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|  | | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 |
| Characteristics or Effective Learning | | Playing and exploring - children investigate and experience things, and ‘have a go’.  Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.  Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. | | | | | | | | | | |
| CYCLE A  Cornerstones Projects  CL  Listening, attention and understanding; Speaking  PD  Gross motor skills; Fine motor skills  PSED  Self-regulation; Managing self; Building relationships  World  Past and present; People culture and communities  Exp A&D  Creating with materials; Being imaginative and expressive  Literacy  Comprehension; Word reading; Writing | | Me and My CommunityMe and My Community  This project teaches children about the different communities that they are part of and explores themes including family, friendship, school and people who help in the local community. | | Once Upon a TimeOnce Upon a Time  This language-rich project supports children to develop a love of stories and reading. It encourages children to learn, retell and act out familiar and traditional tales. | | Starry NightStarry Night  This project teaches children about the importance of a good night’s sleep and helps them to discover what is happening in the world while they are sleeping, including finding out about nocturnal animals and people who work at night. | | Dangerous DinosaursDangerous Dinosaurs  This exciting interest-led project teaches children about the different creatures that roamed Earth millions of years ago and how they are related to animals that live on Earth today. | | Sunshine and SunflowersSunshine and Sunflowers  This seasonal project provides opportunities for outdoor learning and teaches children how to care for the plants and animals in their local environment and how to stay safe in the sun. | | Big Wide WorldBig Wide World  This project teaches children about the global community they belong to and explores how plants, animals, communities and weather can differ around the world. |
| CYCLE B  Cornerstones Projects  CL  Listening, attention and understanding; Speaking  PD  Gross motor skills; Fine motor skills  PSED  Self-regulation; Managing self; Building relationships  World  Past and present; People culture and communities  Exp A&D  Creating with materials; Being imaginative and expressive  Literacy  Comprehension; Word reading; Writing | | Project thumbnailLet’ Explore  This project teaches children about the environments that they share with others, including their homes, school and places in the local community. | | Project thumbnailMarvellous Machines  This interest-led project teaches children about the technology that is part of their daily lives and how machines help us. The project gives children the opportunity to build and create marvellous machines | | Project thumbnailLong Ago  This project teaches children about how they have grown and changed since they were babies and how life in the past was different from today. | | Project thumbnailReady Steady  Grow  This project teaches children about food and farming and explores themes, including where food comes from, what plants and animals need to grow and survive and what constitutes a healthy lifestyle. | | Project thumbnailAnimal Safari  This project teaches children about the animals that live around the world, how to look after animals and the importance of caring for our local and global environments. | | Project thumbnailOn The  Beach  This project teaches children about the plants and animals that live at the seaside. It also explores holidays in the past and the importance of keeping safe in the Sun. |
| Phonics F1 | | Stories, Nursery Rhymes, Poems and Songs  Role Play  Growing Vocabulary | | | | Teach the Sounds  Fred Talk/Fred Games | | | | Learning to Blend | | |
| Phonics F2 | | Set 1 Sounds | | Learning to Blend | | Ditties | | Red story books | | Red/Green story books | | Purple story books |
| Maths F1 | | Sets - Sorting objects that are the same  Recognising and creating patterns  Fast recognition of 3 items (subitising)  Sequencing daily timetable | | | | Forming sets of objects with two similar attributes, e.g. size and colour, colour and shape.  Positional language.  Deep understanding of numbers 1-5 (This includes representing amounts to 5 accurately, using a 5 frame, ordering numbers, recognising numbers in and out of order and saying if a number is bigger/greater/smaller/less than using objects to represent.)  To know some 2D shapes  Days of the week | | | | Counting using the abstraction principle and subitising  Represent addition and subtraction within 5 using a bead string  Naming 2-D shapes and matching shapes that are the same  Seasons and Weather | | |
| Maths Mastery  F2 | | YR Unit 1: Early Mathematical experiences  YR Unit 2: Pattern and early number  YR Unit 3: Numbers within 6  YR Unit 4: Addition and Subtraction  YR Unit 5: Measures - length  YR Unit 6: Shape and sorting  YR Unit 8: Numbers within 10 | | | | Revise Numbers within 10  YR Unit 7: Calendar and time  YR Unit 9: Addition and subtraction within 10  YR Unit 11: Grouping and sharingRevise Unit 11: Grouping and sharing  YR Unit 10: Numbers within 15-focus on depth within 10 for those who are not yet showing ELG knowledge.  YR Unit 13: Double and half  YR Unit 14: Shape and Pattern  YR Unit 15: Addition and subtraction lessons 1-5 | | | | YR Unit 15: Addition and subtraction lessons 6-10  YR Unit 12: Numbers within 20  YR Unit 16: Money  YR Unit 17: Measures lessons 1-5  YR Unit 17: Measures lessons 6-10  YR Unit 18:  YR Unit 19: | | |
| CYCLE A  Companion Project | | Exploring Autumn | | Sparkle and Shine | | Winter Wonderland | | Puddles and Rainbows | | Shadows and Reflections | | Splash!  Moving On |
| CYCLE B  Companion Project | | Build it Up | | Puppets and Pop ups | | Stories and Rhymes | | Signs of Spring | | Creep Crawl and Wriggle | | Move it!  Moving On |
| Key Texts | | The Lion and the Mouse  Lost and Found  Starting School  The Rainbow Fish  Families, families, families!  The Girl With 2 Dads | | Goldilocks  The Three Little Pigs Cinderella  The Three Little Wolves and the Big Bad Pig | | Peace at Last  Whatever Next!  Owl Babies  How to Catch a Star  Tell me Something Happy Before I go to Sleep | | Cave Baby  Dear Dinosaur  Dinosaur Roar  Harry and his bucketful  Dinosaurs love Underpants | | Poems about Seasons  Shark in the Park  What can you See in Summer?  RHS How does a butterfly grow? | | All are Welcome  Our World: A first book of Geography  Handa’s Hen  Under the Same Sky  Fatou Fetch the Water |
| Memorable experience | | Our School Community | | Fairy tale magic | | Day and Night walk | | Museum | | Butterflies | | Google Earth |
| Innovate  Challenge | | Helping Bear | | A story for the king | | Tessy Bear can’t sleep | |  | |  | |  |
| Common Sense Education (Internet Safety) | | **Media, Balance and well-being (Autumn 1)**  [Meet the Digital Citizens - Arms](https://www.commonsense.org/education/digital-citizenship/lesson/meet-arms-of-the-digital-citizens)  [Finding Balance with Media and Tech Use at Home](https://www.commonsense.org/education/early-childhood-toolkit) | | **Cyber-bullying, Digital drama and hate speech (Autumn 2)**  [Meet the Digital Citizens - Legs](https://www.commonsense.org/education/digital-citizenship/lesson/meet-legs-of-the-digital-citizens) | | **Relationships & communication**  **(Spring 1)**  [Meet the Digital Citizens - Heart](https://www.commonsense.org/education/digital-citizenship/lesson/meet-heart-of-the-digital-citizens) (reception)  [How to Make Meaningful Family Connections Using Media + Tech](https://www.youtube.com/watch?v=zkBOB_n7CB4) | | **News and media literacy (Spring 2)**  [Meet the Digital Citizens - Head](https://www.commonsense.org/education/digital-citizenship/lesson/meet-head-of-the-digital-citizens) | | **Privacy and security (Summer 1)**  [Meet the Digital Citizens Song](https://www.commonsense.org/education/videos/we-the-digital-citizens) + [Meet Digital Citizens Shortened](https://www.commonsense.org/education/videos/meet-the-digital-citizens) (Nursery)  [Meet the Digital Citizens - Guts](https://www.commonsense.org/education/digital-citizenship/lesson/meet-guts-of-the-digital-citizens) (Reception)  How to use Media and Tech to Build Life Skills in Young Kids | | **Digital footprint & identity**  **(Summer 2)**  [Meet the Digital Citizens - Feet](https://www.commonsense.org/education/digital-citizenship/lesson/meet-feet-of-the-digital-citizens)  Raising Healthy Kids in a Digital World |
| Purple Mash | | About me  About me – What I like  Feelings  Autumn | | Fairytale Stories  2Create a story  Christmas | | Seasons  Winter  2Paint a Picture  Chinese New Year | | Dinosaurs  Easter 1  Easter 2  2Handwrite | | The Garden Centre  Garden  Growing  Missing Sound Spelling Quizzes | | Summer 1  Summer 2  Transport  Postcard |
| LTE | | Cat and Snail | | Lost Boot | | Habitats | | Living | | Farmyard Animals | | Ice Cream Story |
