



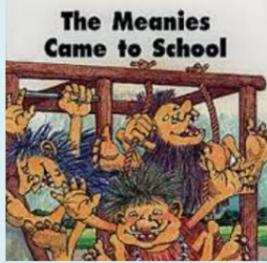
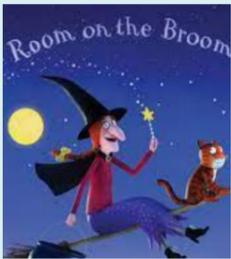
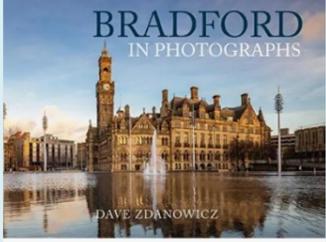
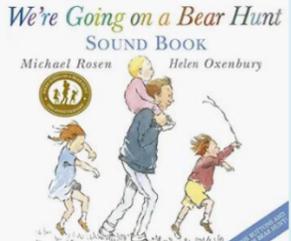
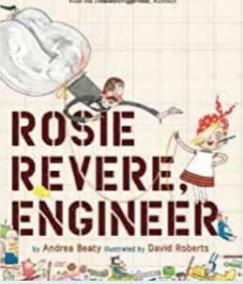
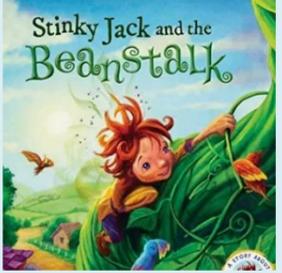
DIXONS MARCHBANK PRIMARY SCHOOL

WRITING PROGRESSION PLAN

EYFS – YEAR 6

32 Pages

Writing Long-Term Plan 2022 -2023 EYFS

Half Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Texts	<p>Meanies came to school Meanies Meanies party</p> <p>Age 4-9</p>	<p>Remember, remember the 5th November Room on the broom Nativity</p> <p>Age 2-4</p>	<p>Non-fiction book on Bradford Non-fiction books on China</p>	<p>We're going on a bear hunt Non-fiction book on Bears</p> <p>Age 2-4</p>	<p>If I built a car The inventors secret - Henry ford Rosie Revere, Engineer Wright brothers</p> <p>Age 5-7</p>	<p>Jack and the Beanstalk Jim and the beanstalk Stinky Jack and Beanstalk</p> <p>Age 4-10</p>
Cultural Capital Links	Including Knowledge and Understanding of The World. Positive Relationships. Enabling Environments. Speaking and Listening (Oracy).					
Images of texts						
Writing	Name writing- correct letter and case pencil grip writing initial sounds		<p>Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Some HF words are spelt correctly. Re-read what they have written to an adult</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>			
Oracy	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Engage in story times. Uses language to imagine and recreate roles and experiences in play situations. Ask questions to find out more and to check they understand what has been said to them. Develop social phrases. Learn new vocabulary Use new vocabulary in different contexts Use new vocabulary through the day 		<ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary. Learn new vocabulary Use new vocabulary in different contexts Use new vocabulary through the day 		<ul style="list-style-type: none"> Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts They develop their own narratives and explanations by connecting ideas or events. Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. Learn new vocabulary Use new vocabulary in different contexts Use new vocabulary through the day 	

Word/Spelling	<ul style="list-style-type: none"> Segmenting CVC words and CCVC words. Write the initial sound of simple words Write and spell their first name	<ul style="list-style-type: none"> Segment words containing diagraphs/ some trigraphs (ay, ee, igh, ow, oo / oo) Write CVC / CCVC words Write some irregular common words.	<ul style="list-style-type: none"> Segment words containing diagraphs / some trigraphs (ar, or, air, ir, ou, oy) Write words containing diagraphs and trigraphs Write some irregular common words.
Punctuation		<ul style="list-style-type: none"> Finger spaces Using appropriate-sized spacing between written words	<ul style="list-style-type: none"> Capital Letters <i>At the start of sentences and for their own name.</i> Full stops
Sentence/ Text	<ul style="list-style-type: none"> Constructing a simple sentence verbally 	<ul style="list-style-type: none"> Constructing a complex sentence verbally Using 'and' or 'because' to extend a simple sentence	Write simple sentences to be read by themselves and others.
Terminology	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, conjunction, vowel, consonant		

CHARACTERISTICS OF EFFECTIVE LEARNING	<p>Playing and exploring: Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>
OVER ARCHING PRINCIPLES	<p>Unique Child - Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships - Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments - Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development - Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p>PLAY - We understand that play is an integral part of learning and this is at the heart of our early years' curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.</p>

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Getting to know you (Take this time to play and get to know the children!) VIEW	Just like me! VIEW	It's me 1, 2, 3! VIEW	Light & dark VIEW								
Spring term	Alive in 5! VIEW	Growing 6, 7, 8 VIEW	Building 9 & 10 VIEW	Consolidation								
Summer term	To 20 and beyond VIEW	First, then, now VIEW	Find my pattern VIEW	On the move VIEW								

