancient Egypt)  Character description (gods and goddesses) | Narrative (fairy tale, own version of Jim and the Beanstalk, using dialogue)  Non-chronological report (linked to Science work on plants)  Poetry (structured/ patterned and shape poems, based on gardens/ flowers)  **Possible additions**  Linked to Science (writing up experiments)  Instructions (how to look after a plant) | Biography (based on Greta Thunberg/ David Attenborough or similar campaigner)  Persuasive letter (persuading someone to make a change to help the environment)  Narrative (linked to the Tin Forest, descriptive writing)  **Possible additions**  Persuasive speech/ radio advert (linked to climate change/ the environment) |
| **Grammar** | Coordinating conjunctions - FANBOYS  *Expanded noun phrases for description*  *Commas to separate items in a list*  Present perfect and past tense | Coordinating conjunctions – FANBOYS  Subordinating conjunctions – I SAW A WABUB  Using conjunctions, adverbs and prepositions to express time and cause | Subordinating conjunctions – I SAW A WABUB  Identifying subordinate and main clauses  Use of nouns and pronouns for clarity, cohesion and to avoid repetition  Paragraphs to group related material | Using and punctuating direct speech  Using fronted adverbials  Commas after fronted adverbials | Using and punctuating direct speech  *Apostrophes for contraction*  Possessive apostrophe, including in regular plurals (girls’) and irregular plurals (children’s) | *Revision of word classes - noun, verb, determiner, pronoun, adjective, preposition*  *Revision of punctuation – exclamation mark, question mark, inverted commas, commas* |
| **Sentence types to introduce this year** | All the Ws sentences  List sentences  2A sentences  BOYS sentences  Verb, person sentences  Simile sentences | | | | | |

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| **Year 4** | | | | | | |
| **Term/ Topic** | **Autumn 1**  **Doctor Doctor**  Science focus | **Autumn 2**  **Toga-Tastic**  History focus | **Spring 1**  **Be the Change**  Geography and Science focus | **Spring 2**  **On the Street Where You Live**  History and Geography focus | **Summer 1**  **Rhythm and Rhumba**  Music and Science focus | **Summer 2**  **Eureka!**  History focus |
| **Texts (and alternatives/ extra texts)** | **The Demon Dentist**  (*Kay’s Anatomy, Gut Garden, other non-fiction about the digestive system and teeth*) | **Orchard book of Roman Myths, Escape from Pompeii**  (*Roman Soldier’s Handbook, non-fiction about Romans, Queen of Darkness, The Thieves of Ostia*) | **Journey to the River Sea, There’s a Rang-Tan in my Bedroom**  (*The Rhythm of the Rain, The Secret Explorers and the Rainforest Rangers, My Name is River, non-fiction about water and the water cycle*) | **The Lion, the Witch and the Wardrobe,**  (*Flotsam, Ocean Meets Sky, A Street through Time,* *London Eye Mystery*) | **13 Storey Treehouse**  (*Music: a Fold-out History, Orchestra, other non-fiction about music or musicians,* *Can You Feel the Noise?, A Remarkable Ear*) | **Who Let the Gods Out?, Greek Myths and Legends**  (*non-fiction about Ancient Greece, Mark of the Cyclops, Percy Jackson and the Lightning Thief, Icarus was Ridiculous, Leo and the Gorgon’s Curse*) |
| **Writing genres** | Persuasive TV advert – new toothpaste brand  Narrative – Demon Dentist or short film Teeth  Explanation – the digestive system  **Possible additions**  *Recount of science experiment* | Narrative – based on Escape from Pompeii  Diary – life as a Roman soldier  Newspaper report - Boudicca  **Possible additions**  *Explanation – how did the Romans conquer Britain?*  *Description/ mini-biography of Boudicca* | Persuasive Letter – linked to palm oil/ deforestation  Narrative  Non-Chronological Report – the water cycle  **Possible additions**  *Poetry or descriptive writing linked to The Rhythm of the Rain* | Narrative - based on Flotsam  Report – How Bedfont has changed  Poetry – based on Ocean meets Sky  **Possible additions**  *Setting description – a local site e.g. Bedfont Lakes, Heathrow Airport* | Biography – of a musician  Narrative – based on The Piano (short film)  Chronological report – the history of music  **Possible additions**  *Explanation – how an instrument is made/ played*  *Poetry – writing song lyrics* | Narrative – Ancient Greek Myths  Non-Chronological report – Ancient Greek life/ the Olympics/ gods and goddesses  Explanation – how Ancient Greek civilisation has influenced the western world  **Possible additions**  *Comparative writing – Ancient Greece and Ancient Rome*  *Diary entry – daily life* |
