|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Foundation Stage | | | | | | |
| Term: | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Texts studied: | Owl Babies  Once there were Giants  Stick Man  The Smartest Giant  The Colour Monster  The Rainbow Fish  Funny Bones  The Big Book of Families  Pete the Cat | The Jolly Postman  Goldilocks  Farmer Duck  Hansel & Gretal  The Ugly Duckling  Christmas Story / Nativity  Rama and Sita | The Emperors Egg  The Very Hungry Caterpillar  Aghh Spider!  Tige who came to tea  Diary of a wombat  Elephant and the Bad Baby  Pig in the Pond | The Tiny Seed  Oliver’s Vegetables  Jack and the Beanstalk  One Plastic Bag  Jasper’s Beanstalk  Tree, Seasons come and seasons go  A stroll through the seasons | The Snail and the Whale  The Way back Home  The Naughty Bus  Mr. Gumpy’s Outing  The Train Ride  Bob, The Man on the Moon  Beegu  Oi! Get off my train! | Lighthouse Keeper’s Lunch  Under the Sea Non – Fiction  P is for Passport  The Journey  Zoom  Passport to Paris  World Atlases  Tiddler |
| Comprehension  - Developing a passion for reading  Children will visit the library weekly  Mystery reader  Share a story at home | Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book  Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary. | Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories.  Sequence story – use vocabulary of beginning, middle and end.  Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.  Enjoys an increasing range of books | Making up stories with themselves as the main character – Using Tales Toolkit strategy. Encourage children to record stories through picture drawing/mark making for LAs.  Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read | Information leaflets about animals in the garden/plants and growing.  Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day  Timeline of how plants grow.  Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.  They develop their own narratives and explanations by connecting ideas or events | Stories from other cultures and traditions  Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.  Parents reading stories  Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.  Role play area – book characters  Pajamarama Day | Can draw pictures of characters/ event / setting in a story  Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.  Make predictions  Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.  Sort books into categories. |
| Word  Reading  Children will be working in different groups following Essential letters and sounds  Add more detail | **Phonic Sounds:** Essential letters and sounds  **Reading:** Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall.  Help children to read the sounds speedily. This will make sound-blending easier  Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge  Reading book level: | **Phonic Sounds:**  **Reading:** Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words.  Show children how to touch each finger as they say each sound. For exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell.  Reading book level | **Phonic Sounds:**  **Reading:** Rhyming strings, common theme in traditional tales, identifying characters and settings.  Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’.  Reading book level | **Phonic Sounds:**  **Reading:** Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.  Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’.  Children should not be required to use other strategies to work out words.  Reading book level | **Phonic Sounds:**  **Reading:** Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.  Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were  Reading book level | **Phonic Sounds:**  **Reading:** Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.  End of term assessments  Transition work with Year 1 staff  Reading book level |

Long term map for English in each year group.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year 1 | | | | | | |
| Term: | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer1 | Summer 2 |
| Text studied: | Oi Frog! Kes Gray | Once there were Giants | The One Day House | Tom Crean’s Rabbit | One Day on Our Blue Planet – In the Savannah  Listen To Our World  The Dandelion Seed | The Magnificent Sheep in their Flying Machine.  The Puffin Book of Fantastic First Poems  Rosie Revere Engineer |
| Grammatical knowledge: | -To use capital letters, full stops and finger spaces.  - Use factual information.  - Use headings  - Use lists  -Use images to support research. | Capital letters and full stops  Use of adjectives (noun phrases)  Capitalisation used for proper nouns | Capital letters and full stops  Using the conjunction - and | Capital letters and full stops  Using the conjunction – and  Plurals – adding s and es  Use of adjectives  Using ? and ! correctly  Using the prefix- un | Capital letters and full stops  Using the conjunction – and  Plurals – adding s and es  Use of adjectives  Using ? and ! correctly  Using the prefix- un  Introduce contractions for omission | Consolidate definition and use of nouns, verbs and adjectives.  Read and spell words with contractions.  Sequencing sentences to produce short narratives.  Be able to use the following terminology when discussing their writing.:  letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark |
| Contextual knowledge: | -To understand that research is important to find out information about frogs.  -To understand that Non-fiction books provide facts.  -To know that frogs are amphibians that habitats are ponds.  -To set out a fact file in a way that is clear and helpful for people to learn about a subject/topic. | Understanding how the language used within the text can be cross referenced with the language used in their current History topic on Family History. | Being able to compare their experiences to those of the grandma in the book.  Looking at kindness and how it affects other people. | Understanding the life led by sailors at the turn of the last century.  Cross referencing facts picked up from the book with the History topic on Greatest Explorers.  Researching whether the facts in the book are based on a real event. | To understand how a lion lives and survives in the Savannah.  Relate episodes from the text with knowledge they have aquiered in Science and Geography appertaining to some of the animals in the text. | To understand the reasoning around the clothes worn by the humans in the text. To relate the story to what they will learn about the first flights and the type of aircraft that was flown. |
| Written outcomes: | To write a fact file about frogs.  -Using research from Non-Fiction books to detail important information about frogs.  -To provide factual information to readers of a similar age. | Writing complete sentences.  Dictation – children to be able to write a sentence using their knowledge of phonics and harder to read and spell words which has been dictated by an adult. |  | Diary writing from a sailor’s point of view  Procedural writing – what to pack to go exploring in a polar region  Writing a letter to Tom Crean | To write an animal fact file based around Lions.  To write what happens on the Savannah from the point of view of an Ostrich and her young. | Rewrite the story concentrating on the places visited.  To write a list of the places visited.  To describe one of the settings within the story. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year 2 | | | | | | |
| Term: | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Text studied: | The Owl Who Was Afraid Of The Dark | Vlad and the great fire of London. Kate Cunningham | Cloudy with a Chance of Meatballs. | Meerkat mail. Emily Gravett | Sats practice to include past papers | The day the crayons quit. Oliver Jeffers |
| Grammatical knowledge: | Full stops and capital letters  Adjectives (noun phrases)  Verbs  Commas in a list  Synonyms  Story structure | -Factual information in past tense.  -Adverbs -ly words  -Noun phrases  -Verbs  -Capital letters and full stops.  -Exclamation sentences. | -Use of titles  -list of what is needed  -steps in order  -use of bullet points  -use of imperative verbs  -time adverbials | -Use of paragraphs  -headings  -sub-heading  -written in present tense  -use of pictures/diagrams | -Comprehension.  -Inference skills.  -Reading questions before the text.  -Underlining key points in the text to answer questions | -writing in paragraphs  -opening paragraph to support an opinion  -supporting facts  -writing in sequence  -concluding paragraph to restate opinion and reasons. |
| Contextual knowledge: | -To understand that a story has a beginning, middle and end.  -To know that owls are woodland animals that are nocturnal.  -To know how to write about another animal to create their own story with links to seasons and weather. | - To understand that the fire of London was a major event in British history.  -To understand the differences from then and now e.g. how houses were built, that there was not a fire brigade.  -To understand the chronology of the events in history.  -To be able to create a diary entry from the perspective of someone from 1666. | - To understand that there is a need for a list of materials/apparatus  -To know that steps need to be in order of what is done when preparing something.  -To be able to recount what they have done from a personal perspective. | -To understand that a non-chronological report does not have to written in time order.  -understanding of non-fiction texts.  -To focus on a single topic (an animal)  -To include relevant facts about their chosen animal. | -Guided reading in class x2 a week.  -Reading squad sessions for decoding, prosody and comprehension. | -To understand how to set out a letter.  -understanding that persuasion is to get someone to agree with their opinion/idea.  -To be able to give reasons for their opinion. |