Maths Early Years

Science Early Years

ELG: The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

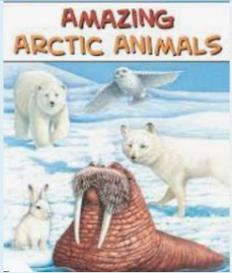
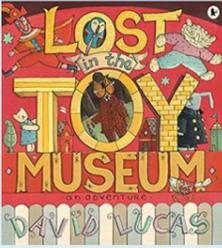
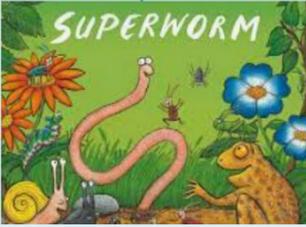
PRIME AREAS PD Physical Development	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, tweezers, chopsticks, tools, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility		
	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes. Attend to toileting needs most of the time themselves. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Further develop and refine ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Observes the effects of activity on their bodies and the factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Combine different movements with ease and fluency. Develop the foundations of a handwriting style which is fast, accurate and efficient. Use of large equipment Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group

Specific areas Understanding the World	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Can talk about what they do with their family and places they have been with their family. Navigating around our classroom and outdoor areas • Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations Routines Hygiene	Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. • Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons, • Explore the world around us and see how it changes as we enter Autumn. Provide opportunities for children to note and record the weather.	ICT to retrieve information Ways of life Understand that some places are special to members of their community. Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations Can talk about what they have done with their families during Christmas in the past. • Show photos of how Christmas used to be celebrated in the past. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (freezing, melting, floating/sinking) • Can name and explore their 5 senses, explaining in simple terms what their 5 senses are. • Listening to stories and placing events in chronological order. • Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see • Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. • After close observation, draw pictures of the natural world, including animals and plants. • Can children make comments on the weather, culture, clothing, housing. • Change in living things – Changes in the leaves, weather, seasons, • Explore the world around us and see how it changes as we enter Winter. Provide opportunities for children to note and record the weather.	Recognise some environments that are different to the one in which they live. Habitats Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (freezing, melting, floating/sinking) • Can name and explore their 5 senses, explaining in simple terms what their 5 senses are. • What can we do here to take care of animals • Compare animals • Explore a range of animals. Learn their names and label their body parts. • Nocturnal Animals Making sense of different environments and habitats • Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see • Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. • After close observation, draw pictures of the natural world, including animals and plants	Introduce children to different occupations and how they use transport to help them in their jobs. Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. • Long ago – How time has changed. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (freezing, melting, floating/sinking) • Can name and explore their 5 senses, explaining in simple terms what their 5 senses are. Can children make comments on the weather, culture, clothing, housing. • Change in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Spring. Provide opportunities for children to note and record the weather.	Explore the natural world around them. Draw information from a simple map. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Stranger danger (based on Jack and the beanstalk). • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (freezing, melting, floating/sinking) • Can name and explore their 5 senses, explaining in simple terms what their 5 senses are. • Can children make comments on the weather, culture, clothing, housing. • Change in living things – Changes in the leaves, weather, seasons, • Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.
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Reception transition to Year 1

Separate words with spaces	Know what a letter, word and sentence is	Understand what a full stop is and how to use it	Begin to use a full stop at the end of one sentence	Recognise capital letter and match with the relevant lower case letter	Know which capital letter their name begins with	Know how to form capital letters	Begin to form lower case letters in the correct direction, starting and finishing in the correct place
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Writing Long-Term Plan 2022 -2023 Year 1

Half Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Core Text	Pirates Love Underpants Age 3+ Christmas Cards Poems (Pirates)		Amazing Arctic Animals Age 6-8	Lost in the Museum Age 3-5	Poem for Eid Superworm Age 2-7			
Cultural Capital Links	Pirates	Celebrations	Hot and Cold	Back in time	Summer time	Superheroes		
Images of texts								
Short Burst Writing	Opportunities across the year such as World Book Day, Poetry Day, Remembrance Sunday and other links to the curriculum.							
Writing Text Types	Apology letter (pirates)	Poem (pirates)	Instructions for making a Christmas card	Animal profile	Character feelings	Recount	Poem for Eid	Short retell of the story.
Authorial Intent	To inform	To entertain	To inform	To inform	To inform	To entertain	To entertain	To entertain
	TEACH CYCLE 1		TEACH CYCLE 2			RETEACH AND DEEPEN CYCLE 3		
Word/Spelling	<ul style="list-style-type: none"> Spell using the 40+ phonemes already taught of phase 2,3,4 phonics to write phonetically plausible words - some spelt correctly Regular plural suffixes (dog/dogs, wish/wishes) If a word ends in s, x, z, ch or sh, the suffix is usually formed using 'es' Reception common exception words Introduce year 1 common exception words and days of the week Space words accurately 		<ul style="list-style-type: none"> Use phase 2,3,4 phonic knowledge to write phonetically plausible words – many spelt correctly Suffixes (ing, ed, er, est) no changes to the root word. Year 1 common exception words Simple past and present verbs 			<ul style="list-style-type: none"> reteach or deepen students understanding of previously taught SPAG rules Prefix (un) how it can be added to adjectives or verbs to change the meaning (when secure in WTS and EXS skills). Spells 50 HF words 		
Punctuation	<ul style="list-style-type: none"> Full stops Finger spaces Capital letters start of sentences, for personal pronouns and names. 		<ul style="list-style-type: none"> Full stops Finger spaces Capital letters start of sentences, for personal pronouns and names. Using 'and' to join clauses or to extend simple sentences Capital letter for proper nouns. 			<ul style="list-style-type: none"> (when secure in WTS and EXS skills) Introduce Question marks Introduce Exclamation marks Prefix-un 		

