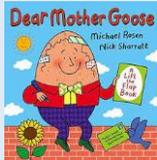
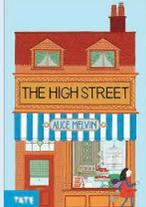
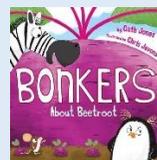
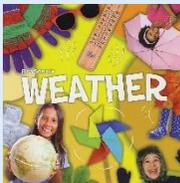
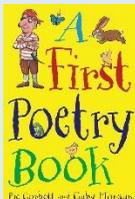
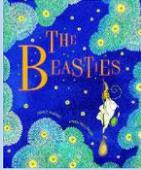
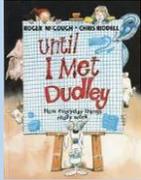
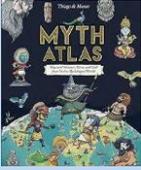
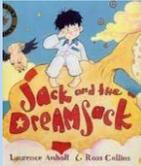
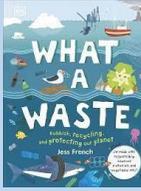
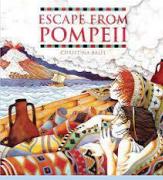
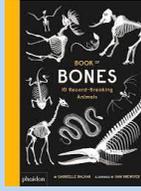


Term	Autumn			Spring			Summer		
Wider Curriculum	Where Do I Live? (A1)			Majestic Monarchs The UK			The Great Fire of London (S2)		
	(Y1) Materials (Y2) Materials			(Y1) Classification (Y2) Habitats & Survival	(Y1) Plants (Y2) How Plants Grow		(Y1) Body Parts (Y2)		
Texts	(Y1) <i>The Drawing Club</i> (Y2) <i>Dear Mother Goose</i> 	(Y1) <i>Daisy's Doodles</i> (Y2) <i>The High Street</i> 	Hot and Cold 	Stuck 	Bonkers About Beetroot 	Seed to Sunflower 	Weather 	A first Poetry Book 	Wanted: The Perfect Pet 
Learning Outcome	To write a letter in reply to a problem raised by a nursery rhyme character	To write a simple fantasy story based on doodling an imaginary character and having an adventure with him/her.	To write an information page about another topic of interest, including some of the layout features of the book.	To write another cumulative story based on the pattern of the model text.	To write a problem and solution problem.	To produce a poster/booklet about the life cycle of another plant that they have grown, including photographs, labels and glossary	To write additional weather pages. However, children could write about the seasons or another aspect of science instead e.g. materials, light and sound.	To compose and perform a poem using the toolkit below about the Great Fire of London.	The outcome is to use the structure of the story to write another story based on different pets.
Key objectives	Punctuating sentences using full stops and question marks exclamation marks. Using capital letters for names and personal pronoun I. Using 'and' to join sentences. Using the subordinating conjunction when.	Using and to join clauses and words in a list. Noun phrases . Expanded noun phrases. Present/past tense. Possessive apostrophe. Commas in a list. Sequenced narrative punctuated with capital letter, full stop or exclamation mark.	Statements and Questions. Punctuating sentences using full stops and question marks and exclamation marks. Subordination Present and past tense: simple present and present progressive Labels and captions	Punctuating sentences using capital letters, full stops and exclamation marks. Past simple tense Co-ordination (and, but). Subordination (when, because). Apostrophes for singular possession	Questions Exclamation marks (could extend to exclamatory sentences for Y2) Capital letters for proper nouns Apostrophe for contractions Verb choice (onomatopoeia)	Spaces between words. Single Clause (simple) sentences Coordination using and in multiclaue (compound) sentences. Subordination particularly using when in multi-clause (compound) sentences. Sentence punctuation: capital letters, full stops Commas in a list. Present tense.	Single clause sentences. Coordination and subordination: multi-clause sentences (and, but, when, if, that) Simple cohesion in a series of Sentences. Punctuating sentences using full stops, question marks and exclamation marks	Expanded noun phrases Rhyme Rhythm Simile Alliteration	Expanded noun phrases. Commas in lists. Subordination and coordination.

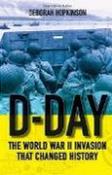
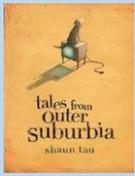
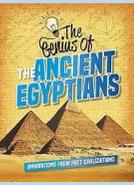
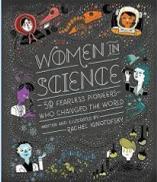
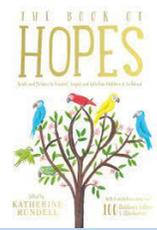
Year 3/4