| Written outcomes: | Re-Write of the story in their own words using another character in the same context. | -To write a diary entry from the perspective of Vlad from the Fire of London.  -News report of a day during the Fire of London. | - To write instructions of food preparation  -To write a recount from a personal experience of making their own food. | - To write a Non-Chronological report of an animal of the child’s choice  - To be able to research their chosen animal using a range of texts. |  | To produce a persuasive letter addressed to the children in a year 2 classroom from the perspective of a piece of stationary that the children do not use/treat with respect. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year 3 | | | | | | |
| Term: | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Text studied: | Stone Age Boy | Akimbo And The Elephants | The Boy with the Bronze Axe | The Jungle | Tom’s Midnight Garden | Journey to the River Sea |
| Grammatical knowledge: | -Paragraphing.  -Title and Sub-headings.  -Factual information written in the past tense.  -Bullet point lists.  -Imperative verbs.  -Formal tone. | * - Repeated words.   -Alliterative words.  - Emotional language.  - A strong argument.  - Rhetorical questions. |  | -Colon to separate independent sentences.  -Time adverbials,  -Repetition for effect,  -Simile,  -Adverbials & verbs    Using simple sentences for effect.  Use of vocabulary about nature and natural things. | The use of headings, titles and subtitles.  -Formal tone  -Factual information.  -Writing in the third person.  - Writing in the past tense about events that have happened.  -Using personal pronouns accurately.  -Using time conjunctions to move things forward within writing and to show when things happened. |  |
| Contextual knowledge: | To know that people during the Stone Age were referred to as ‘hunter gathers’ who lived in small groups and hunted and savaged for food and resources.  To know that all equipment was created and made from stone or animal skin and to know how they were used to make different tools and weapons. | To know some of the disastrous effects of poaching and some reasons on why animals are poached. What long term aims we can work towards to decrease the demand for illegal wildlife. |  | To build an understanding of the conditions of the Jungle and the animals that live there. | To build a deepening understanding of the time period the book is set whilst looking at some of the stylistic features of the time period such as grandfather clocks. | To know some of the effects of pollution in our waters and know some of what we are able to do to help the situation. |
| Written outcomes: | -Non-Chronological report on what life was like for people during the Stone Age.  -Instructions of how to make Stone Age tools and how to prepare and use animal skills. | - Persuasive letter around poaching and the illegal trading for profit in the heart of Africa.  - Design a wanted poster with the purpose of catching ivory poachers. | Character and setting description. | Diary Entry - To write a diary entry from the perspective a character stranded in the jungle. Paying focus to being geographically accurate when possible. | Non chronological report – To write a non-chronological report on Grandfather clocks and Informal Letters from the perspective of the characters. | Persuasive argument for and against a proposed balloon realise in the story setting. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year 4 | | | | | | |
| Term: | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Text studied: | Jemmy Button – Valerio Vidali | Secrets of a Sun King – Emma Carroll | Why the Whales Came – Michael Morpurgo | The Thieves of Ostia – Caroline Lawrence | King of the Cloud Forests – Michael Morpurgo | Oliver Twist – Charles Dickins |
| Grammatical knowledge: | -Using simple sentences for effect.  -Using punctuation such as ellipses to make the reader ask questions.  -Use of vocabulary about nature and natural things.  -Writing in the third person.  - Writing in the past tense about events that have happened.  -Using personal pronouns accurately.  -Using time conjunctions to move things forward within writing and to show when things happened. | -Using a variety of language features to create the effect of suspense within our writing.  -Use of fronted adverbials where appropriate to vary the way our sentence start.  -Coordinating and subordinating conjunctions to create a mixture of cohesive sentence types.  Use of prepositions to add more detail to our sentences.  -Accurate paragraphing of our ideas within the narrative.  -Figurative language focusing on personification and hyperbole.  -Descriptive language focusing on adjectives and adverbs. | -Using fronted adverbials within different types of writing.  -Using prepositions within different types of writing.  -Titles used for non-fiction writing.  -Headings and sub-headings used for non-fiction writing.  -Paragraphs for sectioning non-fiction writing.  -Writing in the past tense for non-chronological report writing. | -Using a variety of language features to create the effect of suspense within our writing.  -Use of fronted adverbials where appropriate to vary the way our sentence start.  -Coordinating and subordinating conjunctions to create a mixture of cohesive sentence types.  