Sentence/Text	<ul style="list-style-type: none"> Words combine to form a sentence 	Sequencing sentences to form short narratives	reteach or deepen students understanding of previously taught SPAG rules Can write 4 sentences with some CL and FS, finger spaces, joins with 'and', question marks and exclamation marks and can read without mediation.																																																																																																																
FULL YEAR GROUP CONTENT																																																																																																																			
Transcription	Write simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.																																																																																																																		
Handwriting	Sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place, leaving spaces between words., form capital letters, form digits, understand which letters belong to which handwriting 'families' and to practise these. Letter-join used to teach correct formation.																																																																																																																		
Vocabulary	Joining words and joining clauses using "and".																																																																																																																		
Grammar	To combine words to make sentences, including using 'and'. Capital letters for names and pronoun 'I'																																																																																																																		
Punctuation	Beginning to punctuate sentences using a capital letter and a full stop. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Begin to use question mark or exclamation mark when ready.																																																																																																																		
Planning	Saying out loud what they are going to write about. Composing a sentence orally before writing it.																																																																																																																		
Drafting	Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense.																																																																																																																		
Editing	Discuss what they have written with the teacher or other pupil.																																																																																																																		
Performing and Oracy	Read their writing aloud clearly enough to be heard by their peers and the teacher. Re-read to make sure it makes sense.																																																																																																																		
Terminology	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, conjunction, vowel, consonant																																																																																																																		
Text Aspirational Vocabulary	quest, fabled, crew, cunning, rival, squawks, hold, booty, hoist, unfurl, cutlass, shore, dunes, ridge, wade, undergrowth	chilliest Arctic Antarctic adaptations survive beluga whales Arctic fox Arctic hare snowy owl walrus	differences, similarities, old, new, artefact, past, present, century, modern, history, Victorian																																																																																																																
Year 1 Common exception words	<table border="1"> <tr><td>the</td><td>is</td><td>no</td><td>one</td><td>of</td><td>your</td><td>here</td><td>put</td></tr> <tr><td>a</td><td>his</td><td>go</td><td>once</td><td>said</td><td>they</td><td>there</td><td>push</td></tr> <tr><td>do</td><td>has</td><td>so</td><td>ask</td><td>says</td><td>be</td><td>where</td><td>pull</td></tr> <tr><td>to</td><td>I</td><td>by</td><td>friend</td><td>are</td><td>he</td><td>love</td><td>full</td></tr> <tr><td>today</td><td>you</td><td>my</td><td>school</td><td>were</td><td>me</td><td>come</td><td>house</td></tr> <tr><td></td><td></td><td></td><td></td><td>was</td><td>she</td><td>some</td><td>our</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>we</td></tr> </table>	the	is	no	one	of	your	here	put	a	his	go	once	said	they	there	push	do	has	so	ask	says	be	where	pull	to	I	by	friend	are	he	love	full	today	you	my	school	were	me	come	house					was	she	some	our								we																																																										
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Examples of aspirational words appropriate for this age	<table border="1"> <tr><td>head</td><td>study</td><td>keep</td><td>hard</td><td>order</td><td>open</td><td>ease</td><td>until</td><td>true</td><td>base</td></tr> <tr><td>stand</td><td>still</td><td>rock</td><td>start</td><td>don't</td><td>seem</td><td>pass</td><td>heard</td><td>during</td><td>hear</td></tr> <tr><td>own</td><td>learn</td><td>never</td><td>might</td><td>while</td><td>together</td><td>often</td><td>best</td><td>room</td><td>horse</td></tr> <tr><td>page</td><td>plant</td><td>last</td><td>story</td><td>press</td><td>next</td><td>always</td><td>better</td><td>friend</td><td>cut</td></tr> <tr><td>should</td><td>cover</td><td>door</td><td>saw</td><td>close</td><td>fire</td><td>whole</td><td>feet</td><td>began</td><td>sure</td></tr> <tr><td>country</td><td>food</td><td>between</td><td>far</td><td>night</td><td>problem</td><td>those</td><td>care</td><td>idea</td><td>watch</td></tr> <tr><td>found</td><td>half</td><td>city</td><td>save</td><td>real</td><td>begin</td><td>both</td><td>second</td><td>fish</td><td>colour</td></tr> <tr><td>answer</td><td>your</td><td>tree</td><td>draw</td><td>life</td><td>piece</td><td>mark</td><td>group</td><td>mountain</td><td>face</td></tr> <tr><td>complete</td><td>thought</td><td>cross</td><td>left</td><td>few</td><td>walk</td><td>size</td><td>carry</td><td>north</td><td>wood</td></tr> <tr><td>grow</td><td>let</td><td>since</td><td>late</td><td>stop</td><td>example</td><td>letter</td><td>took</td><td>once</td><td>main</td></tr> </table>															head	study	keep	hard	order	open	ease	until	true	base	stand	still	rock	start	don't	seem	pass	heard	during	hear	own	learn	never	might	while	together	often	best	room	horse	page	plant	last	story	press	next	always	better	friend	cut	should	cover	door	saw	close	fire	whole	feet	began	sure	country	food	between	far	night	problem	those	care	idea	watch	found	half	city	save	real	begin	both	second	fish	colour	answer	your	tree	draw	life	piece	mark	group	mountain	face	complete	thought	cross	left	few	walk	size	carry	north	wood	grow	let	since	late	stop	example	letter	took	once	main
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grow	let	since	late	stop	example	letter	took	once	main																																																																																																										

