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|  | **Autumn 1**  | **Autumn 2**  | **Spring 1**  | **Spring 2** | **Summer 1**  | **Summer 2** |
| **Wider curriculum focus** | **Science** – DigestionDT – Pasta salad | **History** – First millennium AD | **Science** – Electricity and sound | **Geography** – London and Copenhagen  | **Science** – States of Matter**DT** – Musical instruments | **Creative Art** - Animals**Science** - Habitats |
| **WRITING** |
| **Purpose of writing** | Writing to entertain | Writing to entertain / inform | Writing to entertain | Writing to inform | Writing to entertain | Writing to entertain |
| **‘Driver’ Text**  | Varjak Paw by S F Said | Queen of Darkness by Tony Bradman | The Miraculous Journey of Edward Tulane by Kate DiCamillo | The Boy at the Back of the Class by Onjali Rauf | Noah Barleywater Runs Away by John Boyne | The Heavenly Elephant |
| **Writing Outcomes**  | **Narrative**: Setting description of Varjak going out in the world**Narrative / recount**: Diary entry in role as Varjak | **Narrative**: Character description of Boudicca**Information text**: What did the Vikings ever do for us? | **Narrative**: Informal letter in role as Edward**Conversation-** extra chapter including speech. | **Persuasive argument:** Climate change speech**Writing to inform**:Newspaper reporting the journey to deliver the letter and the plight of refugees.  | **Narrative:** Dilemma story (Narrative)**Poem** – The sound collector  | **Narrative**: Character and setting description**Poem**: Jabberwocky |
| **Reading & supplementary texts**  | **Fiction –** The Legend of Podkin One Ear by Kieran Larwood.**Non Fiction –** Ask A Scientist by Professor Robert Winston.Look Inside What Happens When You Eat by Emily Bone | **Fiction -** Empire's End - A Roman Story by Leila Rasheed**Non Fiction –** HistoryThe Rise of BoudiccaBritish Museum: So You Think You've Got It Bad? A Kid's Life in Ancient Rome History Atlas. | **Fiction -** The Tale of Despereaux by Kate DiCamillo.Because of Winn-Dixie by Kate DiCamillo.**Non Fiction –** Boom Science: Sound by Georgia Amson-Bradshaw.North America by Christine Juarez.How it works: Electricity by Victoria Williams. | **Fiction –** Brand New Boy by David Almond**Non Fiction –** The Journey by Francesca Sanna (picture book)Maps by Aleksandra MizielinskaHow Cities Work (Lonely Planet Kids)The Cities Book (Lonely Planet Kids)Greta Thunberg Climate crisis | **Fiction –** The Adventures of Pinocchio by Carlo Collodi.The Boy at the top of the mountain by John Boyne.The Terrible Thing That Happened To Barnaby Brocket by John Boyne.Alice’s Adventures in Wonderland by Lewis CarrollHere We Are by Oliver Jeffers.**Non-fiction** States of Matter: Solids, Liquids and Gases by Nichola Tyrell. | **Fiction –** The Girl Who Stole an Elephant by Nizrana Farook.Aesop’s fables.Aarti & the Blue Gods by Jasbinder Bilan.**Non-fiction** -Indian elephant facts. |
| **Planned opportunities for oracy (including constructive feedback)** | Poetry reading – Manchester poems.Hot seating.Debate and discussion.Reader’s Theatre. | Discussion with historiansRead Blue Book write to group.Perform poetryRecord voice notes | Singing Discussion of musical sounds and tastes.Reading aloud and rereading.Comparison.Drama and role play.Role on the wall. | Class debateRole play travel agentsClimate change speechesRole on the wallTeacher in roleStory BoxesEmotion Graph | Dance, drama and role play.Emotion graph.Role on the wall.Storytelling.Story mapping.Visualising. | Class PSHE discussions |

**SPAG Progression**

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|  | **Autumn 1**  | **Autumn 2**  | **Spring 1**  | **Spring 2** | **Summer 1**  | **Summer 2** |
| **Spelling** | * Year 3 /4 statutory words
* Year 3 & 4 LKS2 list
* Homophones
* The prefix in-
* The prefixes il- and ir-
* The prefix sub-
* The prefix inter-
* Challenge words
* The suffix -ation
* The suffix ation
* The suffix -ly
* The suffix -ly
* Words with the /sh/ sound spelled ch
* Challenge words
* Can spell **some** words from the Year 3 & 4 statutory spelling list
 | * The suffix -sion
* The suffix -ous
* The suffix -ous
* The /ee/sound spelled with an i
* The suffix -ous
* Challenge words
* The digraph au
* The suffix -tion
* The suffix -ssion
* The suffix -cian
* Adverbs of manner
* Challenge words
* Can spell **many** words from the Year 3 & 4 statutory spelling list
 | * Homophones
* The /s/ sound spelled c
* The sol and real word families
* The phon and sign word families
* Prefixes super- anti- and auto-
* The prefix bi-
* Challenge words
* Plural possessive apostrophes
* Revision
* Revision
* Revision
* Revision
* Can spell **most** words from the Year 3 & 4 statutory spelling list
 |
| **Punctuation** | * Is beginning to use a comma after a fronted adverbial.
* Can use inverted commas and other punctuation when direct speech begins with a reporting clause.
 | * With support can use the comma after a range of fronted adverbial (phrase/clause).
* With support, can use inverted commas and other punctuation when a sentence begins with direct speech, e.g. “I’m going home,” said Sarah.
 | * Can accurately use the comma after a range of fronted adverbial (phrase/clause).
* Can use the apostrophe for plural possession (Babcock teaches this in Spring).
* Can use inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause; end punctuation within inverted commas: the conductor shouted, “Sit down!”.
* Is beginning to use commas accurately when a sentence starts with a subordinate clause.
 |
| **Vocabulary and Grammar** | * Teach fronted adverbial phrases for how, where, when (begin to use comma).
* Can confidently use all previously taught conjunctions for compound and complex sentences, when the conjunction is in the middle of a sentence.
* Can use standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*].
* Can use paragraphs to organise ideas around a theme

 (NB: not using ‘which’ until Year 5)  | * Chd use a range of fronted adverbials (phrases/clauses) for how where and when (comma with support.)
* Understand how to start a sentence with a subordinate clause.
* Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition
* *C*an use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)
 | * Chd use a range of fronted adverbials (phrases/clauses) for how where and when (accurate use of comma).
* Can write sentences starting with a subordinate clause. (can include comma with support).
* Understand the grammatical difference between **plural** and **possessive** *–s (Eg. Lots of goats or the goat’s fur.*
 |