| British Values | | Rule of Law  Collaborate with children to create the rules and the codes of behaviour, for example,  to agree the rules about tidying up and ensure that all children understand rules apply to  everyone. | | Democracy – Making decisions together  When appropriate demonstrate democracy in action, eg, children sharing views on what the theme of their role play area could be with a show of hands. | | Democracy Rules – ‘Can we do the Right Thing?’ Cornerstones project | | Individual Liberty  Provide opportunities for  children to develop their self-knowledge, self-esteem and increase their confidence in their  own abilities, for example through allowing children to take risks on an obstacle course, mixing  colours, talking about their experiences and learning. | | Mutual Respect and Tolerance  Create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. | | Mutual Respect and Tolerance  Share stories that reflect and value the diversity of children’s experiences |
| RE and Celebration Opportunities | | The Nativity  Bonfire Night  Diwali | | | | Special People  Special Places  Chinese New Year  Easter | | | | Special Times  Jubilee | | |
| **Real PE** | **Personal**   * Skills   Co-ordination – footwork  Static balance – one leg | | **Social**   * Skills – dynamic balance to agility – jumping and landing   static balance – seated | | **Cognitive**   * Skills – dynamic * balance – on a line * Static balance – stance | | **Creative**   * Skills – Co-ordination – ball skills * Counter balance – with a partner | | **Physical**   * Skills – Co-ordination – sending and receiving * agility – reaction and response | | **Health and fitness**   * Skills – Agility – ball chasing * Static balance – floor work | |
| **PE Instructor (Long terms plans)**  **RECEPTION** | Ball skills | | Real dance | | Real gym | | Court ball games | | Athletics | | Cricket (throwing &catching)  Outdoor Adventure | |
| **Years 1-6** | | | | | | | | | | | | |

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| Year 1 | | | | | | | | | | | | | | | |
| **Year 1 Cornerstones Topics** | | | **Childhood (History)**  **History**  Childhood in the 1950s  Queens coronation  Timelines  **Geog**  Settlements  Changes over time  **Science**  What can you remember? | | | | **Bright Lights, Big City**  **(Geography)**  **Geography**  Countries/capitals  Physical features of UK  Settlements  Human features  Weather/seasons  Maps/compass  **A&D**  Drawing  **History**  Monarchy  Great Fire of London  **Science**  How does it move?  How big is rain drop?  Does it snow in summer?  How wild is the wind? | | | | | **School Days**  **(History)**  **Geography**  Fieldwork –Human and physical features; Maps; Local environment; Changes over time  **History**  Historical vocabulary, Historical artefacts, timelines, present day schools, our school, Victorian era, Victorian schools, significant people – Samuel Wilderspin  **Science**  How does it feel? What keeps us dry? | | | |
| **Companion Topics** | **Science** | | **Everyday Materials**  Let’s Build | | **Everyday Materials**  Marvellous Materials | | **Humans**  Ourselves | | | **Seasonal Changes**  Wonderful weather | | **Plants**  What’s growing in our gardens? | | **Animals**  Our pets | |
| **RE** | | **Christianity**  Harvest | | **Hinduism**  Diwali | | **Islam**  Milad un Nabi | | | **Judaism**  Purim | | **Sikhism**  Naam Karan | | **Buddhism**  Esala Perahera | |
| **Music**  **Charanga** | | My Musical Heartbeat | | Dance, sing and play | | Exploring sounds | | | Learning to listen | | Having fun with improvisation | | Let’s perform together | |
| **PHSE** | | **Relationships: Family**  Who’s in my family?  Do families always stay the same?  How should families treat each other? | | **Relationships: Friends**  Who is my friend?  What makes a good friend? | | **Living in the wider world: Communities**  How do we make a happy school?  Who lives in our neighbourhood?  People | | | **Health and Wellbeing: Mental Health**  Where do feelings come from?  Who am I? | | **Health and Wellbeing: Physical Health**  How do I help my body stay healthy?  How do I decide what to eat? | | **Health and Wellbeing: Growing up (SRE)**  How do bodies change as we get older? Link to science.  Correctly name the main parts of the body, including external genitalia using scientific terms.  Safe touch  To know the importance of basic personal hygiene and understand how to maintain basic personal hygiene. | |
| **Common Sense Education**  **(Internet Safety)** | | **Media, Balance and well-being (Autumn 1)**  [Pause for People](https://www.commonsense.org/education/uk/digital-citizenship/lesson/pause-for-people) | | **Cyber-bullying, Digital drama and hate speech (Autumn 2)**  [Media Balance Is Important](https://www.commonsense.org/education/uk/digital-citizenship/lesson/media-balance-is-important) | | **Relationships & communication (Spring 1)**  Device Advice - [Why We Pause for People](https://www.commonsense.org/education/digital-citizenship/lesson/why-we-pause-for-people) | | | **News and media literacy (Spring 2)**  [Media Balance Is Important - Quick Bite](https://www.commonsense.org/education/digital-citizenship/lesson/media-balance-is-important-quick-activity) | | **Privacy and security (Summer 1)**  [Safety in My Online Neighbourhood](https://www.commonsense.org/education/uk/digital-citizenship/lesson/safety-in-my-online-neighbourhood) | | **Digital footprint & identity (Summer 2)**  [Device Advice - Caring for Our Devices](https://www.commonsense.org/education/digital-citizenship/lesson/caring-for-our-devices) | |
| **Purple Mash (IT)** | | Online Safety and exploring Purple Mash  Grouping and Sorting | | Pictograms  Lego builders | | Maze Explorers | | | Animated Story Books | | Coding | | Spreadsheets  Technology outside of school | |
| **Real PE** | | **Personal**   * Skills   Co-ordination – footwork  Static balance – one leg | | **Social**   * Skills – dynamic balance to agility – jumping and landing * static balance – seated | | **Cognitive**   * Skills – dynamic balance – on a line * Static balance – stance | | | **Creative**   * Skills – Co-ordination – ball skills * Counter balance – with a partner | | **Physical**   * Skills – Co-ordination – sending and receiving * agility – reaction and response | | **Health and fitness**   * Skills – Agility – ball chasing * Static balance – floor work | |
| **PE Instructor (Long Term Plan)** | | Ball skills | | Real dance | | Real gym | | | Court ball games | | Athletics | | Cricket (throwing &catching)  Outdoor Adventure | |
| **A&D** | | **Mix It (Y1**)  Colour theory, colour wheel, primary and secondary colours | | **Funny Faces and Fabulous Features**  Portraiture, Collage | | **Rain and Sunrays**  Collagraph printing, , how to develop a motif to makes single and repeated prints | | | | | **Street View**  Portraiture, Collage | | | |
| **D&T** | | **Shade and Shelter**  Purpose of shelters and their materials, name and describe shelters and design and make shelter prototypes, design and build a play den as a group and evaluate their completed product | | | | **Taxi**  Mechanisms – wheels, axels and chassis, making a London taxi | | | | | **Chop, Slice and Mash**  Sources of food, preparatory work eg peeling, design and make a supermarket sandwich according to specific design criteria | | | |
| **Geography** | | **Our Wonderful World**  Physical and human features, maps, cardinal compass points, positional and directional language, equator, hemispheres, continents and countries, capital cities and settlements in the UK, simple fieldwork to find out about physical and human features | | | |  | | | | |  | | | |
| **Year 1 Texts –**  **Pre –Cursor to Novel Study** | | | **Lost at the Toy Museum** | | **Wilfred Gordon MacDonald Partridge** | | **Paddington at the palace** | | **Town mouse and Country mouse** | | | **The Tiger who came to tea** | | **The Hodgeheg** | |
| **Year 1 LTE** | | |  | |  | |  | | Fish is Fish – Frames of Reference | | | La Luna – Classification  Bear – Narrative Sequencing | | **Owl Bat – Intentions & Consequqnces**  **Zog – Classification**  **Kites – Symbolic Reasoning** | |
| **Maths Mastery** | | | Numbers to 10  Addition and subtraction within 10  Shape and Patterns  Numbers to 20  Addition and subtraction within 20 | | | | Time  Exploring calculation strategies within 20  Numbers to 50  Addition and subtraction within 20 (comparison)  Fractions  Measures: Length and Mass | | | | | Numbers from 50 to 100 and beyond  Addition and Subtraction (applying strategies)  Money  Multiplication and division  Measures: Capacity and Volume | | | |
| **Year 2** | | | | | | | | | | | | | | | |
| **Year 2 Cornerstones Topics** | | | **Movers and Shakers**  **(History)**  **Geog –** Historical landmark, significant places  **History –** historical models, exploring significance, local historically significant person, historical vocabulary, chronology and timelines, historically significant artists, activists, explorers, monarchs and scientists, facts and opinions, memorials, significant people – Captain James Cook, Christopher Columbus, Claude Monet, Elizabeth Fry, Emmeline Pankhurst, Florence Nightingale, Henry VIII, Isaac Newton, Joseph Lister, Mahatma Gandhi, Marie Curie, Martin Luther King Jr, Mary Anning, Neil Armstrong, Paul Cezanne, Queen Victoria, Roald Amundsen, Rosa Parks, Vasco de Gama, Vincent Van Gogh, William Shakespeare | | | | **Coastline**  **(Geography)**  **Geog –** Maps, globes and atlases, world seas and oceans, human and physical features, locational language, compass directions, physical processes-erosion, changes over time, tourism  **A&D –**materials & techniques  **History –** jobs in the past, Significant people-Captain Hook  **Science Investigations –** How many arms does an octopus have? Why do boats float? Will it degrade**?** | | | | | **Magnificent Monarchs**  **(History)**  **Geog –** significant places – royal residences  **History –** historical vocabulary, historical periods, timelines, power and rule, historical artefacts, significant people –Alfred the Great, William the Conqueror, Henry VIII, Elizabeth I, Queen Victoria, Elizabeth II, Bayeaux tapestry, Feudal system, Actions & impact, Historical models | | | |