Writing to entertain (KS1)

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|--|--|--|
| Text Types <ul style="list-style-type: none"> • Stories (including re-tellings) • Descriptions • Poetry • In-character/role | Text Features <ul style="list-style-type: none"> • Time sequenced • Begin to differentiate between past and present tense to suit purpose | Other Style Ideas <ul style="list-style-type: none"> • Focus on oral work first • Use opportunities to reading own work aloud |
|--|--|--|

- Grammar and Sentences**
- Use **coordinating conjunctions** to link two main ideas, *They pulled and pulled at the turnip to get it out.*
 - Use **noun phrases** which add detail to description, *very old grandma, brave woodchopper*
 - Use the **progressive form** for verbs, *Goldilocks was walking through the woods.*
 - Use **exclamation sentences** where appropriate, *What big eyes you have, Grandma!*

- | | | |
|---|---|---|
| Adverbials
First Then Next After Later
The next day... |  | Conjunctions
and but so or when |
|---|---|---|

- Punctuation Content**
- Use **finger spaces** between words
 - Use **capital letters & full stops** to mark sentences
 - Use **capital letter** for first person 'I'
 - Use **apostrophes** to mark contractions, e.g. *didn't*
 - Use **exclamation marks**, particularly in relation to speech
 - Begin to use **inverted commas** to mark direct speech where appropriate.
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Writing to inform (KS1)

- | | | |
|---|--|--|
| Text Types <ul style="list-style-type: none"> • Recount • Letter • Instructions | Text Features <ul style="list-style-type: none"> • Appropriate use of past and present tense | Other Style Ideas <ul style="list-style-type: none"> • Could use a writing frame to structure sections • May include images |
|---|--|--|

- Grammar and Sentences**
- Use **coordinating conjunctions** to link two main ideas, *Badgers sleep in the day and look for food at night.*
 - Use **subordinating conjunctions** in the middle of sentences, *Badgers can dig well because they have sharp claws*
 - Use **noun phrases** which inform, *sharp claws, black fur*
 - Use **commas** to separate items in a list, *You will need flour, eggs, sugar and water.*
 - Use **exclamation sentences** where appropriate, *What a fantastic time we all had!*

- | | | |
|---|---|---|
| Adverbials
First Firstly Next After Later |  | Conjunctions
and but so or when
if because |
|---|---|---|

- Punctuation Content**
- Use **finger spaces** between words
 - Use **capital letters & full stops** to mark sentences
 - Use **question mark**, *Did you know...?*
 - Use **apostrophes** to mark possession, *A badger's home is underground*
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History KS1	Geography KS1	Maths Year 1
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- changes within living memory – where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality

- Locational knowledge**
- name and locate the world's seven continents and five oceans
 - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- Place knowledge**
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- Human and physical geography**
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
 - use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- Geographical skills and fieldwork**
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
 - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
 - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
 - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

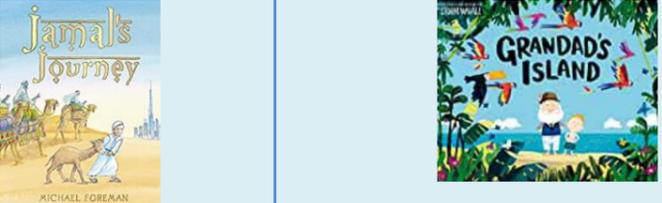
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value (within 10)		Number Addition and subtraction (within 10)		Number Addition and subtraction (within 10)		Number Addition and subtraction (within 10)		Geometry Shape		Consolidation	
Spring term	Number Place value (within 20)		Number Addition and subtraction (within 20)		Number Place value (within 50)		Measurement Length and height		Measurement Mass and volume		Consolidation	
Summer term	Number Multiplication and division		Number Fractions		Geometry Position and direction		Number Place value (within 100)		Measurement Money		Measurement Time	

Science KS1 THE SEASONS

- Plants**
- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
 - identify and describe the basic structure of a variety of common flowering plants, including trees.
- Animals (including humans)**
- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
 - identify and name a variety of common animals that are carnivores, herbivores and omnivores
 - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
 - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Everyday Materials**
- distinguish between an object and the material from which it is made
 - identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
 - describe the simple physical properties of a variety of everyday materials
 - compare and group together a variety of everyday materials on the basis of their simple physical properties.
- Seasonal Changes**
- observe changes across the four seasons
 - and describe weather associated with the seasons and how day length varies.