Use of prepositions to add more detail to our sentences.  -Accurate paragraphing of our ideas within the narrative.  -Figurative language focusing on personification and hyperbole.  -Descriptive language focusing on adjectives and adverbs. | -Using a variety of time conjunctions to move our chronological recount forward through time.  -Using a range of adverbials.  -Writing in the first person using appropriately chosen pronouns.  -Writing in the past tense with correct spelling of past tense verbs.  - Using informal language to create an autobiographical tone to the writing. | -Using a headline that has a pun, rhyme or alliteration.  -Using a subtitle that gives a bit more information about what the report is about.  -Use of an introductory paragraph containing the five W’s (what, where, when, who and why).  -Writing the main events in chronological order.  -Written in the third person and the past tense.  -Use of direct and reported speech.  -Writing using formal language.  -Use of rhetorical questions.  -Writing a conclusion paragraph to explain what will happen next. |
| Contextual knowledge: | -To understand what an English Gentlemen historically means, what they look like, dress like and how they act.  -To understand the differences in Jemmy Button’s homeland and England but to know they were at the same time. To understand that places around the world developed at different paces.  -To understand what native and civilised mean. | --To understand the discovery of Tutankhamun’s tomb, what was found in there and what it tells us about Ancient Egyptian life.  -To understand more Ancient Egyptian life, what they believed in (Gods) and how they lived.  -To understand what life was like in England after the First World War.  -To understand the colloquial language used through the story. | - To understand that there are local/cultural tales that become legends that are passed down through generations and that it is a historical element of human life but is less relevant in modern times.  - To understand that different whales can be found in the waters around the UK and that the different types of water allow different species of whale to swim and live there. | - To understand what live was like during The Roman Empire and how people lived their lives during this time period in history.  - To understand that there are people who follow clues to work out and solve mysteries of things that have happened. | - To understand the situation of the invasion of Japan on China and the state of what was happening in those countries at the time the book is set.  -To understand the geographical elements of the Himalayas and where the story is set. | - To understand what life was like during the Victorian times in London England.  - To understand how crime and punishment has changed throughout the years in England.  - To understand who Charles Dickens is and to know why some authors in history are referred to as the classics. |
| Written outcomes: | -Character description using both the illustrations from the text and the contextual information we learn about Jemmy Button.  -Short formal letter written as Jemmy Button to the Captain who took him to England.  -Diary entry for the return voyage home Jemmy Button takes. | Narrative story:  Creating a suspenseful narrative story based on our focus story as inspiration, including factual historical knowledge to give accurate details. | The Legend of the Birdman. A creative short piece of writing using information retrieved from the text to write a legend.  Non-Chronological Report. Creating a non-fiction non-chronological report about the whales that are native to the waters around the UK. | Narrative Writing – Mystery Story  Using the same character basis, we will plan, draft and write a creative narrative story involving a mystery that the main characters have to solve. Our story will be set in Ancient Roman times but with the characters and mystery being changed using our contextual knowledge learnt about this time period in history. | Autobiographical Recount.  Using the main character Ashley, we will use events that happen to him from Japan invading China, his journey across the Himalayas, his struggle to survive and his capturing by strange creatures that refer to him as their king. We will create a chronological recount in an autobiographical style of writing. | Newspaper Report.  Using chapter five ‘The Robbery’ as the basis for our report we will create a newspaper article reporting on the attempted robbery of a house in London and the attempted murder of Oliver using the information of the events from the story. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year 5 | | | | | | |
| Term: | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Text studied: | King Arthur and the Knights of the Round Table – Marcia Williams | The Anglo-Saxon Boy – Tony Bradman | Beowulf – Michael Morpurgo | When the Mountains Roared – Jess Butterworth | Titanic (Survivor) – Stephen Davies | The Many Worlds of Albie Bright – Christopher Edge |