| **Companion Topics** | | **Science** | **Humans**  Heathy Animals | | **Living things and their habitats**  Gardens and Allotments | | **Use of everyday materials**  Materials Matter | | **Use of everyday materials**  Squash, bend, twist, stretch | | | **Plants**  Ready, Steady, Grow! | | | **Animals**  Habitats |
|  | | **RE** | **Buddhism**  Losar | | **Christianity**  Christmas | | **Judaism**  Hanukkah | | **Islam**  Jumu’ah | | | **Sikhism**  Anand Karaj | | | **Hinduism**  Navratri |
|  | | **Music**  **Charanga** | Pulse, rhythm and pitch | | Playing in an orchestra | | Inventing a musical story | | Recognising different sounds | | | Exploring improvisation | | | Our big concert |
|  | | **PHSE** | **Relationships: Family**  When should I say no?  Who owns my body?  Are families all the same? | | **Relationships: Friends**  Should friends tell us what to do?  How do we stop bullying? | | **Living in the wider world: Communities**  Who lives in our neighbourhood?  Jobs  What makes a boy or a girl? | | **Health and Wellbeing: Mental Health**  What helps me be happy?  Who can help me be happy? | | | **Health and Wellbeing: Physical Health**  How do we stop getting ill?  How can I stay safe? | | | **Health and Wellbeing: Growing up (SRE)**  How do bodies change as we get older? Link to science.  Correctly name the main parts of the body, including external genitalia using scientific terms.  Safe touch  To know the importance of basic personal hygiene and understand how to maintain basic personal hygiene. |
|  | | **Common Sense Education**  **(Internet Safety)** | **Media, Balance and well-being (Autumn 1)**  How Technology Makes  You Feel | | **Cyber-bullying, Digital drama and hate speech (Autumn 2)**  [Pause  for pe](https://www.commonsense.org/education/uk/digital-citizenship/lesson/pause-for-people)ople | | **Relationships & communication (Spring 1)**  [Device Advice - Our Device Charter](https://www.commonsense.org/education/digital-citizenship/lesson/our-device-charter) | | **News and media literacy (Spring 2)**  Device Advice - [Managing Device Distractions](https://www.commonsense.org/education/digital-citizenship/lesson/managing-device-distractions) | | | **Privacy and security (Summer 1)**  Internet Traffic Light | | | **Digital footprint & identity (Summer 2)**  [Pause  for People - Quick Bite](https://www.commonsense.org/education/digital-citizenship/lesson/pause-and-think-online-quick-activity)  [Digital Footprint: What Is It and Why Should I Care?](https://www.bbc.co.uk/programmes/p06z2lvy) |
|  | | **Purple Mash (IT)** | **Coding** | | **Online Safety**  **Spreadsheets** | | **Questioning** | | **Questioning**  **Effective searching** | | | **Creating Pictures** | | | **Making Music**  **Presenting Ideas** |
|  | | **Real PE** | **Personal**   * Skills   Co-ordination – footwork  Static balance – one leg | | **Social**   * Skills – dynamic balance to agility – jumping and landing * static balance – seated | | **Cognitive**   * Skills – dynamic balance – on a line * Static balance – stance | | **Creative**   * Skills – Co-ordination – ball skills * Counter balance – with a partner | | | **Physical**   * Skills – Co-ordination – sending and receiving * agility – reaction and response | | | **Health and fitness**   * Skills – Agility – ball chasing * Static balance – floor work |
|  | | **PE Instructor (Long Term Plan)** | Ball skills | | Real dance | | Real gym | | Court ball games | | | Athletics | | | Cricket (throwing &catching)  Outdoor Adventure |
|  | | **A&D** | **Mix It (Y2)**  Basic colour theory, colour wheel, primary and secondary colours | | **Still Life**  Work of significant still life artists, still life techniques, use of colour and composition, create still life arrangements and artwork | | **Flower Head**  Visual elements of flowers, shape, texture, colour, pattern, form, drawing, printmaking, 3D forms using paper and clay | | | | | **Portraits and Poses**  Portraiture, analyse portraits of Tudor monarchs and compare Tudor portraits and selfies today, use photo editing software to create royal portraits | | | |
|  | | **D&T** | **Remarkable Recipes (Linked to Movers and Shakers)**  Sources of food and tools used for food preparation, discover why some foods are cooked and learn to read simple recipe, choose and make new school meal that fulfils specific design criteria | | | | **Beach Hut (Linked to Coastline)**  Making and strengthening structures, different ways of joining materials | | | | | **Cut, Stitch and Join (linked to Magnificent Monarchs)**  This project teaches children about fabric home products and the significant British brand Cath Kidston. They learn about sewing patterns and using a running stitch and embellishments before making a sewn bag tag. | | | **Push and Pull (Linked to Magnificent Monarchs Y2)**  children learn about three types of mechanism: sliders, levers and linkages. They make models of each mechanism before designing and making a greetings card with a moving part. |
|  | | **Geography** | **Let’s Explore the World**  Atlases, maps, cardinal compass points, characteristics of four countries of the united Kingdom, and find out why they are hot, temperate and cold places around the world, compare England to Somalia, carr6y out fieldwork, collecting primary data to answer geographical questions | | | |  | | | | |  | | | |
| **Year 2 English Novel Study**  SEE GRAMMAR PROGRESSION BELOW | | | **Novel Study Text: A Giant Disaster by S Gray.**  FIRST experience of Novel Study for a select group of pupils - 15 only - So very slow whilst introducing all the different elements) \*NOT linked to topics  **Writing (to be covered through main Cornerstones topic also)**  Note/informal letter  Diary  Review of a book | | **Novel Study Text: A Giant Disaster by S Gray.**  FIRST experience of Novel Study for a select group of pupils - 15 only - So very slow whilst introducing all the different elements) \*NOT linked to topics  **Writing**  Description  Retell  Recount | | **Novel Study Text: Stone Girl by Lawrence Anholt**  Linked to Coastlines & transitioning from Movers & Shakers - Mary Anning (approx 15 more pupils)  **Writing**  Diary entry  Instructions  Retell | | **Novel Study Text:**  The Lighthouse Keeper's Lunch by Ronda & David Armitage - Linked to Coastlines (a few more pupils, depending on Phonics assessment outcomes)    **Writing**  Letter – formal  Recount  Explanation  Report  Instructions | | | **Novel Study Text:**  The Lighthouse Keeper's ​\_\_\_\_\_\_\_\_\_\_ (a choice of several books with richest language - Not chosen yet) by Ronda & David Armitage - Linked to Coastlines & school trip (possibly a few more pupils? Depending on Phonics assessment outcomes)  **Writing**  Letter – formal  Recount  Explanation  Report  Instructions | | **Novel Study Text:**  The Boy who would be King by Micheal Morpurgo  *(hopefully approx 85-90% pupils transitioned to NS)*  **Writing**  Persuasive  Narrative  Character description | |
| **Year 2 LTE** | | | **Crocodile – Classification**  **Hat– Intentions and Consequences**  **Owl**  **Something Else– Intentions and Consequences**  **Rosie’s Walk – Frames of reference** | | **Mystery– Frames of reference**  **Kids – Intentions & Consequences**  **Wild – Symbolic Reasoning** | | **Clockwork – Symbolic Reasoning**  **Elise – Symbolic Reasoning**  **Suitcase – Symbolic Reasoning** | | **Dark– Frames of reference**  **Who Did It?– Intentions and Consequences** | | | **Today I Feel (1) – Symbolic Reasoning Today I Feel (2) –Frame of Reference**  **Big Wolf and Little Wolf – Frames of Reference** | | **The Wall– Intentions and Consequences** | |
| **Maths Mastery** | | | Number within 100  Addition and subtraction of 2 digit numbers    Addition and subtraction word problems  Length  Graphs  Multiplication and division 2, 5 and 10 | | | | Multiplication 2, 5 and 10  Time  Fractions  Addition and subtraction of 2 digit numbers (regrouping and adjusting)  Money | | | | | Faces, shapes and patterns: lines and turns  Numbers within 1000  Measures: capacity and volume  Measures: Mass  Exploring calculation strategies  Multiplication and division 3 and 4 | | | |
| **Year 3** | | | | | | | | | | | | | | | |
| **Year 3 Cornerstones Topics** | | | **Through the Ages**  **(History)**  **Geog –** Human features, Stone Age monuments  **History –** historical vocabulary, Prehistory, Stone Age, Bronze Age, Iron Age, Chronology and Timelines, Everyday life, Tools and weapons, Settlements, Stonework and Metalwork, Religion and Beliefs, Wealth and Power, Invention and ingenuity, Evidence and Enquiry | | | | **Rocks, Relics and Rumbles**  **(Geography)**  **Science Investigations –** How do fossils form? What is sand? What is soil?  **Geog –** Layers of the Earth, Rocks, Plate tectonics, Ring of fire, features of volcanoes, lines of latitude and longitude, volcanic eruptions, earthquakes and tsunamis, compass points, maps  **History –** Significant people- Mary Anning, Pompeii | | | | | **Emperors and Empires**  **(History)**  **Science Investigation** – Did the Romans use toilet roll?  **Geog** – Maps  **History** – Chronology, everyday life in ancient Rome, Founding of Rome, Power and rule, Roman Empire, Significant Emperors, Social hierarchy, Roman army, Roman invasion of Britain, Significant people – Boudicca, Everyday life in Roman Britain, Romanisation of Britain, Roman withdrawal, Roman legacy | | | |