Writing Long-Term Plan 2022 -2023 Year 2

Half Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2					
Core Text	The Ugly Five Age 3-6 Diary of a Dinosaur Age 5-6	Gigantosaurus Age 3-7	The Baker's Boy and the Great Fire of London Age 5-7		Jamal's Journey Up to 5 years	Grandad's Island Age 2-6					
Cultural Capital Links	Africa		Great Fire of London		Great Explorers	Jungle and Forests					
Images of texts											
Short Burst Writing	Opportunities across the year such as World Book Day, Poetry Day, Remembrance Sunday and other links to the curriculum.										
VIPERS Reading	Children write during Guided Reading lessons. Texts and articles are chosen carefully to link to other areas of the curriculum.										
Writing Text Types	Character Description	Retell of The Ugly Five	Setting Description	Mary Anning Fact File (see History)	Diary Entry	Instructions- Bread Making	Letter to The King	Animal Fact File	Diary Jamal's View	Narrative - change the ending	Recount of the trip (Tropical World)
Authorial Intent	To entertain	To inform	To entertain	To inform	To inform	To inform	To inform	To inform	To inform	To entertain	To inform
DAILY GUIDED READING LESSONS USE QUALITY ASPIRATIONAL TEXTS, EXTRACTS OR NEWSPAPERS CLOSELY LINKED TO THE WRITING THEME. VIPERS QUESTIONS IMPROVE COMPREHENSION, BUILD CULTURAL CAPITAL, FORGE LINKS AND ENCOURAGE READING FOR PLEASURE AND INFORMATION AND WITH AUTOMATICITY											
	TEACH CYCLE 1				TEACH CYCLE 2			RETEACH AND DEEPEN CYCLE 3			
Word/Spelling	<ul style="list-style-type: none"> Words ending with /l/ 'le' at the end of words (table, cradle) is more common than 'el' (camel, shovel), /l/ spelt as -al (metal, hospital, animal), words ending with -il (pencil, nostril) Prefix -un Suffixes (-ment, -ness, -ful, -less, -ly) If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words (enjoyment, sadness) Other spelling rules* 				<ul style="list-style-type: none"> Suffixes (-ed, -ing, -er, -est, -y) root word ending in -y with consonant before it (happier, cried), words ending in -e with a consonant before it (nicest, shiny), words of 1 syllable ending in a single consonant letter after a single vowel (sadder, runny) Prefix -un Homophones to/too/two, see/sea, be/bee, their/there/they're Other spelling rules* the /ɜ:/ sound spelt or after w (world, worm), the /ɒ/ sound spelt a after w and qu (watch, quantity), the /i:/ sound spelt -ey (donkey, monkey), the /ʌ/ 			reteach or deepen students understanding of previously taught SPAG rules			

	ge/dge at the end of words (judge, charge), adding -es to nouns and verbs ending in y (fly-flies, bay-babies), the /r/ sound spelt wr at the beginning of words (wrong, write), the /z/ sound spelt s (treasure, television), the /ɔ:/ sound spelt ar after w (warm, towards), the /aɪ/ sound spelt -y at the end of words (cry, July, why)	sound spelt o (other, mother), the /ɔ:/ sound spelt a before / and ll (all, talk, always)	
Punctuation	<ul style="list-style-type: none"> • Capital Letters • Full Stops • Exclamation marks • Question marks <p>All used to demarcate sentences accurately.</p>	<ul style="list-style-type: none"> • Commas in a list <i>noun, noun and noun.</i> • Apostrophes <i>Contractions: I'd, it's, I'll</i> <i>For possession: the girl's jumper</i> 	reteach or deepen students understanding of previously taught SPAG rules
Sentence/Text	<ul style="list-style-type: none"> • Expanded noun phrases <i>Description of a noun using one or two adjectives before the noun plus a determiner.</i> • Adverbs <i>A word used to describe a verb, in Year 2 focus on adverbs with the 'ly' suffix.</i> • Simple present and past tense <i>Past: ed suffix</i> <i>Common irregular verbs: to be, to go, to see, to make, to come</i> <i>Subject-verb agreements: we were/ I was</i> 	<ul style="list-style-type: none"> • Coordinating conjunctions (and, but, or) ** <i>Use this conjunction when joining two clauses together, which make sense as a simple sentence.</i> • Subordinating conjunctions (when, although, because) ** <i>Use this conjunction when extending a main clause with a subordinating clause (a clause that adds additional information and does not make sense as a simple sentence.</i> • Sentence types <i>Statement, question, command, exclamation</i> • Progressive form of verbs in present/past tense for actions in progress. <i>Past: subject was/were verb with 'ing'</i> <i>Present: subject am/is/are verb with 'ing'</i> 	reteach or deepen students understanding of previously taught SPAG rules 8+ sentences, 70% grammatically correct, evidence of subordination and coordination, 70% CL and FS correct, spelling of HFW and year 2 words.
FULL YEAR GROUP CONTENT			
Transcription	Write simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.		
Vocabulary	Using expanded noun phrases to describe and specify.		
Grammar	To combine words to make sentences, including using 'and' demarcation. Capital letters for names and pronoun 'I').		
Punctuation	Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).		
Context for writing	Writing narratives about personal experiences and those of others (real and fictional). Writing about real events. Writing poetry. Writing for different purposes.		
Handwriting	<p>Form lower-case letters of the correct size relative to one another. Letter-join used to teach correct formation.</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters use spacing between words that reflects the size of the letters.</p>		
Planning	Planning or saying out loud what they are going to write about.		
Editing	Writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence.		
Drafting	<p>Evaluating their writing with the teacher and other pupils. Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Proofreading to check for errors in spelling, grammar and punctuation.</p>		
Performing and Oracy	Read aloud what they have written with appropriate intonation to make the meaning clear.		
Terminology	noun, noun phrase, statement, exclamation, question, command, compound, suffix, adjective, adverb, verb, tense, past tense, present tense, apostrophe, comma		