| **Grammar** | *Determiners*  *Co-ordinating conjunctions*  Subordinating conjunctions – I SAW A WABUB  Using and punctuating direct speech | Subordinating conjunctions – I SAW A WABUB  Present perfect from in contrast to the past tense  Fronted adverbials | Fronted adverbials with commas after Organise paragraphs around a theme  Using conjunctions, adverbs and prepositions to express time and cause | Standard English verb inflections – e.g. was/were, did/done  Possessive apostrophe, including in regular plurals (girls’) and irregular plurals (children’s)  Fronted adverbials with commas after | Organise paragraphs around a theme  Using and punctuating direct speech  Using nouns and pronouns for clarity, cohesion and to avoid repetition | *Revision of word classes - noun, verb, determiner, pronoun, adjective, preposition, conjunctions*  *Revision of punctuation – exclamation mark, question mark, inverted commas, commas* |
| **Sentence types to introduce this year** | 4a sentences  *Verb, person sentence (ing)*  Ad, same ad sentences  Emotion word comma sentences  3ed sentences  Double ly ending | | | | | |

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| **Year 5** | | | | | | |
| **Term/ Topic** | **Autumn 1**  **Raiders or Traders?**  History focus | **Autumn 2**  **Cosmic**  Science focus | **Spring 1**  **Extreme Earth**  Geography focus | **Spring 2**  **Magic and Mayhem**  Science focus | **Summer 1**  **Mysterious Maya**  History focus | **Summer 2**  **Terrible Tudors**  History focus |
| **Texts (and alternatives/ extra texts)** | **Skellig**  (Viking at School, Arthur and the Golden Rope, non-fiction about Vikings and Anglo-Saxons, Beowulf, Anglo-Saxon Boy, Viking Boy, The 100 Year Old Boy) | **Cosmic**  (Non-fiction about space and the solar system, The Jamie Drake Equation, Survival in Space, Counting on Katherine, This Rock That Rock, The Book of Bok, Armstrong) | **When the Mountain Roared, Everest**  (Non-fiction about mountains, volcanoes and earthquakes, King of the Cloud Forests, Into the Volcano, Secrets of the Mountain, Pop Up Volcano, Earth Shattering Events) | **Nowhere Emporium**  (*Cirque du Freak, The House at the Edge of Magic, The Wizards of Once, Amari and the Night Brothers, Nevermoor, Fantastic Beasts*) | **The House with the Chicken Legs**  (*Rain Player,* The Chocolate Tree, The Hero Twins, The Great Kapok Tree, non-fiction about the Maya) | **My Friend Walter**  (*non-fiction about Tudors, Treason, The Queen’s Fool, Diver’s Daughter, The Queen’s Token*) |
| **Writing genres** | Diary entry – a day in the life of…  Non-chronological report (double page spread) – the Vikings  Persuasive writing – Vikings: Raiders or Traders?  **Possible additions**  *Fact-files about rulers, comparative writing – Vikings and Anglo-Saxons* | Narrative – Sci-Fi  Non-Chronological report – the Solar System  Fact file/ Biography – Isaac Newton  Newspaper report – Moon Landing  **Possible additions**  *Descriptive writing (planets or journey into space), diary of an astronaut* | Non-chronological report – volcanoes/ earthquakes/ weather  Script for news report (recount)  Biography – Hillary/ Norgay  **Possible additions**  *Descriptive writing (volcanic eruption/ mountainscape), poetry about mountains* | Poetry  Narrative – fantasy  Explanation  **Possible additions**  *Setting description, instructions (spells)* | Narrative – myths from the Maya  Non-chronological report (in the style of Horrible Histories)  Persuasive advert  **Possible additions**  *Instructions/ explanation – How to play pitz,* | Letter – Anne Boleyn to Henry?  Diary entries – rich and poor people  Explanation – Why did Henry split with Rome?  **Possible additions**  *Biography of monarchs/ wives, narrative (servant’s story)* |
| **Grammar** | use dictionaries to check the spelling and meaning of words  using a thesaurus  synonyms and antonyms  commas to clarify meaning  revision of speech punctuation | expanded noun phrases  relative clauses (who, which, where, when, whose, that or implied relative pronoun)  devices to build cohesion (then, after that, this)  linking ideas across paragraphs using adverbials of time, place and number or tense choices | brackets, dashes and commas for parenthesis  modal verbs and adverbs  expanded noun phrases | integrating dialogue convey character and advance the action  colon to introduce a list  hyphens to avoid ambiguity | passive voice – identifying the subject and object, passive forms of verbs  revision of word classes – noun, verb, adverb, determiner, conjunctions | perfect form of verbs to mark relationships of time and cause  semi-colons, colons or dashes to mark boundaries between independent clauses |