| **Companion Topics** | | **Science** | **Animals Including Humans**  Keeping Healthy | | **Light**  Light and shadows | | **Rocks**  Rocks, fossils and soils | | | **Forces and magnets**  Amazing Magnets | | **Plants**  Roots and shoots | | **Plants**  Artful flowers, fruits and seeds | |
|  | | **Spanish** | **Numbers 0-10**  (lesson 1 – 4 x 15 mins)  **Greetings – asking and saying how you are**  (lesson 2 – 4 x 15 mins)  **Classroom instructions**  (lesson 3 – 4 x 15 mins)  **Ask for and give name**  (lesson 4 – 4 x 15 mins)  **Use timetabled weekly slots to consolidate the above themes, once the above lessons have been completed**  **Christmas: Nativity play and Spanish carols**  ( 4 x 15 mins)  **5 hours** | | | | **Revision of numbers 0-10**  (lesson 5 – 4 x 15 mins)  **Colours: red, blue, white, black, green, yellow, orange and pink**  (lesson 6 – 4 x 15 mins)  **Colours: grey, brown, purple**  (lesson 7 – 4 x 15mins)  **Easter –** Spring vocab and weather conditions  (4 x 15 mins)  **Use timetabled weekly slots to consolidate the above themes, once the above lessons have been completed** | | | | | **Names of fruit / food**  (lesson 8 – 4 x 15mins)  **No new vocab - consolidation work**  (lesson 9 – 4 x 15 mins)  **Days of the week**  (lesson10 – 4 x 15mins)  **Months of the year**  (lesson11 – 4 x 15mins)  **Use timetabled weekly slots to consolidate the above themes, once the above lessons have been completed**  **4 Hours** | | | |
|  | | **RE** | **Sikhism**  Guru Nanak Gurparab | | **Buddhism**  Vesak | | **Hinduism**  Ganesh Chaturthi | | | **Christianity**  Lent | | **Islam**  The Hajj | | **Judaism**  Shavuot | |
|  | | **Music**  **Charanga** | Writing music down | | Playing in a band | | Composing using your imagination | | | More musical styles | | Enjoying improvisation | | Opening night | |
|  | | **PHSE** | **Relationships: Family**  Do families always stay the same?  Are all families like mine? | | **Relationships: Friends**  What makes a good friend?  Are all friends the same? | | **Living in the wider world: Communities**  How do we make the world fair?  Where do you feel like you belong? | | | **Health and Wellbeing: Mental Health**  How do I manage my feelings? | | **Health and Wellbeing: Physical Health**  How do I keep my body healthy?  How do I get a healthy diet? | | **Health and Wellbeing: Growing up (SRE)**  Can recognise how they grow and will change as they become older. | |
|  | | **Common Sense Education**  **(Internet Safety)** | **Media, Balance and well-being (Autumn 1)**  [**Device-Free Moments**](https://www.commonsense.org/education/uk/digital-citizenship/lesson/device-free-moments) | | **Cyber-bullying, Digital drama and hate speech (Autumn 2)**  Putting a STOP to Online Meanness | | **Relationships & communication (Spring 1)**  [**Who Is in  Your Online Community?**](https://www.commonsense.org/education/uk/digital-citizenship/lesson/who-is-in-your-online-community) | | | **News and media literacy (Spring 2)**  We the  Digital Citizens | | **Privacy and security (Summer 1)**  [**That's Private**](https://www.commonsense.org/education/uk/digital-citizenship/lesson/thats-private)**!** | | **Digital footprint & identity (Summer 2)**  [**We the  Digital Citizens**](https://www.commonsense.org/education/uk/digital-citizenship/lesson/we-the-digital-citizens)  [**Digital Trails**](https://www.commonsense.org/education/uk/digital-citizenship/lesson/digital-trails) | |
|  | | **Purple Mash**  **(IT)** | **Coding** | | **Online Safety**  **Spreadsheets** | | **Touch typing** | | | **Email** | | **Branching Databases** | | **Simulations**  **Graphing** | |
|  | | **Real PE** | **Personal**   * Skills   Co-ordination – footwork  Static balance – one leg | | **Social**   * Skills – dynamic balance to agility – jumping and landing * static balance – seated | | **Cognitive**   * Skills – dynamic balance – on a line * Static balance – stance | | | **Creative**   * Skills – Co-ordination – ball skills * Counter balance – with a partner | | **Physical**   * Skills – Co-ordination – sending and receiving * agility – reaction and response | | **Health and fitness**   * Skills – Agility – ball chasing * Static balance – floor work | |
|  | | **PE Instructor (Long Term Plan)** | Football  Hockey | | Real dance | | Real gym | | | Court ball games | | Athletics | | Cricket  Outdoor  Adventure | |
|  | | **A&D** | **Contrast and Complement (Y3)**  Colour theory, colour wheel, colour mixing, tertiary colours, warm and cool colours, complementary colours and analogous colours, how artists use colour | | **Prehistoric Pots**  Bell beaker pottery, clay techniques, make and decorate a Bell beaker style pot | | **Ammonite**  Sketching, printmaking and sculpture | | **People and Places**  Figure drawing, LS Lowry and create artwork in his style to show scenes of the school | | | **Beautiful Botanicals**   Children learn about the genre of botanical art. They create natural weavings, two-colour prints and beautiful and detailed botanical paintings of fruit. | | **Mosaic Masters**  History of mosaics, colour, patterns and themes in Roman mosaics, design and make Roman mosaic tile | |
|  | | **D&T** | **Cook Well, Eat Well (Through the Ages Y3)**  Food groups and Eat Well guide, methods of cooking- cooking potatoes and ratatouille, choose and make taco filling according to specific design criteria | | | | **Making It Move (linked to Rocks, Relics and Rumbles Y3)**  children learn about cam mechanisms. They experiment with different shaped cams before designing, making and evaluating a child's automaton toy. | | | | | **Greenhouse (Emperors and Empires Y3)**  This project teaches children about the purpose, structure and design features of greenhouses, and compares the work of two significant greenhouse designers. They learn techniques to strengthen structures and use tools safely. They use their learning to design and construct a mini greenhouse. | | | |
|  | | **Geography** | **One Planet, Our World**  Locate countries and cities, use grid references, compass points, latitude and longitude, layers of the Earth and tectonic plates, five major climate zones, significant places in UK fieldwork to discover how land is used in the locality | | | |  | | | | |  | | | |
| **Year 3 English Novel Study**  Poetry  Narrative  Non-Fiction | | | **Novel Study Text:**  **Edward Tulane**  **Themes**  Trust  Love  Loss  Friendship  Mystery | | **Novel Study Text:**  **Edward Tulane**  **Themes**  Trust  Love  Loss  Friendship  Mystery | | **Novel Study Text:**  **Swan Song**  **Themes** | | **Novel Study Text: Eagle Eagle Warrior**  **Themes**  Mystery  Danger  Loneliness | | | **Novel Study Text: The Iron Man**  **Themes** | | **Novel Study Text:**  **The Iron Woman**  **Themes** | |
| **Year 3 Writing**  Poetry  Narrative  Non-Fiction  SEE GRAMMAR PROGRESSION BELOW | | | The Winking Scarecrow  Pinocchio | | The Hippocrump  The Elf Singing | | I pulled a hummingbird out of the sky  Slowly the Tide Creeps up the Sand | | Hurt No Living Thing  The Island of Nine Whirlpools | | | The Frost, The Sun and The Wind  Nymph and Goblin | | Riddles in the Dark | |
| **Year 3 LTE** | | | Quest (classification)  Journey (symbolism)  Return (frames of reference) | | Something Else (intentions and consequence) | | The Little Boy and the Old Man (intention and consequence)  Rain Before Rainbows (symbolism) | | Here We Are (classification) | | | Promise (intentions and consequence)  Ian (frames of reference) | | The Tunnel (Symbolic reasoning)  Phillip (frames of reference) | |
| **Maths Mastery** | | | Number sense and exploring calculation strategies  Place Value  Graphs  Addition and Subtraction  Length and perimeter | | | | Multiplication and division  Deriving Multiplication and division facts  Time  Fractions | | | | | Angles and Shapes  Measures  Securing multiplication and division  Exploring calculation strategies and place values | | | |
| **Year 4** | | | | | | | | | | | | | | | |
| **Year 4 Cornerstones Topics** | | | **Invasion**  **(History)**  **History -** Roman withdrawal from Britain; Chronology of invasion; Anglo-Saxon invasion; Anglo-Saxon kingdoms, beliefs and customs; Religion; Everyday life in Anglo-Saxon Britain; Viking invasion; Everyday life in Viking Britain; Significant people – King Athelstan; Norman invasion; Legacy  **Science** – how did Vikings die their clothes? | | | | **Misty Mountain, Winding River**  **(Geography)**  **DT –** Mountain climbing equipment  **Geog –** Rivers, maps, Grid reference’s, Contour lines, Physical processes-erosion, transportation and deposition, world rivers, aerial images, mountains, UK mountains, world mountains, compass points, water cycle, altitudinal zones, data analysis  **Science –** water cycle, habitats, changing environments  **Science Investigations –** How does pollution effect habitats? What do squirrels eat? Where does water go? Why does it flood? Can worms sense danger | | | | | **Ancient Civilisations**  **(History)**  **History -** Features of civilisations; Ancient Sumer; Ancient Egypt; Indus Valley civilisation; Artefacts; Timelines; New inventions and technology; Everyday life; Social hierarchy; Significant leaders; End of ancient civilisations  **Science** – why does milk go off? | | | |