Text Aspirational Vocabulary	grooming dawn trampled Ambled Divine Chunky Ungainly Specimen Hideous revolting	Beast Wild Stomp Crunch Herbivores carnivore Grazed Lava Fierce Emergency explore	Midnight Smoke Appear Flames Shoulder Fetch Guardians Spreading realised Ablaze Doomed Consumed Leapt	Falcons Soar Creatures Thunder Transform Howl Twitch Vibration Spiral Hover Loop Beyond city	Usual Reveal Lurched Steady Stear Course Anchor Shore Shipshape Shack Wonders Prised Churned ledge																																																																																																
Year 2 Common exception words	door floor poor because find gold hold told every great plant path bath hour move clothes busy people water again kind mind behind child children break steak pretty beautiful after prove improve sure sugar eye half money Mr Mrs parents wild climb most only both fast last past father class could should would who whole Christmas everybody even only both old cold father class grass pass who whole any many																																																																																																				
Examples of aspirational words appropriate for this age	<table border="1"> <tr><td>enough</td><td>though</td><td>leave</td><td>question</td><td>free</td><td>street</td><td>object</td><td>ground</td><td>ago</td><td>snow</td></tr> <tr><td>plain</td><td>feel</td><td>song</td><td>happen</td><td>minute</td><td>inch</td><td>decide</td><td>common</td><td>interest</td><td>bed</td></tr> <tr><td>remember</td><td>talk</td><td>measure</td><td>complete</td><td>strong</td><td>lot</td><td>surface</td><td>gold</td><td>check</td><td>bring</td></tr> <tr><td>usual</td><td>when</td><td>state</td><td>ship</td><td>special</td><td>nothing</td><td>deep</td><td>possible</td><td>game</td><td>morning</td></tr> <tr><td>young</td><td>soon</td><td>product</td><td>area</td><td>mind</td><td>course</td><td>moon</td><td>plane</td><td>shape</td><td>perhaps</td></tr> <tr><td>ready</td><td>body</td><td>price</td><td>half</td><td>behind</td><td>stay</td><td>island</td><td>age</td><td>travel</td><td>fill</td></tr> <tr><td>above</td><td>consider</td><td>short</td><td>rock</td><td>clear</td><td>wheel</td><td>foot</td><td>dry</td><td>less</td><td>east</td></tr> <tr><td>ever</td><td>family</td><td>numeral</td><td>other</td><td>tail</td><td>full</td><td>busy</td><td>wonder</td><td>miss</td><td>weight</td></tr> <tr><td>early</td><td>direct</td><td>class</td><td>fire</td><td>produce</td><td>force</td><td>test</td><td>laugh</td><td>brought</td><td>language</td></tr> <tr><td>list</td><td>pose</td><td>wind</td><td>south</td><td>fact</td><td>blue</td><td>record</td><td>thousand</td><td>heat</td><td>among</td></tr> </table>	enough	though	leave	question	free	street	object	ground	ago	snow	plain	feel	song	happen	minute	inch	decide	common	interest	bed	remember	talk	measure	complete	strong	lot	surface	gold	check	bring	usual	when	state	ship	special	nothing	deep	possible	game	morning	young	soon	product	area	mind	course	moon	plane	shape	perhaps	ready	body	price	half	behind	stay	island	age	travel	fill	above	consider	short	rock	clear	wheel	foot	dry	less	east	ever	family	numeral	other	tail	full	busy	wonder	miss	weight	early	direct	class	fire	produce	force	test	laugh	brought	language	list	pose	wind	south	fact	blue	record	thousand	heat	among
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Writing to entertain (KS1)

- | | | |
|--|--|--|
| Text Types <ul style="list-style-type: none"> • Stories (including re-tellings) • Descriptions • Poetry • In-character/role | Text Features <ul style="list-style-type: none"> • Time sequenced • Begin to differentiate between past and present tense to suit purpose | Other Style Ideas <ul style="list-style-type: none"> • Focus on oral work first • Use opportunities to reading own work aloud |
|--|--|--|

- Grammar and Sentences**
- Use **coordinating conjunctions** to link two main ideas, *They pulled and pulled at the turnip to get it out.*
 - Use **noun phrases** which add detail to description, *very old grandma, brave woodchopper*
 - Use the **progressive form** for verbs, *Goldilocks was walking through the woods.*
 - Use **exclamation sentences** where appropriate, *What big eyes you have, Grandma!*

- | | |
|---|---|
| Adverbials
First Then Next After Later
The next day... | Conjunctions
and but so or when |
|---|---|

- Punctuation Content**
- Use **finger spaces** between words
 - Use **capital letters & full stops** to mark sentences
 - Use **capital letter** for first person 'I'
 - Use **apostrophes** to mark contractions, e.g. *didn't*
 - Use **exclamation marks**, particularly in relation to speech
 - Begin to use **inverted commas** to mark direct speech where appropriate.
- 

Writing to inform (KS1)

- | | | |
|---|--|--|
| Text Types <ul style="list-style-type: none"> • Recount • Letter • Instructions | Text Features <ul style="list-style-type: none"> • Appropriate use of past and present tense | Other Style Ideas <ul style="list-style-type: none"> • Could use a writing frame to structure sections • May include images |
|---|--|--|