| **Sentence types to introduce this year** | (Verb, person sentences)  (Emotion word comma sentences)  Paired conjunctions sentences  Last word, first word sentences  NOUN, who/which/where sentences  Outside (inside sentences)  3\_ed sentences | | | | |  |

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| **Year 6** | | | | | | |
| **Term/ Topic** | **Autumn 1**  **Blitzed Britain**  History focus | **Autumn 2**  **Pulse**  Science focus | **Spring 1**  **Darwin’s Discoveries**  Science focus | **Spring 2**  **Crime and Punishment**  History focus | **Summer 1**  **Art Attack!**  Art focus | **Summer 2**  **Ticket to the World**  Geography focus |
| **Texts (and alternatives/ extra texts)** | **Friend or Foe, Diary of Anne Frank, Letters from the Lighthouse**  (The Valley of Lost Secrets, Our Castle by the Sea, When the Sky Falls, Arctic Star, Tail-End Charlie, The Lion and the Unicorn, Rose Blanche, non-fiction about WW2) | **Stormbreaker**  (*non-fiction about the human body/ circulation, Kay’s Anatomy, Pig Heart Boy,*) | **Darwin’s Dragons**  (*What Mr Darwin Saw, On the Origins of the Species, Apes to Zebras, non-fiction about evolution, Amazing Islands*) | **Holes or Street Child, The Highwayman**  (*The Good Thieves, Gangster School, Black Powder, Millions, Hacker, High Rise Mystery, Dick Turpin, True Story of the 3 Little Pigs*) | **The Explorer**  (*non-fiction about art and artists, Art Matters, Drawing on Walls, Women in Art, We are Artists*) | **The Explorer**  (*Recipe books, non-fiction about the Americas, The 50 States*) |
| **Writing genres** | Newspaper report – the Blitz  Diary entry – evacuee  Biography – Anne Frank  **Possible additions**  *Instructions – linked to waistcoats/ wartime recipes*  *Recount – linked to people’s experiences (evacuee, air warden, pilot etc.)* | Non-chronological report – blood  Persuasive writing – healthy lifestyle  Adventure narrative – based on Stormbreaker  **Possible additions**  *Explanation – how the circulatory system works*  *Poetry – shape or descriptive* | Balanced argument (discussion text) – zoos  Diary entry – Darwin  Poetry - animals  **Possible additions**  *Descriptive writing – animals* | Newspaper report – based on the Highwayman  Narrative – Francis  Discussion text – death penalty  **Possible additions**  Character descriptions – criminals  Instructions/ recount – linked to science experiments | Persuasive speech – Is it art?  Biography – famous artist  Narrative – linked to the Explorer  **Possible additions**  Setting description – based on a painting  Comparative writing – comparing artists | Newspaper report – Pigeon Impossible  Comparative writing – North and South America  Recount – leaver’s speech  **Possible additions**  Autobiography  Instructions – How to do well in Year 6 or recipes |
| **Grammar** | Revision of word class – sorting nouns, proper nouns, verbs, adjectives, adverbs, pronouns, prepositions, determiners, conjunctions  use dictionaries to check the spelling and meaning of words  use a thesaurus, synonyms and antonyms relative clauses with who, which, where, when, whose, that or with an implied pronoun brackets, dashes and commas for parenthesis | speech punctuation  integrating dialogue to convey character and advance the action  expanded noun phrases  modal verbs and adverbs  brackets, dashes and commas for parenthesis | Standard English – subject/ verb agreement for singular and plural, use of informal question tags  passive and active verbs  colon to introduce a list and semi-colons within lists  subjunctive form | passive and active verbs  hyphens to avoid ambiguity  commas to clarify meaning  brackets, dashes and commas for parenthesis  semi-colons, colons or dashes to mark boundaries between independent clauses  punctuating bullet points | speech punctuation  integrating dialogue to convey character and advance the action  cohesive devices – repetition of a word or phrase, adverbials, ellipsis | Revision of grammar taught in KS2 |
| **Sentence types to introduce this year** | De:de sentences (colons to mark boundaries)  Outside/ Inside sentences (brackets)  NOUN, which/ who/ where sentences (relative clauses)  Ad, same ad sentences (device for cohesion)  3 bad dash question sentences (dashes to mark boundaries)  Some; others sentences (semi-colons to mark boundaries)  2a sentences (expanded noun phrases) | | | | | |