| **Companion Topics** | | **Science** | **Animals Including Humans**  Are these your teeth? | | **Sound**  Listen up! | | **Living things and their habitats**  Name that living thing. | | **Living things and their habitats**  Help our habitats | | | **States of matter**  States of matter scientists | | | **Electricity**  Its electric  + DT electricity lesson – make a model of something which needs a circuit i.e. a lighthouse |
|  | | **Spanish** | **Revision of colours from Y3**  **& parts of the body**  (lesson 1 – 4 x 15 mins)  **Parts of the body**  (lesson 2 – 4 x 15mins)  **Revision of asking for Spanish translation**  (lesson 3 – 4 x 15 mins)  **For receptive use – zoo animals**  **For productive use – letters / vowels**  (lesson 4 – 4 x 15 mins)  **Vowels and pronunciation**  (lesson 5 – 4 x 15 mins)  **Christmas theme (i)**  (lesson 6 – 4 x 15 mins)  **Christmas theme (ii)**  (lesson 7 – 4 x 15mins)  **7 hours** | | | | **Members of the family / possessive adjective mi**  (lesson 8 – 4 x 15mins)  **Ask and answer questions about family members**  (lesson 9 – 4 x 15mins)  **Pets**  (lesson 10 – 4 x 15mins)  **Revision of pets vocabulary**  (lesson 11:  2 x 15 mins 2 x 20 mins)  **No new vocab – vowels/ reading a phrase aloud.**  (lesson 12 :  1 x 15mins, 1 x 10mins, 1 x 30mins)  **No new vocab – read familiar words**  (lesson 13 – 4 x 15 mins)  **Revision of colours**  (lesson 14 – 4 x 15 mins)  **No new vocabulary – recognise word classes/ sort words in a dictionary / familiarise with bilingual dictionary**  (lesson 15: 2 x 15mins, 1 x 25 mins)  **8 Hours** | | | | | **Hobbies**  (lesson 16 – 4 x 15mins)  **Revision of hobbies**  (lesson 17:  1 x 30 mins, 2 x 20 mins, 1 x 45 mins)  **Understand a conversation about hobbies / numbers 13-30**  (lesson 18:  1 x 15mins, 1 x 20 mins, 1 x 30 mins)  **Revision of hobbies / five means of transport**  (lesson 19: 1 x 45mins, 1 x 30mins)  **Two weather expressions**  **Quantifiers – mucho, un poco**  **Clothes / items to pack a suitcase**  (lesson 20:  2 x 15mins, 2 x 20)    **6 hours 25 mins** | | | |
|  | | **RE** | **Hinduism**  Janmashtami | | **Sikhism**  Vaisakhi | | Bible Explorers | | **Christianity**  Holy Week & Easter | | | **Buddhism**  Kathina | | | **Islam/Judaism**  Eid ul-Adha/Shabbat |
|  | | **Music**  **Charanga** | Musical Structures | | Exploring feelings when you play | | Compose with your friends | | Feelings through music | | | Expression and improvisation | | | The show must go on! |
|  | | **PHSE** | **Relationships: Family**  Are boys and girls the same? | | **Relationships: Friends**  Are friendships always fun? | | **Living in the wider world: Communities**  Where do you feel like you belong?  How can we help the people around us? | | **Health and Wellbeing: Mental Health**  Are we happy all the time? | | | **Health and Wellbeing: Physical Health**  How do I get a healthy diet?  How do I stop getting ill? | | | **Health and Wellbeing: Growing up (SRE)**  What is a period?  To know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness |
|  | | **Common Sense Education**  **(Internet Safety)** | **Media, Balance and well-being (Autumn 1)**  [Your Rings of Responsibility](https://www.commonsense.org/education/uk/digital-citizenship/lesson/your-rings-of-responsibility) | | **Cyber-bullying, Digital drama and hate speech (Autumn 2)**  [The Power of Words](https://www.commonsense.org/education/uk/digital-citizenship/lesson/the-power-of-words) | | **Relationships & communication (Spring 1)**  [Our Digital Citizenship Pledge](https://www.commonsense.org/education/uk/digital-citizenship/lesson/our-digital-citizenship-pledge) | | **News and media literacy**  **(Spring 2)**  [Is Seeing Believing?](https://www.commonsense.org/education/uk/digital-citizenship/lesson/is-seeing-believing) | | | **Privacy and security**  **(Summer 1)**  [Password Power-Up](https://www.commonsense.org/education/uk/digital-citizenship/lesson/password-power-up) | | | **Digital footprint & identity (Summer 2)**  [This Is Me](https://www.commonsense.org/education/uk/digital-citizenship/lesson/this-is-me) |
|  | | **Purple Mash**  **(IT)** | **Coding** | | **Online safety** | | **Spreadsheets** | | **Writing for different audiences** | | | **Logo**  **Animation** | | | **Effective Search**  **Hardware investigators** |
|  | | **Real PE** | **Personal**   * Skills   Co-ordination – footwork  Static balance – one leg | | **Social**   * Skills – dynamic balance to agility – jumping and landing * static balance – seated | | **Cognitive**   * Skills – dynamic balance – on a line * Static balance – stance | | **Creative**   * Skills – Co-ordination – ball skills * Counter balance – with a partner | | | **Physical**   * Skills – Co-ordination – sending and receiving * agility – reaction and response | | | **Health and fitness**   * Skills – Agility – ball chasing * Static balance – floor work |
|  | | **PE Instructor (Long Term Plan)** | Football  Hockey | | Real dance | | Real gym | | Court ball games | | | Athletics | | | Cricket  Outdoor  Adventure |
|  | | **A&D** | **Contrast and Complement (Y4)**  Colour theory, colour wheel, colour mixing, tertiary colours, warm and cool colours, complementary colours and analogous colours, how artists use colour | | **Warp and Weft**  Weaving, materials and techniques required to create woven patterns | | **Vista**  Landscape, perspective | | **Animal**  Historical and cultural portrayal of animals in artwork, sketching, printmaking and clay work | | | **Statues, statuettes and figurines**  Children learn about the 3-D representation of the human form, including statues, statuettes and figurines. They study examples from ancient civilisations, and use their clay skills to create a Sumer-style figurine. | | **Islamic Art (Ancient Civilisations)**   Children learn about the features of Islamic art. They make geometric patterns and motifs on paper, with fabric and in clay. They use their learning to create a high relief clay tile, decorated with geometric patterns. | |
|  | | **D&T** | **Fresh Food, Good Food**  Food decay and preservation, key inventions in food preservation and packaging, prepare, package and evaluate a healthy snack | | | | **Functional Fabrics**  This project teaches children about home furnishings and the significant designer William Morris. They learn techniques for decorating fabric, including block printing, hemming and embroidery and use them to design and make a fabric sample. | | | | | **Tomb Builders**  Simple machines including wheels, axles, inclined planes, pulleys, levers, how they helped ancient builders move heavy loads | | | |
|  | | **Geography** | **Interconnected World**  Compass points, 4 and 6 figure grid references, tropics and countries, climates and culture of North and South America, physical features in UK , National rail and canal networks, conduct an enquiry, gathering data from maps and surveys before drawing conclusions | | | |  | | | | |  | | | |
| **Year 4 English Novel Study**  Poetry  Narrative  Non-Fiction | | | **Novel Study Text:**  **Malamander**  **Themes**  Fear  Loss  Hope  Love  Courage  Betrayal  Deception  obsession  Challenge  Friendship & Trust | | **Novel Study Text: Malamander**  **Themes**  Humour  Legend & adventure  Anecdotal  Friendship  Rivalry  Determination  Success  Good Vs Evil (villains) | | **Novel Study Text: King of the Cloud Forests**  **Themes:**  Fear  Villainy  Trust  Hate  Humour  Horror  Comedy | | **Novel Study Text: King of the Cloud Forests**  **Themes**  Wonderment  Relationships  Friendship  Respect  The natural world  Responsibility  wanderlust  wealth  obsession  Love  Fantasy  Diversity  British Values | | | **Novel Study Text: Secrets of a Sun King**  **Themes**  Enjoyment  Adventure  Bravery  Love  Deception  Fear  Magic  Life  Death  Heroism | | **Novel Study Text: Secrets of a Sun King**  **Themes**  Discover  Survival  Fear  Adventure  Experimenting  Cultural differences  Mystery  Exile  Exploration  Technology  The natural world  Excitement | |
| **Year 4 Writing**  Poetry  Narrative  Non-Fiction  SEE GRAMMAR PROGRESSION BELOW | | | The Foundling  The Kraken | | Treasure Island  The Psammead | | A River Story  Cinderella | | Inside out and back again  What we need to be warm | | | Turning The Key  Voices in the Room (Voices in the Tomb) | | Old King Time  Firework Maker’s Daughter | |
| **Year 4 LTE** | | | The Foundling (frames of reference)  Not Now Bernard (int and con)  Shirley (narrative sequencing) | | The See Saw (narrative sequencing)  Who What Where? (frames of reference) | | The Present (frames of reference)  Alike (symbolism) | | Blue Yellow (symbolism)  Red (narrative sequencing) | | | Dig a Hole (Frames of reference)  Wolves (classification) | | Splash (classification)  Before and After (narrative Sequencing) | |
| **Maths Mastery** | | | Reasoning with 4 digits  Addition and subtraction  Multiplication and division  Interpreting and presenting  2D shape? | | | | Securing multiplication facts  Fractions  Time  Decimals  Area and Perimeter | | | | | Measure and money problems  Shape and symmetry  Position and direction  Reasoning with patterns and sequences  Shape | | | |
| **YEAR 5** | | | | | | | | | | | | | | | |