- Grammar and Sentences**
- Use **coordinating conjunctions** to link two main ideas, *Badgers sleep in the day and look for food at night.*
 - Use **subordinating conjunctions** in the middle of sentences, *Badgers can dig well because they have sharp claws*
 - Use **noun phrases** which inform, *sharp claws, black fur*
 - Use **commas** to separate items in a list, *You will need flour, eggs, sugar and water.*
 - Use **exclamation sentences** where appropriate, *What a fantastic time we all had!*

- | | |
|---|---|
| Adverbials
First Firstly Next After Later | Conjunctions
and but so or when
if because |
|---|---|

- Punctuation Content**
- Use **finger spaces** between words
 - Use **capital letters & full stops** to mark sentences
 - Use **question mark**, *Did you know...?*
 - Use **apostrophes** to mark possession, *A badger's home is underground*
- 

<h3>History KS1</h3> <ul style="list-style-type: none"> • changes within living memory – where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • significant historical events, people and places in their own locality 	<h3>Geography KS1</h3> <p>Locational knowledge</p> <ul style="list-style-type: none"> ▪ name and locate the world's seven continents and five oceans ▪ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"> ▪ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human and physical geography</p> <ul style="list-style-type: none"> ▪ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles ▪ use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ▪ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage ▪ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map ▪ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key ▪ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<h3>Maths Year 2</h3>
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SCIENCE Yr2:	Living Things and Their Habitats	Materials	Food chain and Keeping healthy	Animals including Humans	Plants	Worldwide Habitats
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Science yr2

Science

Working Scientifically
During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

Living Things & Their Habitats

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including micro-habitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Plants

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

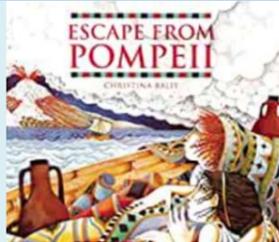
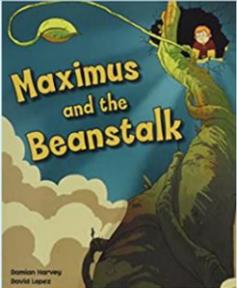
Animals, including Humans

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Uses of Everyday Materials

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Writing Long-Term Plan 2022 -2023 Year 3

Half Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2					
Core Text	Toga in a tangle Age 6-7	Escape from Pompeii Age 6-9	The Chocolate Tree Age 7-10		Maximus and the Beanstalk Age 5-9	Greta and the Giants Age 4-7					
Cultural Capital Links	Romans		Mayans		Plants / Physical Geography						
Images of texts											
Short Burst Writing	Opportunities across the year such as World Book Day, Poetry Day, Remembrance Sunday and other links to the curriculum.										
VIPERS Reading	Children write during Guided Reading lessons. Texts and articles are chosen carefully to link to other areas of the curriculum.										
Writing Text Types	Character description	Fact file on Roman games	Setting description (Pompeii)	Diary entry	Character description Kukulk an	Retell a part of the story /Narrative	Persuasive letter to the Gods	Retell a part of the story using Inverted commas.	Diary entry from Maximus's point of view	Character description of Greta	A letter
Authorial Intent	To entertain	To inform	To entertain	To inform	To entertain	To entertain	To persuade	To entertain	To inform	To entertain	To inform
DAILY GUIDED READING LESSONS USE QUALITY ASPIRATIONAL TEXTS, EXTRACTS OR NEWSPAPERS CLOSELY LINKED TO THE WRITING THEME. VIPERS QUESTIONS IMPROVE COMPREHENSION, BUILD CULTURAL CAPITAL, FORGE LINKS AND ENCOURAGE READING FOR PLEASURE AND INFORMATION AND WITH AUTOMATICITY											
	TEACH CYCLE 1				TEACH CYCLE 2			RETEACH AND DEEPEN CYCLE 3			
Word/Spelling	<ul style="list-style-type: none"> Prefixes and Suffixes <i>Use further prefixes and suffixes and understand how to add them</i> <ul style="list-style-type: none"> Homophones <i>Spelling further homophones, e.g. accept, except or affect, effect.</i> <ul style="list-style-type: none"> Common Exception words <i>e.g. accident, address, group, guard</i> <ul style="list-style-type: none"> Apostrophes <i>Using for regular plurals, e.g. girls' or boys' and irregular plurals, e.g. children's</i>				<ul style="list-style-type: none"> Prefixes and Suffixes <i>Use further prefixes and suffixes and understand how to add them</i> <ul style="list-style-type: none"> Homophones <i>Spelling further homophones, e.g. accept, except or affect, effect.</i> <ul style="list-style-type: none"> Common Exception words <i>e.g. accident, address, group, guard</i> <ul style="list-style-type: none"> Apostrophes <i>Using for regular plurals, e.g. girls' or boys' and irregular plurals, e.g. children's</i>			reteach or deepen students understanding of previously taught SPAG rules			

