

	Autumn 1	Autumn 2	Spring 1	Spring2	Summer 1	Summer 2
Spellings	Statutory word list for half term Actual Actually Address Answer Appear Arrive Breath Build Busy Caught	Statutory word list for half term Centre Century Certain Circle Continue Consider Decide Describe Difficult Earth	Statutory word list for half term Early Eight Enough Extreme Famous February Forward Fruit Guard Guide	Statutory word list for half term Group Heard Heart Height History Increase Imagine Island Learn Length	Statutory word list for half term Library Material Mention Minute Notice Often Perhaps Quarter Recent Though	
	<p>Spelling - see English appendix 1</p> <p>Pupils should be taught to:</p> <p>use further prefixes and suffixes and understand how to add them - see English appendix 1</p> <p>spell further homophones</p> <p>spell words that are often misspelt - see English appendix 1</p> <p>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>use the first 2 or 3 letters of a word to check its spelling in a dictionary</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>					
English Book	The Creakers by Tom Fletcher	Georges Marvellous Medicine	The Christmasaurus By Tom Fletcher	Brain Freeze By Tom Fletcher	Varjak Paw By SF Said	Operation Gadgetman By Malorie Blackman
English	<p>plan their writing by:</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>discussing and recording ideas</p> <p>draft and write by:</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2</p> <p>organising paragraphs around a theme</p> <p>in narratives, creating settings, characters and plot</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proofread for spelling and punctuation errors</p>					
Writing						

	read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
Reading	<p>Reading - word reading</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p>Reading - comprehension</p> <p>Pupils should be taught to:</p> <p>develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader’s interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] • understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than 1 paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction

	<ul style="list-style-type: none"> participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 			
Vocabulary, grammar and punctuation	<p>Writing - vocabulary, grammar and punctuation</p> <p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech <p>use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading</p>			
Mathematics	Number Place Value Addition and Subtraction Multiplication and Division Measurements		Addition and Subtraction Multiplication and Division Fractions Measurements	
	Fractions		Geometry: properties of shapes	
			Measurements	
			Statistics	
			Consolidation	
<u>TOPICS</u>	<u>Sensational Spain</u>	<u>Stone Age – Iron Age</u>		<u>North America</u>
Art	Painting <ul style="list-style-type: none"> Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour. 		Sculpture <ul style="list-style-type: none"> Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials. Add materials to provide 	Print <ul style="list-style-type: none"> Use layers of two or more colours. Replicate patterns observed in natural or built environments. Make printing blocks (e.g. from coiled string glued to a block). Make precise repeating patterns <u>Taking inspiration</u> <ul style="list-style-type: none"> Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others

			interesting detail. <ul style="list-style-type: none">• Use different hardnesses of pencils to show line, tone and texture.• Use shading to show light and shadow.		
	<ul style="list-style-type: none">• Develop ideas from starting points throughout the curriculum.• Collect information, sketches and resources.• Adapt and refine ideas as they progress.• Explore ideas in a variety of ways.• Comment on artworks using visual language.				
Design Technology		Levers and Linkages		Shell Structures	Simple Circuits and switches
Geography	Healthy and Varied Diet				
	<u>Investigating places</u> <ul style="list-style-type: none">• Ask and answer geographical questions about the physical and human characteristics of a location.• Explain own views about locations, giving reasons.• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.• Use a range of resources to identify the key physical and human features of a location.• Name and locate the countries of Europe and identify their main physical and human characteristics.		<u>Investigating patterns</u> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. <ul style="list-style-type: none">• Describe geographical similarities and differences between countries. <u>Communicating geographically</u> <ul style="list-style-type: none">• Describe key aspects of:<ul style="list-style-type: none">• Physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.• Human geography, including: settlements and land use.• Use the eight points of a compass,		
History		<u>Building an overview of World history</u> <ul style="list-style-type: none">• Give a broad overview of life in Britain from ancient until medieval times.• Compare some of the times studied with those of other areas of interest around the world• Describe the social, ethnic, cultural or religious diversity of past society.• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <u>Communicating historically</u> <ul style="list-style-type: none">• Use appropriate historical vocabulary to communicate, including: dates, time, period, era, change and chronology.		<u>Understanding chronology</u> <ul style="list-style-type: none">• Place events, artefacts and historical figures on a time line using dates.• Understand the concept of change over time, representing this, along with evidence, on a time line.• Use dates and terms to describe events. <u>Investigating and interpreting the past</u> <ul style="list-style-type: none">• Use evidence to ask questions and find answers to questions about the past.• Use more than one source of evidence for historical enquiry in order to gain a more• Suggest causes and consequences of some of the main events and changes in history.	

		<ul style="list-style-type: none"> • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past 				
PSHCE JIGSAW	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me