| **Year 5 Cornerstones Topics** | | | **Off with her Head!**  **(History)**  **History –** Tudor times – Tudor timeline, The Monarchs, Hans Holbein, Tudor music, Tudor London, riddles, Tudor handwriting, Tudor dance, the wives of Henry VIII, miniature portraits, costumes and jewellery, Henry’s homes, crimes and punishments, Tower of London, Anne Boleyn’s life, The Ordnances of Eltham, Henry’s heirs, Elizabeth I, Mary Queen of Scots | | | | **Ground-breaking Greeks**  **(History)**  **History -** Ancient Greek periods – Minoan civilisation, Mycenaean civilisation, Dark Age, Archaic period, Classical period, Hellenistic period; Chronology and timelines; Primary and secondary sources; City states; Democracy; Role of men and women; Social hierarchy; Great Athenians; the Acropolis; Greek art, culture, architecture, philosophy, medicine and mathematics; Olympic Games; Alexander the Great; End of the Greek Empire; Legacy  **Geography** - Interpreting geographical sources  **Science investigation -** Why did lcarus fall from the sky? Can we track the Sun? | | | | | **Sow, Grow and Farm (Geography)**  **DT –** Seasonality  **Geog –** Land use in the UK, Allotments, Farming in the UK, Maps, grid references, climate zones, physical features of North and South America, Farming in the North and South America, Food transportation  **Science –** Food chains and webs, life cycles, plant reproduction, growing plants, modern faming  **Science Investigations** – Why do birds lay eggs? How do worms reproduce? How many potatoes can you grow? Do dock leaves cure a sting?  **History** – Dig for victory  **A&D –** Still life | | | |
| **Companion Topics** | | **Science** | **Forces**  May the forces be with you! | | **Earth and Space**  Space presenters | | **Properties of materials**  Music festival of materials | | | **Changes of materials**  Changing materials | | **Living things and their habitats**  The art of living | | | **Animals including Humans**  Life Explorers |
|  | | **Spanish** | **Hay + buildings on the high street**  (lesson 1 – 4 x 15 mins)  **Directions**  **Revision of conjunctions and adjectives**(lesson2 – 1 x 20mins, 1 x 15mins, 1 x 30 mins)  **Asking where places are**  **Pause words**  (lesson 3 – 2 x 15mins, 1 x 30 mins)  **Revision of days of the week**  **Times of the day**  (lesson 4 – 4 x 15 mins)  **No new vocabulary**  (lesson 5 – 2 x 30 mins)  **Christmas theme (i)**  (lesson 6 – 4 x 15mins)  **Christmas theme(ii)**  (lesson 7 – 3 x 15mins, 1 x 30 mins) | | | | **Revision of days of the week**  **Revision of hobbies**  (lesson 8 – 2 x 15mins, 1 x 30 mins)  **Revision of sports/hobbies vocab**  **Revision of numbers 0-20**  (lesson 9 – 1 x 30 mins, 2 x 15 mins)  **Revision of sports/ hobbies vocabulary**  **Revision of numbers 0-50**  **Comparisons**  **Revision of immediate future**  (lesson 10 – 1 x 40mins, 1 x 30mins)  **Revision of fruit**  **Revision of food**  (lesson 11 – 1 x 20 mins, 3 x 15mins)  **Food items as lesson 11**  **Revision of conjunctions**  (lesson 12 – 1 x 45 mins, 1 x 30 mins)  **No new vocab – short rhyme/Pronunciation strategies to learn new vocab**  **Similarities Spanish/English eating habits** (lesson 13 – 2 x 15 mins, 1 x 30 mins)  **Breakfast**  (lesson 14 – 2 x 15 mins, 1 x 30mins)  **Ingredients for a Spanish dessert**  (lesson 15 – 1 x 20mins, 1 x 30mins, 1 x 15mins) **8 Hours 35mins** | | | | | **Revision of days of the week/months of the year**  **Weather**  (lesson 16 – 4 x 15mins)  **Revision of weather phrases**  **Seasons**  **Extension: Normalmente, en general**  (lesson 17 – 1 x 15 mins, 1 x 40 mins, 1 x 20 mins)  **Saying where you live**  (lesson 18 – 1 x 15mins, 2 x 30 mins)  **No new vocabulary**  **Similarities and differences life in UK and Spain**  **Compare supermarkets**  (lesson 19 – 1 x 15mins, 1 x 20mins, 1 x 30mins)  **No new vocabulary**  **Take part in a quiz revisiting topics and skills**  (lesson 20 – 2 x 30mins) | | | |
|  | | **RE** | **Buddhism**  Dharma Day | | **Islam**  Ramadan & Eid al-Fitr | | **Hinduism**  Holi | | | **Judaism**  Passover (April) | | **Christianity**  Pentecost (May) | | | **Sikhism**  Guru Arjan Gurpurab |
|  | | **Music**  **Charanga** | Melody and harmony in music | | Sing and play in different styles | | Composing and chords | | | Enjoying musical styles | | Freedom to improvise | | | Battle of the bands |
|  | | **PHSE** | **Relationships: Family**  Why do people get married?  Are families ever perfect? | | **Relationships: Friends**  What makes a close friend?  Can we be different and still be friends?  Should friends tell us what to do? | | **Living in the wider world: Communities**  What is prejudice?  What is the history of prejudice?  Can I be a good citizen? | | | **Health and Wellbeing: Mental Health**  Does everyone have the same feelings?  Should we be happy all the time? | | **Health and Wellbeing: Physical Health**  Is there such thing as a perfect body?  How can I stay fit and Healthy?  Can I avoid getting ill? | | | **Health and Wellbeing: Growing up (SRE)**  How will my body change as I get older?  How will my feelings change as I get older?  How will I stay clean during puberty?  What is menstruation?  Can anticipate how their body will change as they approach/ move through puberty. |
|  | | **Common Sense Education**  **(Internet Safety)** | **Media, Balance and well-being (Autumn 1)**  [My Media Choices](https://www.commonsense.org/education/uk/digital-citizenship/lesson/my-media-choices)  [Social Media Test Drive](https://socialmediatestdrive.org/modules.html) | | **Cyber-bullying, Digital drama and hate speech (Autumn 2)**  [Be a Super Digital Citizen](https://www.commonsense.org/education/uk/digital-citizenship/lesson/be-a-super-digital-citizen) | | **Relationships & communication (Spring 1)**  [Keeping Games Fun and Friendly](https://www.commonsense.org/education/uk/digital-citizenship/lesson/keeping-games-fun-and-friendly) | | | **News and media literacy (Spring 2)**  [A Creator's Rights and Responsibilities](https://www.commonsense.org/education/uk/digital-citizenship/lesson/a-creators-rights-and-responsibilities) | | **Privacy and security (Summer 1)**  Private and Personal Information | | | **Digital footprint & identity (Summer 2)**  [Our  Online Tracks](https://www.commonsense.org/education/uk/digital-citizenship/lesson/our-online-tracks) |
|  | | **Purple Mash (IT)** | Coding | | Online Safety  Spreadsheets | | Databases | | | Game Creator | | 3D Modelling | | | Concept Maps  Word Processing (optional) |
|  | | **Real PE** | **SWIMMING**  **Personal**   * Skills   Co-ordination – footwork  Static balance – one leg | | **SWIMMING**  **Social**   * Skills – dynamic balance to agility – jumping and landing * static balance – seated | | **Cognitive**   * Skills – dynamic balance – on a line * Static balance – stance | | | **Creative**   * Skills – Co-ordination – ball skills * Counter balance – with a partner | | **Physical**   * Skills – Co-ordination – sending and receiving * agility – reaction and response | | | **Health and fitness**   * Skills – Agility – ball chasing * Static balance – floor work |
|  | | **PE Instructor (Long Term Plan)** | Football  Hockey | | Real dance | | Real gym | | | Court ball games | | Athletics | | | Cricket  Outdoor  Adventure |
|  | | **A&D** | **Tints, Tones and Shades (Y5) (Dynamic Dynasties)**  colour theory by studying the colour wheel and exploring mixing tints, shades and tones. They learn about significant landscape artworks and features of landscapes before using this knowledge to create landscape paintings. | | **Taotie (Dynamic Dynasties)**  Taotie motif, ancient and contemporary casting methods | | **Mix Media (Groundbreaking Greeks)**  Paper crafts, papermaking and collage techniques, including paper, fabric, mixed media and photo collage. They use their learning to create a final piece of small-scale, mixed media collage. | | **Expressionism (Groundbreaking Greeks)**  Expressionist art movement and the 'Father of Expressionism', Edvard Munch. They explore different ways to portray feelings and emotions in art to create an imaginative self-portrait. | | | **Line, Light and Shadows (Sow, Grow and Farm)**  Visual qualities ofline, light and shadow, work of Pablo Picasso and Rembrant, range of shading techniques, take black and white photographs and use pencil, pen and ink wash to recreate photos | | **Nature’s Art (Sow, Grow and Farm)**  Land art, work outdoors to sketch natural forms, explore sculptural potential of natural materials to create land art installations | |
|  | | **D&T** | **Moving Mechanisms**  This project teaches children about pneumatic systems. They experiment with pneumatics before designing, making and evaluating a pneumatic machine that performs a useful function. | | | | **Architecture (Groundbreaking Greeks)**  How architectural style and technology has developed over time, design and build with specific features | | | | | **Eat the Seasons (Sow, Grow and Farm)**  Meaning and benefits of seasonal eating, food preparation and cooking techniques | | | |
|  | | **Geography** | **Investigating our World**  Locating map features using a range of methods. They learn about the Prime Meridian, Greenwich Mean Time (GMT), and worldwide time zones and study interconnected climate zones, vegetation belts and biomes. Children learn about human geography and capital cities worldwide before looking at the UK motorway network and settlements. They carry out an enquiry to identify local settlement types | | | |  | | | | |  | | | |