| Grammatical knowledge: | Subject related vocabulary (incl. old English)  Basic punctuation  Present Tense (for stage directions)  Word classes  Adverbs (character’s actions)  Pronouns  Determiners  Prepositions (scene description) | Poetry features (simile, metaphor, onomatopoeia, alliteration, personification)  Writing in verses grouped into stanzas.  Connectives Subordinating and Coordinating conjunctions  Fronted adverbials (time, place and number)  Expanded Noun Phrases | Main:  Dialogue to convey a character and to advance the action  Powerful vocabulary (incl building suspense)  Relative clauses (incl rel pronoun)  Modal verbs  parenthesis  Poetry:  Noun – verb +er  Adjective – verb + er  Alliteration  Metaphor  Personification  Abstract nouns | Main:  Rhetorical questions  Superlatives  Subjunctive forms  Facts v opinions  Expanded Noun Phrases  Hyperbole  Adverbials (cohesion)  Poetry  Metaphors  Similes  Personification  Abstract nouns |  |  |
| Contextual knowledge: | To understand differences between the current and Anglo-Saxon ways of life (incl. language used)  To understand the universal values of courage, bravery and love  To understand there may be many versions of the same story (to be able to compare them) | To understand the realities of war through the eyes of various people (soldiers, mothers, children)  To understand how unsettled the Anglo-Saxon time was and to realise that even after the successful invasion, the Anglo-Saxons often fought with each other (including between the members of the same family) | To understand that despite the Viking being ruthless invaders, among themselves they were a very sociable nation. They came from dark and cold lands, where it was easy to believe in the existence of mythical creatures and superstitions. Children to understand the importance of engaging storytelling (as a social event and as a historical evidence) | To understand that we all face loss and changes in our lives, (some of which may be unexpected). To appreciate the need to adapt and look for positives in our surroundings (nature, friends, hobbies). Also, to learn to work with our new environment in order to thrive ourselves but also to help the wider community we are a part of. |  |  |
| Written outcomes: | - Diary entry (changing the POV) describing the events at the court from a secondary character’s point of view  - play script (2 scenes) focused on Lancelot’s adventures aided by the play acting activities as well as the History lesson about the Anglo-Saxons | War – themed Poem  Balanced Argument – Was it a good idea to be a warrior in the Anglo-Saxon times? | Main:  Adventure story (fantasy narrative)  Mini process:  letter  Poetry: Viking kenning (about an object, person | Main:  Persuasive text (hotel advertisement)  Mini process:  Fact file (snow leopard)  Poetry:  Colour poem |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year 6 | | | | | | |
| Term: | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Text studied: | The Vanishing Rainforest | The Chocolate Tree | The Last Bear | Greek Myths | The Mess that we Made | Goodnight Mr.Tom |
| Grammatical knowledge: | Use the techniques that authors use to create settings.  Create vivid images by using alliteration, similes, metaphors and personification.  Write paragraphs that give the reader a sense of clarity.  Use a range of sentences structures – simple, compound, complex.  Identify the audience for writing.  Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. | Write paragraphs that give the reader a sense of clarity.  Write paragraphs that make sense if read alone.  Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.  Punctuating bullet points consistently.  Using expanded noun phrases to convey complicated information concisely.  Choose the appropriate form of writing using the main features identified in reading. | Choose the appropriate form of writing using the main features identified in reading.  Choose effective grammar and punctuation.  Ensure correct use of tenses throughout a piece of writing.  Use passive verbs to affect the presentation of information in a sentence.  Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.  Use commas to clarify meaning or avoid ambiguity in writing.  Use semi-colons, colons or dashes to mark boundaries between independent clauses. | Choose the appropriate form of writing using the main features identified in reading.  Use the techniques that authors use to create characters, settings and plots.  Create vivid images by using alliteration, similes, metaphors and personification.  Interweave descriptions of characters, settings and atmosphere with dialogue.  Choose effective grammar and punctuation.  Using the perfect form of verbs to mark relationships of time and cause. | Note, develop and research ideas.  Plan, draft, write, edit and improve.  Write paragraphs that give the reader a sense of clarity.  Write sentences that include: hyphens, colons, semi colons and bullet points.  Using brackets, dashes or commas to indicate parenthesis.  Using hyphens to avoid ambiguity.  Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. | Ensure correct use of tenses throughout a piece of writing.  Using passive verbs to affect the presentation of information in a sentence.  Using the perfect form of verbs to mark relationships of time and cause.  Using modal verbs or adverbs to indicate degrees of possibility.  Write fluently and legibly with a personal style.  Plan, draft, write, edit and improve. |
