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|  | **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 by Christina Balit | Firebird | Arthur and the golden rope by Joe Todd Stanton |
| **Writing Outcomes** | **Narrative** - Cliff scene from The Iron Man  **Newspaper** - retelling of The Iron Man | **Non-fiction** – Mary Anning Fact File  **Narrative** – character description – Lost Happy Endings | **Non-chronological report -** information leaflet on pugs  **Poetry** – Kraken’s deep | **Recount** - News broadcast   **Poetry** – Acrostic poem - springtime | **Narrative** - 3rd person - Firebird  **Balanced argument** – Is birdcage walk an idyll of natural beauty or an eyesore? | **Narrative** - with conjunctions & prepositions  **Letter** - based on Wolves by Emily Gravett |
| **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  Great women who changed the world  Great women in History | **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  **Poetry** – The Lost Words by Robert Macfarlane | **Fiction** – The talkative tiger by Amelia Gibb and Sophy Williams  The Secret Sky garden – Linda Sarah & Fiona Lumbers  **Non-fiction** - Environmental science – Botanist  The Lorax by Dr Seuss | **Fiction** – The dragon machine by Helen Ward and Wayne Anderson.  Wolves byEmily Gravett  **Non-fiction-** Who were the Vikings? By Jane Chisholm |
| **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 out loud 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 |

**SPAG Progression**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Spelling**  **(Using ED Shed)** | * 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 wordsThe prefix re-The prefix dis-The prefix mis-Suffixes beginning with vowel lettersSuffixes beginning with vowel letter (doubling)Challenge words  * Can spell some words from the Year 3 & 4 statutory spelling list | | The long /a/ sound spelled aiThe long /a/ sound spelled eiThe long /a/ sound spelled eyThe suffix –lyHomophonesChallenge wordsEnding with the /l/ sound spelled -alEnding with the /l/ sound spelled -leAdding the suffix -ly to -le wordsAdding the suffix -ally to -ic wordsAdding the suffix –ly exceptionsChallenge words  * Can spell many words from the Year 3 & 4 statutory spelling list | | The suffix -er with -(t)ch wordsThe /k/ sound spelled chWords ending with the /g/ sound spelled –gueThe /s/ sound spelled scHomophonesChallenge wordsThe suffix -sion pronounced like visionChallenge wordsRevisionRevisionRevisionRevision  * Can spell most words from the Year 3 & 4 statutory spelling list | |
| **Punctuation** | * 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 | | * Is beginning to use a comma after a singular fronted adverb. * With support can use inverted commas in their writing. | | * 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** | * 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** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock*, *an open box*] | | * 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, *He has gone out to play* contrasted with *He went out to play*] | | * 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, *He has gone out to play* contrasted with *He went out to play*]. * With support, can use paragraphs as a way to group related material | |