



	Autumn 1	Autumn 2	Spring 1 A	Spring 2	Summer 1	Summer 2
Wider curriculum focus	Science – Forces, magnets and electricity	History – Stone Age Britain	Science - Light	Geography – Volcanoes & earthquakes	Science – Plants	Creative Arts
WRITING						
Purpose of writing	Writing to entertain / inform	Writing to entertain / inform	Writing to entertain / inform	Writing to entertain / inform	Writing to entertain / inform	Writing to entertain
'Driver' Text	Iron Man by Ted Hughes	Stone girl, bone girl by Laurence Anholt	Pugs of the Frozen North by Philip Reeve	Escape from Pompeii	Firebird	Arthur and the golden rope
Writing Outcomes	Narrative - Cliff scene from The Iron Man Newspaper - retelling of The Iron Man	Narrative - Setting description Narrative - story extract involving dialogue Narrative – character description	Non-chronological report - information leaflet on pugs Poster - persuasive writing on whether to join the race	Recount - News broadcast Narrative - Historical story	Non-chron - leaflet Narrative - 3 rd person Poetry – Spring plants Acrostic poem/ shape poem/ HAIKU	Narrative - with speech Persuasive writing -
Reading & Supplementary Texts	Fiction – The Iron Woman by Ted Hughes Non Fiction - Forces & Magnets: Let's Investigate	Fiction - Lost Happy Endings by Carol Ann Duffy Ug by Raymond Briggs Non Fiction - Timelines of Everything: From woolly mammoths to world wars	Fiction – Oliver and the Seawigs by Philip Reeve The day I saved a whale by Michael Morpurgo Non-fiction - Tiger Tiger by Blake Frozen planet	Fiction – The street beneath my feet by Charlotte Guillain Non-fiction - History books on Vesuvius	Fiction – The talkative tiger by Amelia Gibb and Sophy Williams Non-fiction - Environmental science – Botanist The Lorax by Dr Seuss	Fiction – The dragon machine by Helen Ward and Wayne Anderson Non-fiction – Great women who changed the world Great women in History



Opportunities for oracy	Acted out reactions to the arrival of the Iron man: outrage at machinery being eaten, language/tone	Reading the comic book UG and taking parts- developing fluency and diction and clarity of pronunciation Taking sides: The traditionalist (Ug's parents) v the progressive (Ug).	Discuss environmental issues/ global warming.	Drama – Pliny's account at Pompeii – role-play as a survivor. Re-enact parts from the story –Escape from Pompeii Reading aloud their accounts- news broadcasts.	Reading own poems out loud / performance poetry.	Conscience alley Debate – How does the character feel? Is he responsible for bringing doom to the town? Arguments for/against
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SPAG Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spelling (Using ED Shed)	<ul style="list-style-type: none">• The /ow/sound spelled ou• The /u/ sound spelled ou• The /i/sound spelled with a y• Words with the /ze/ sound ending -sure• Words with the /ch/ sound ending -ture• Challenge words• The prefix re-• The prefix dis-• The prefix mis-• Suffixes beginning with vowel letters• Suffixes beginning with vowel letter (doubling)• Challenge words• Can spell some words from the Year 3 & 4 statutory spelling list		<ul style="list-style-type: none">• The long /a/ sound spelled ai• The long /a/ sound spelled ei• The long /a/ sound spelled ey• The suffix –ly• Homophones• Challenge words• Ending with the /l/ sound spelled -al• Ending with the /l/ sound spelled -le• Adding the suffix -ly to -le words• Adding the suffix -ally to -ic words• Adding the suffix –ly exceptions• Challenge words• Can spell many words from the Year 3 & 4 statutory spelling list		<ul style="list-style-type: none">• The suffix -er with -(t)ch words• The /k/ sound spelled ch• Words ending with the /g/ sound spelled –gue• The /s/ sound spelled sc• Homophones• Challenge words• The suffix -sion pronounced like vision• Challenge words• Revision• Revision• Revision• Can spell most words from the Year 3 & 4 statutory spelling list	



Punctuation	<ul style="list-style-type: none">• Can use capital letters, full stops, question marks and exclamation marks accurately (including proper nouns and for the personal pronoun I) with a variety of sentence structures.• Can use the apostrophe accurately in their writing for contractions and singular possession.• Can use a comma for a list of items or actions	<ul style="list-style-type: none">• Is beginning to use a comma after a singular fronted adverb.• With support can use inverted commas in their writing.	<ul style="list-style-type: none">• Can accurately use a comma after a singular fronted adverb.• Independently can use inverted commas in their writing (not necessarily secure with other speech punctuation).• With support, can use the apostrophe for plural possession.
Vocabulary and Grammar	<ul style="list-style-type: none">• Can confidently write statements, questions and commands.• Is becoming more independent at writing exclamation sentences.• Teach singular fronted adverbs for how, where and when.• Can use all the taught conjunctions confidently from year 2.• Begins to conjunctions and prepositions to express time, cause and place: before, after, then, next, soon.• Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock, an open box</i>]	<ul style="list-style-type: none">• Confidently uses the taught conjunctions to express time, cause and place.• Begins to use the conjunction: while adverbs, therefore or prepositions [for example, before, after, during, in, because of] in their writing.• With support, chd use singular fronted adverbs for how, where and when.• Introduction to paragraphs as a way to group related material.• Use headings and sub-headings to aid presentation (eg. non-chron report).• Begin to understand the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]	<ul style="list-style-type: none">• Confidently uses the taught conjunctions, adverbs and prepositions to express time, cause and place.• Independently, chd use singular fronted adverbs for how, where and when (including comma).• Can use the present perfect form of verbs (verbally) instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>].• With support, can use paragraphs as a way to group related material