| Contextual knowledge: | To know that Deforestation is the permanent removal of trees to make room for something besides forest. Deforestation can include clearing the land for farming or livestock, or using the timber for fuel, construction or manufacturing.  To know that Forests are a source of food, medicine and fuel for more than a billion people. Worldwide, forests provide 13.4 million people with jobs in the forest sector, and another 41 million people have jobs related to forests. | The Maya were a Stone Age society in Central America. This area now comprises mainly  parts of Guatemala and Mexico. It is an area of tropical rainforest. The Maya first appeared  around 2000 BC, but their main period is from around 0 AD to around 1300 AD. They formed  a society of city states. Know that they  succeeded in building up a huge trading empire and some of their cities grew to contain around 50,000 people. Know that they gave the world chocolate and also used cocoa beans as a form of currency. | To know that Scientists are providing increasingly compelling evidence of environmental change and stress. Around the world glaciers and ice sheets are retreating, the overall health and diversity of wildlife is declining, human numbers are increasing and natural resources are over-exploited. These are worrying trends and many people believe we need to take firm action to address these problems. | Know the Ancient Greek Civilisation can  be divided into a number of different periods: Minoan, Mycenaean, Classical Greek, Hellenistic, Roman Greek (see timeline).Know that the Ancient Greeks were pioneers in the fields of mathematics, philosophy, art, drama, science and architecture.  They believed in many gods, who had human form and human traits but  were immortal. They used these gods to explain the world as they saw it,  including such things as natural disasters. The exploits of gods and heroes form the basis of the stories known as Greek myths. | Know that the way we have lived for the last 200 years can no longer be sustained. Rapid material growth has caused untold damage to the Earth. Humans have dug up raw materials, built over natural habitats, and  constantly dumped waste, damaging the planet, on  which all life depends.  Rather than trying to work within the Earth’s natural  systems, development has gone on with little regard  to the Earth’s systems. Consequently, the atmosphere and the seas warm up, the glaciers melt and sea levels gradually rise. | The Second World War was the first total war, involving everyone in many countries. It began  in 1939 when Germany invaded Poland, and gradually every major country of the world  became drawn in. It cost more than 50 million lives across the world, including nearly as many civilians as soldiers. Ordinary people showed enormous bravery and resistance in the face of great threat and cruelty – the spread of Fascism, the Holocaust and of huge developments in  technology – V-rockets and the atomic bomb. For families in Britain, the war impacted upon each man, woman and child in a way that had never happened before. |
| Written outcomes: | Balanced argument on deforestation in the Amazon – what are the positives and negatives of deforestation?  Setting description of the Amazon jungle designed to create mood and vivid imagery using language skills. | Travel Guide to Maya – A (back in time) guide for visitors to the Maya civilisations, including places to visit, what to eat, Maya folklore, how to get there and where to stay.  Short writing outcomes:  Instruction text – An instruction text on how to make chocolate from cocoa similar to Mayan tradition. | Biography – A biography of climate activist David Attenborough. Children to study and write a biography based on the life of naturalist David Attenborough.  Short writing outcome:  Explanation text – A written explanation of the carbon cycle and how Global Waring affects the planet. | Myth – A mythical story based upon a traditional Greek myth using familiar characters and settings from the period to create an engaging narrative.  Historical recount – A recount describing the first Olympic games, including the location, events and sports involved. Answer the question: Why was it significant? | Explanation Text – A text to explain what global warming is and how it effects climate change and the impact it is having on our planet.  Revisit:  Balanced argument on deforestation in the Amazon – what are the positives and negatives of deforestation? – Improve writing from Autumn 1. | Diary Entry – A diary written from the perspective of either Tom or William to show the effects on evacuees during the war. |