Term	Autumn	Spring	Summer
------	--------	--------	--------

Wider Curriculum	Stone Age to Iron Age			UK and Europe Sustainability			Romans		
	(Y3) Forces and Magnets (Y4) Electricity	(Y3) Light (Y4) Sound		(Y3) Rocks (Y4) States of Matter	(Y3) Plants (Y4) Living Things		(Y3) Skeletons (Y4) Teeth and Digestions		
Texts	The Beasties 	Until I Met Dudley 	Myth Atlas 	Jack and the Dreamjack 	What A Waste 	Arthur and the Golden Rope 	The Big Book of Blooms 	Escape From Pompeii 	The Book of Bones 
Learning Outcome	The book ends with an invitation to tell your own story so this is what the children are asked to do.	The outcome is to create a new explanation in both forms.	To write a myth based on one of the characters from a choice of cultures in the book.	To write a 'fantasy' story following the generic pattern of the text.	The outcome is to design and write a double-page spread of information on an aspect of 'rubbish, recycling and protecting our planet'.	To write a quest story as one of the Brownstone adventures.	The outcome is to write an information text about a plant or group of plants, comprised of short sections with subheadings.	To re-write the story in the first person as one of the main characters. The narrative focus is on describing the contrasting settings and developing character.	: The outcome is to create a class book about another amazing group
Key objectives	Adverbials. Expressing time, place and cause with conjunctions, adverbs and prepositions. Fronted adverbials (with commas) (Y4 only). Multi clause sentences with subordinating conjunctions. Expanded noun phrases (pre-modification)	Multi-clause sentences with subordinating conjunctions. Present tense (revise Y2). Wider range of punctuation (brackets and exclamation marks).	Adverbials (phrases and clauses). Multi clause sentences with a range of conjunctions. Cohesion	Adverbials, fronted adverbials Commas after fronted adverbials Adverbials (prepositional phrases). Expressing time and place with conjunctions, adverbs and prepositions Expanded noun phrases (pre-modification). Expanded noun phrases (prepositional phrases).	Multi-clause sentences with subordinating conjunctions. Adverbials, fronted adverbials Commas after fronted Adverbials. Expressing time, place and cause with conjunctions and Adverbials. Headings and sub-headings. Different ways of presenting Information.	Present perfect verb form. Using and punctuating direct Speech. Adverbials. Possessive apostrophe. Multi-clause sentences with a range of conjunctions. Layout for presentation and Meaning.	Heading and sub-headings. Nouns and expanded noun phrases for precision and clarity (pre-modification). Prepositional phrases used adverbially Similes.	Adverbials (prepositional phrases) and fronted adverbials. Commas after fronted adverbials. Identification of verbs and verb Choice. Possessive apostrophe (singular). Create character.	Multi-clause sentences with subordinating conjunctions. Nouns and pronouns for clarity and cohesion. Possessive apostrophe.

Y5/6

Term	Autumn			Spring			Summer		
Wider Curriculum	WWII			Ancient Greece			Extreme Earth North America		
	(Y5) Life Cycles	(Y5) Forces (Y6) Light		(Y5) Materials (Y6) Classification	(Y5) Materials		(Y5) Earth and Space (Y6) Electricity	(Y5) Growing Old etc.	

	(Y6) Evolution and Inheritance							(Y6) Circulatory	
Texts	Inside the Villains 	D-Day 	The Ice Bear 	Tales from Outer Suburbia 	101 Things to do to become a superhero or evil genius 	The Genius of the Ancients 	Flood 	Women in Science – 50 fearless pioneers who changed the world 	The Book of Hopes 
Learning Outcome	To write a traditional-style fairy tale featuring a chosen character or setting.	The outcome is to produce writing about a momentous historical event in two different ways – a first-person account of experiences and as an external expert, providing information on the bigger picture.	The outcome is to write a story exploring the link between animals/humans and the earth	The outcome is to write a story, in the style of Shaun Tan, about an unlikely discovery in an everyday place and how it was dealt with.	Children have the chance to add their own guidance as an outcome from this sequence.	To present a double-page spread on an area of innovation, e.g. from a past civilisation.	To write a story that build atmosphere.	Create a double page spread of a woman in science.	Multiple potential outcomes.
Key objectives	Expanded noun phrases to convey complex information (creating atmosphere, use of similes and prepositional phrases) Colons and semi-colons in listing. Using brackets, dashes or commas to indicate parenthesis	Structures typical of informal speech. Writing with formality. Verb forms: Perfect (revision) Modal verbs. Passive voice (revision). Verbs: variation in tense and form/ Linking ideas within and across paragraphs with adverbials and tense choice.	Paragraphing (variation in size) Expanded noun phrases	Cohesion and pace across paragraphs. Linking ideas within and across paragraphs with adverbials. Expanded noun phrases to convey complex information. Colons to mark boundaries between independent clauses. Verbs: variation in tense and form.	Multi-clause sentences (subordination). Writing with formality. Degrees of possibility using modal verbs. Punctuation: dashes, and hyphens. Layout and organisation	Paragraphs: cohesion within and between (range of cohesive devices). Passive voice. Verbs: variation in tense and form. Linking ideas within and across paragraphs with adverbials and tense choice. Text layout, particularly headings and subheadings	Sentence construction: multi-clause sentences (non-finite constructions, subordination). Passive voice. Dialogue for characterisation	Concision through multi-clause sentences. Adverbials. Punctuation for parenthesis. Multi-clause sentences Presentation and layout.	Multiclaue sentences and Subordination. Adverbials including prepositional phrases/ Using and punctuating speech.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
25	Understanding the World					

	<u>All About Me</u> Talk about members of their immediate family and community.	<u>My Five Senses</u> Describe what they see, hear and feel whilst outside.	<u>Our Church</u> Understand that some places are special to members of their community.	<u>Festivals</u> Recognise that people have different beliefs and celebrate special times in different ways: Diwali/Christmas	<u>Chinese New Year</u> Recognise some similarities and differences between life in this country and life in other countries.	<u>Where in World?</u> Recognise some environments that are different from the one in which they live.	<u>Jobs in the Community</u> Name and describe people who are familiar to them.	<u>'Where will my wellies take me?'</u> Explore the natural world around them.	<u>Castles and Knights</u> Compare and contrast characters from stories, including figures from the past.	<u>Kings and Queens</u> Comment on images of familiar situations in the past.	<u>My Town</u> Draw information from a simple map.	<u>Look After Our World</u> Understand the effect of changing seasons on the natural world around them.
The Drawing Club Texts	The Three Little Pigs The Three Billy Goats Gruff Goldilocks and the Three Bears	3	4	2	3	3	2.5	3	3	3	4.5	