| **Year 5 English Novel Study**  Poetry  Narrative  Non-Fiction | | | **Novel Study Text: Cirque du Freak**  **Themes**  Transition/life changes  Ultimatums  Loneliness  Imaginary friends  Bad influences  Coping mechanisms  Difficult relationships  Comfort  Bullying  Sacrifices  **Chapters:**  Prologue – Dreams  1 – Goosebumps  4 – Charlie finds a golden ticket (Charlie and the chocolate factory)  7 – PT Barnum  10 – wolves  13 – Glorious  16 – Spiders | | **Novel Study Text: Cirque du Freak**  **Themes**  Transition/life changes  Ultimatums  Loneliness  Imaginary friends  Bad influences  Coping mechanisms  Difficult relationships  Comfort  Bullying  Sacrifices  **Chapters:**  19 – Deadly 60  21 – Vampire Handbook  24 – The Dragon  27 – Frankenstein extract  30 – A spider on my poem  33 – Wonder  The Vampire’s Assistant – Dracula extract | | **Novel Study Text:**  **Macbeth (abridged)**  **Themes**  Betrayal  Love  Bad influences  Difficult relationships  Ultimatums  Destruction  **Pages:**  271 -274 – William Shakespeare biography  274-279- If by Rudyard Kipling  279-282 – The real Macbeth and Duncan  282-285 – The Pendle Witches  286-288 – Extract from Richard III - Shakespeare | | **Novel Study Text:**  **Icarus and other myths**  **Themes**  Trust  Death  Heartbreak  Invention  Foolishness  **Texts and link texts:**  Icarus Falls – Daedalus and Icarus by Matthew Buckwald  Chariots of Fire – Earth’s days and years  Kiss the Mirror – Daffodils  The Hunter Hunted - The Poison Tree by William Blake  Wrong Arrows – Cupid’s Creatures  The Song Contest | | | **Novel Study Text: Tom’s Midnight Garden**  **Themes**  Loneliness  Imaginary friends  Coping mechanisms  Difficult relationships  Comfort  Escapism  Fantasy  **Chapters:**  1 – If the earth  3 – flowering plant lifecycle  5 – A dog so small  8 – Cottingley Fairies  10 – The Secret Garden  12 – Apollo and Hyacinthus | | **Novel Study Text: Tom’s Midnight Garden**  **Themes**  Loneliness  Imaginary friends  Coping mechanisms  Difficult relationships  Comfort  Escapism  Fantasy  **Chapters:**  13 – Molly Malone  16 – Green children of Woolpit  18 – The Ghost Garden  20 – Coraline  22 – How did British pubs get their names?  23 – History of ice skates | |
| **Year 5 Writing**  Poetry  Narrative  Non-Fiction  SEE GRAMMAR PROGRESSION BELOW | | | Courage and Curiosity  A Ghostly Waxwork  First Man on the Moon (Topic Link) | | Night Encounter  The Face and Hands of a Vampire | | Banquot’s diary  Letter to Macbeth  Zoom in to the moors | | A monologue  A retelling | | | The Spirit of the Garden  All This House is Mossing Over  Turning The Key | | A Ghost Mystery  Shadows in a drawer  The Extract of a Moon Dial | |
| **Year 5 LTE** | | | The Visitor ()  The Maker (narrative sequencing) | | Creatures (narrative Sequencing)  Way Home (Symbolic reasoning)  I too Sung America (symbolism) | | Holes (int and con)  Conquerors (int and con)  Knight (narrative sequencing) | | Why?  Voices 1  Voices 2 | | | Lulu (int and con)  The Trouble With Snowmen (Symbolism) | | The Window (narrative sequencing)  The Enemy (frames of reference ) | |
| **Maths Mastery** | | | Reasoning with large whole integers  Addition and subtraction  Line graphs and timetables  Multiplication and Division  Area and Perimeter | | | | Fractions and Decimals  Angles  Fractions and Percentages  Transformations | | | | | Converting units of measure  Calculating with whole numbers and decimals  2D and 3D Shapes  Volume  Problem Solving | | | |
| **YEAR 6** | | | | | | | | | | | | | | | |
| **Year 6 Cornerstones Topics** | | | **Maafa**  **(History)**  **History** - Ancient African kingdoms; Development of the transatlantic slave trade; Britain's role in the slave trade; Human impact; Everyday life on plantations; Rebellion and marronage; Causes and consequences of the abolition of the slave trade and slavery; Colonisation of Africa; Black people in 20th century Britain; Race Relations Act; Equality Act; Significant black Britons; Multiculturalism  **Geography -** Africa – countries, land use, natural resources, location, settlements, population, climate and physical features | | | | **Frozen Kingdoms**  **(Geography)**  **Science** – Classifying living things, classification keys, adaptation investigations  **Science investigations** – Polar exploration, significant people= Robert Falcon Scott, Ernest Shackleton, Significant events – Titanic  **Geog** – Artic and Antarctic regions, lines of latitude and longitude, polar climates, polar day and night, polar oceans, Polar landscapes, climate change, natural resources, indigenous people, tourism | | | | | **Britain at War**  **(History)**  **History -** First and Second World Wars; Causes; Warring nations; Weaponry, warfare and technology; Key events and battles; Impact on citizens and everyday life; Significant leaders; End of war; Local history study; Remembrance; Post-war Britain  **Geography -** Place and interconnections; Maps  **Science Investigation –** Can you send a coded message? | | | |
| **Companion Topics** | | **Science** | **Animals including Humans**  The art of being human | | **Living Things**  Classification connoisseurs | | **Electricity**  Electric celebrations  + DT electricity lesson – make and design model of something which needs a circuit | | | **Second Look Science**  The science of sport | | **Light**  Crime lab investigation | | **Evolution and Inheritance**  The game of survival | |
|  | | **Spanish** | **Classroom routines**  **Following instructions**  (lesson 1 - 3 x 15 mins, 1 x 30 mins)  **As for lesson 1**  **Perform a sketch**  **Use a dictionary**  (lesson 2 – 1 x 45 mins, 1 x 20 mins)  **Recap of clothes vocab**  **Recap of expressing opinions**  (lesson 3 – 1 x 20 mins, 1 x 25 mins, 1 x 20 mins, 1 x 30 mins)  **Recap of family members**  **Recap of structures/ quantifiers/adjectives**  (lesson 4 – 1 x 25 mins, 1 x 15 mins, 1 x 25 mins)  **Recap of verbs: ser & Es**  **Occupation vocabulary**  (lesson 5 – 3 x 15mins, 1 x 20 mins)  **No specific new vocabulary**  **Songs and Christmas songs**  (lesson 6 – 1 x 20mins, 1 x 50 mins)  **No specific new vocabulary**  **Songs and display work for Christmas celebrations**  (lesson 7 – 2 x 15mins, 1 x 45 mins)  **8 Hours 30mins** | | | | **Recap of phrases used**  **Receptive use of eight rooms of the house**  (lesson 8 – 4 x 15 mins)  **As for lesson 8 +**  **Recap adjectives**  (lesson 9 – 1 x 20mins, 1 x 20mins, 1 x 30mins)  **Una Ventana**  **Una Piscina**  **Memorise and perform a song**  **Identify text types**  **Evaluate work**  (lesson 10 – 1 x 30mins, 2 x 15mins)  **No specific new vocab**  **Nouns, verbs, adjectives, adverbs, prepositions/read phrases**  (lesson 11 – 1 x 15mins, 1 x 25mins, 1 x 40mins)  **Recap of repetition requests / furniture vocab**  (lesson 12 – 3 x 20mins, 1 x 15mins)  **No new vocab –**  **Recap of alphabet**  **Recap of stalling strategies**  (lesson 13 – 1 x 20mins, 1 x 30mins)  **Recap days of week/months of year**  **Verb ir**  (lesson 14 – 1 x 60 mins)  **Vamos a estar en…**  **Internet/dictionary write a letter**  (lesson 15 – 1 x 50mins)  **8 Hours 25mins** | | | | | **Recap of means of transport**  (lesson 16 – 1 x 45mins, 1 x 50mins)  **Names of places to visit**  (lesson 17 – 1 x 30mins, 1 x 45mins)  **No new vocabulary – plan and prepare collaboratively –holiday plans etc**  (lesson 18 – 1 x 1hour)  **No new vocabulary**  **Perform to an audience**  (lesson 19 – 1 x 1 hour)  **No new vocabulary**  **Recall key vocabulary**  **Work collaboratively to answer quiz- type questions.**  (lesson 20 – 1 x 45mins)  **5 Hours 35mins** | | | |
|  | | **RE** | **Judaism**  Rosh Hashana & Yom Kippur | | **Christianity**  Catholicism/ Sunday | | **Buddhism**  Parinirvana | | | **Hinduism**  Kumbh Mela | | **Islam**  Lailat al Miraj | | **Sikhism**  Bandi Chhor Divas | |
|  | | **Music**  **Charanga** | Music and technology | | Developing ensemble skills | | Creative composition | | | Musical styles connect with us | | Improvising with confidence | | Farewell tour | |
|  | | **PHSE** | **Relationships: Family**  Is there such a thing as a ‘normal’ family? | | **Relationships: Friends**  Why are some people unkind?  What are stereotypes?  How do I accept my friends for who they are? | | **Living in the wider world: Communities**  Why is money important?  How should I spend my money?  What makes us feel like we belong?  What does it mean to be British? | | | **Health and Wellbeing: Mental Health**  Why do we argue?  Who am I? | | **Health and Wellbeing: Physical Health**  Why do some people take drugs?  Where should I get my health information?  How do I save a life? | | **Health and Wellbeing: Growing up (SRE)**  How will my body change as I get older?  How will my feelings change as I get older?  How will I stay clean during puberty?  What is menstruation?  How do [plants and animals reproduce?  \*\* Taught through science and DOES NOT include sexual intercourse | |
|  | | **Common Sense Education**  **(Internet Safety)** | **Media, Balance and well-being (Autumn 1)**  [Finding My Media Balance](https://www.commonsense.org/education/uk/digital-citizenship/lesson/finding-my-media-balance)  [Social Media Test Drive](https://socialmediatestdrive.org/modules.html) | | **Cyber-bullying, Digital drama and hate speech (Autumn 2)**  [Is It Cyberbullying](https://www.commonsense.org/education/uk/digital-citizenship/lesson/is-it-cyberbullying)? | | **Relationships & communication (Spring 1)**  [Digital Friendships](https://www.commonsense.org/education/uk/digital-citizenship/lesson/digital-friendships) | | | **News and media literacy (Spring 2)**  [Reading  News Online](https://www.commonsense.org/education/uk/digital-citizenship/lesson/reading-news-online) | | **Privacy and security (Summer 1)**  [You Won't Believe This](https://www.commonsense.org/education/uk/digital-citizenship/lesson/you-wont-believe-this)! | | **Digital footprint & identity (Summer 2)**  [Beyond Gender Stereotypes](https://www.commonsense.org/education/uk/digital-citizenship/lesson/beyond-gender-stereotypes) | |
|  | | **Purple Mash** | **Coding**  **Online Safety** | | **Spreadsheets** | | **Blogging** | | | **Text Adventures** | | **Networks**  **Quizzing** | | **Understanding Binary (OPTIONAL)**  **Spreadsheets (Excel or google sheets) (OPTIONAL)** | |
|  | | **Real PE** | **Personal**   * Skills   Co-ordination – footwork  Static balance – one leg | | **Social**   * Skills – dynamic balance to agility – jumping and landing * static balance – seated | | **Cognitive**   * Skills – dynamic balance – on a line * Static balance – stance | | | **Creative**   * Skills – Co-ordination – ball skills * Counter balance – with a partner | | **Physical**   * Skills – Co-ordination – sending and receiving * agility – reaction and response | | **Health and fitness**   * Skills – Agility – ball chasing * Static balance – floor work | |
|  | | **PE Instructor (Long Term Plan)** | Football  Hockey | | Real dance | | Real gym | | | Court ball games | | Athletics | | Cricket  Outdoor  Adventure | |
|  | | **A&D** | **Tints, Tones and Shades (Y6)**  Colour theory by studying the colour wheel and exploring mixing tints, shades and tones. They learn about significant landscape artworks and features of landscapes before using this knowledge to create landscape paintings. | | **Trailblazers, Barrier Breakers**  Significant black artists and their work, create work inspired by them | | **Inuit**  Inuit way of life, cultural and artistic traditions | | **Environmental Artists**  Environmental art, art that addresses social and political issues related to natural and urban environment, create artwork with an environmental message | | | **Distortion and Abstraction**   Children learn about the concepts of abstraction and distortion. They study the visual characteristics of abstraction and create a musically-inspired, abstract painting (follows on from Y5 expressionism) | | **Bees, Beetles and Butterflies**  Children learn about sketchbooks, observational drawing, mixed media collage and Pop Art. They consolidate their learning to make a final piece of artwork inspired by bees, beetles or butterflies. | |
|  | | **D&T** | **Food for Life**  Processed food and healthy food choices, make bread and pasta sauces and learn the benefits of whole foods, plan and make meals as part of heathy daily menu | | | | **Engineer**  This project teaches children about remarkable engineers and significant bridges, learning to identify features, such as beams, arches and trusses. They complete a bridge-building engineering challenge to create a bridge prototype. | | | | | **Make Do and Mend**  Simple sewing stitches, recycling and repurposing old clothes and materials | | | |
|  | | **Geography** | **Our Changing World**  Revise the features of Earth, time zones and lines of latitude and longitude to pinpoint places on a map, map scales, grid references, contour lines and map symbols, climate change and importance of global trade, local road safety, study patterns of human settlement and carry out enquiry to describe local settlement patterns | | | |  | | | | |  | | | |
| **Year 6 English Novel Study**  Poetry  Narrative  Non-Fiction | | | **Novel Study Text:**  **Windrush Child**  **Themes**  Colonialism  Segregation  Empire  Isolation  Family/heritage  **Launch Day:** Windrush School Visit  **Chapters:**  **1 –** The Heritage of Moore Town(non-fiction text)  **4 –** Floella Benjamin: Coming to England  **6 –** The British (Poetry)  **8 –** Windrush Poetry  **10 –** 19th Century Manchester (non-fiction text)  **13 –** 1950’s School Memories(memoir | | **Novel Study Text: Windrush Child**  **Themes**  Colonialism  Segregation  Empire  Isolation  Family/heritage  **Chapters:**  **15 –** Notting Hill Carnival(non-fiction text)  **18 –** Teddy Boys(non-fiction text)  **23 –** Solitude (poetry)  **26 –** The Good Samaritan(biblical story)  **29 –** Romeo and Juliet(retelling)  **32 –** I know Why the Caged Bird Sings (poetry) | | **Novel Study Text:**  **Skellig**  **Themes**  Nurture  friendship  trust  faith  ambiguity  life and death  **Launch Day:**  Birds and Symbolism art day  **Chapters:**  **2** – Skellig Michael (non-fiction text)  **9 –** British Birds (non-fiction text)  **15 –** Darwin’s Diary  **17 –** Blake’s Biography  **20 –** Darwin’s Biography  Daffodils  The Poison Tree | | **Novel Study Text:**  **Skellig**  **Themes**  Nurture  friendship  trust  faith  ambiguity  life and death  **Chapters:**  **24 -**Arch-Angel Michael(non-fiction text)  **30 -** Night  (Poetry)  **35 -** The Moon  (Poetry)  **41 -** Persephone and Hades  (Myth)  **46 -** The Importance of Names (non-fiction text)  Lamb and Tiger  The Prelude | | | **Novel Study Text: Goodnight Mr Tom**  **Themes**  Poverty  Abuse  Friendship  Trials & tribulations  **Launch Day:**  **Chapters:** | | **Novel Study Text: Goodnight Mr Tom**  **Themes**  Love  Paternal love  Family  Relationships  Fear  **Chapters:** | |
| **Year 6 Writing**  Poetry  Narrative  Non-Fiction  SEE GRAMMAR PROGRESSION BELOW | | | The Bird That Sings (poetry: Can you use contrast to express injustice with poignancy?)  Link to chapter 1  A Home for David  (Setting Description: Can you write about a new room in an original way?)  Link to chapter 10  Little Women (Narrative: Can you build dramatic tension in an episode of a story)  Link to chapter 13 | | What you need to be warm (poetry: Can you use metaphors to express what you value?)  Leaving Home (Non-fiction: Can you explain why different people might leave their homes?)  The Significance of Statues (Can you debate the significance of statues in modern Britain?) | | High Flight  Fire in my Head | | The Call  Biography of Blake | | | A New Family (Character description: Can you convey character using )  Tess of the D’Urbervilles  (Setting Description: Can you use objects imaginatively?)  Flying High (a pilot’s poem) | | Terror and Spectacle (Report: Can you contrast the terror with the spectacle of an air-raid?)  The Warm Silk of Sleep (narrative: Can you write with the innocence and confusion of a child during an air-raid?)  Food for thought (non-fiction text – can you compare the rationing of WW2 with the use of food banks today?) | |
| **Year 6 LTE** | | | Bears (classification)  Staircase (symbolism)  Umbrella (sequencing)  Life doesn’t frighten me (frames of reference ) | | Last Stop (symbolism)  The Long Walk (sequencing)  I too sing America (symbolism) | | Feathers (symbolism)  Who? (Frames of reference)  The Giving Tree (symbolism) | | Maps (symbolism)  Survivors (classification) | | | Milo (frames of reference)  Shoes (classification)  The Island (symbolism) | | Rabbits (symbolism) | |
| **Maths Mastery** | | | Integers and Decimals  Multiplication and Division  Calculation Problems  Fractions  Missing angles and lengths  Coordinates and Shape | | | | Coordinates and Shape  Fractions  Decimals and measures  Percentages and Statistics  Proportion Problems | | | | | Recap | | | |
| **Grammar Progression** | | | | | | | | | | | | | | | |
|  | | | | Word | | Sentence | | text | | | Punctuation | | Terminology | | |
| Year One | | | | Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] | | How words can combine to make sentences Joining words and joining clauses using and | | Sequencing sentences to form short narratives | | | Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I | | letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark | | |
| Year Two | | | | Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 56 in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs | | Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command | | Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] | | | Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name] | | noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma | | |
| Year Three | | | | Formation of nouns using a range of prefixes [for example super–, anti–, auto–] 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] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] | | Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of | | Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of 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] | | | Introduction to inverted commas to punctuate direct speech | | preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or ‘speech marks’) | | |
| Year Four | | | | The grammatical difference between plural and possessive –s 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] | | 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) Fronted adverbials [for example, Later that day, I heard the bad news.] | | Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition | | | Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”] Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names] Use of commas after fronted adverbials | | determiner pronoun, possessive pronoun adverbial | | |
| Year Five | | | | Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–] | | Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] | | Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] | | | Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity | | modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity | | |
| Year Six | | | | The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large,  little]. | | Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] | | Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] | | | Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] | | subject, object, active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points | | |