	<ul style="list-style-type: none"> Using a dictionary Using first two or three letters of a word to check its spelling in a dictionary. 	<ul style="list-style-type: none"> Using a dictionary Using first two or three letters of a word to check its spelling in a dictionary. 	
Punctuation	<ul style="list-style-type: none"> Commas in a list <i>noun, noun and noun.</i> Apostrophes <i>Contractions: I'd, it's, I'll</i> For possession: the girl's jumper 	<ul style="list-style-type: none"> Inverted Commas Using inverted commas to punctuate direct speech. "How amazing!" said Miss Jay. 	Homophones reteach or deepen students understanding of previously taught SPAG rules
Sentence/Text	<ul style="list-style-type: none"> Present perfect form of Verbs <i>Using this instead of simple past, e.g. He has gone out to play instead of He went out to play.</i> Conjunctions to express time, place or cause <i>Words such as: when, before, after, while or so.</i> Expanded Noun Phrases <i>To add extra description when describing characters and settings</i> 	<ul style="list-style-type: none"> Adverbs <i>Words such as: then, next, soon or before.</i> Paragraphs <i>Using paragraphs to group related sentences.</i> Prepositions <i>Words such as: before, after, during, in or because of</i> Headings/Subheadings <i>Using headings and subheadings in non-fiction writing to aid presentation and text structure.</i> 	reteach or deepen students understanding of previously taught SPAG rules Can write 10 sentences + with 70% grammatically correct, using phrases to add detail. Consistent tenses, ! and ?, errors with CL FS rare.

FULL YEAR GROUP CONTENT

Transcription	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Vocabulary	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause (and place).
Grammar	Using the present perfect form of verbs in contrast to the past tense. Form nouns using prefixes (super- , anti-). Use the correct form of 'a' or 'an'. Understand word families based on common words (solve, solution, dissolve, insoluble).
Punctuation	Using and punctuating direct speech (i.e. Inverted commas).
Context for writing	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
Handwriting	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. Increase the legibility, consistency and quality of their handwriting. . Letter-join used to teach correct formation.
Planning	Discussing and recording ideas. Composing and rehearsing sentences orally (including dialogue). Progressively building a varied and rich vocabulary and an increasing range of sentence structures.
Drafting	Organising paragraphs around a theme in narratives, creating settings, characters and plot. In non-narrative, using simple organisational devices (headings & subheadings).
Editing	Assessing the effectiveness of their own and others' writing and suggesting improvements. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proofread for spelling and punctuation errors.
Performing and Oracy	Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Terminology	preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas													
Text Aspirational Vocabulary	toga	humming	humming	theatre	tremors	folktale	crop	kingdom	mend	harp	sauce	oafs		
	strained	haggling	haggling	forum	actor	milpas	ripe	paradise	windmill	muesli	rattle	huddled		
	breathe	protector	protector	politicians	churn	maize	Mayan	prowled	nimble	creepy	famous	lumbering		
	sidled	tradesmen	tradesmen	poets	ash	glistened	cacao		howled	mystery	broom	trembled		
	important	harbour	harbour	earthquake	bay	serpent	jade		slammed	sprouts	stamped	trampled		
	plotters/plotting						chocolate			fish		homeless		
	banquet	theatre										shuffled		
	dormice											fidged		
	outrage	forum										hobbies		
	staggered	politicians										gardening		

Writing to entertain (LKS2)

- | | | |
|--|--|---|
| Text Types <ul style="list-style-type: none"> • Stories • Descriptions • Poetry • Characters/settings | Text Features <ul style="list-style-type: none"> • Detailed description • Use paragraphs to organize in time sequence | Other Style Ideas <ul style="list-style-type: none"> • Opportunities for comparing different forms of past tense (progressive and simple) |
|--|--|---|

- Grammar and Sentences**
- Use **fronted adverbials** to show how/when an event occurs.
Without a sound... After a moment...
 - Use **expanded noun phrases** to add detail & description
...the dark gloomy cupboard under the stairs...
 - Use **subordinate clauses** to add detail or context
Although Theseus was scared, he prepared to enter the maze.
 - Use **nouns & pronouns** for clarity and cohesion
They crept into Minos's great labyrinth. Inside the maze...

- | | |
|---|--|
| Adverbials
Soon Meanwhile As...
The next day... Later...
Carefully Without a thought... | Conjunctions
if when because while
as until whenever once |
|---|--|

- Punctuation Content**
- Use full punctuation for direct speech, including punctuation within and before **inverted commas**,
Mum asked, "Will you be home for tea?"
 - Secure use of **apostrophes** for possession, including for plural nouns.
 - Use **commas** after fronted adverbials and subordinate clauses
 - May begin to use **dashes** for emphasis



Writing to inform (LKS2)

- | | | |
|--|---|---|
| Text Types <ul style="list-style-type: none"> • Explanation • Recount • Letter • Biography • Newspaper article | Text Features <ul style="list-style-type: none"> • Paragraphs used to group related ideas • Subheadings to label content | Other Style Ideas <ul style="list-style-type: none"> • May be built around a key image • Use techniques to highlight key words (bold, underline, etc.) |
|--|---|---|

- Grammar and Sentences**
- Use **subordinating conjunctions** to join clauses, including as openers,
Although they have a fierce reputation, the Vikings weren't all bad.
 - Use **expanded noun phrases** to inform,
A tall dark-haired man was seen leaving the scene.
 - Use **commas** to separate adjectives in a list,
You will need flour, eggs, sugar and water.
 - Use **relative clauses** to add further detail
We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.
 - Begin to use **present perfect** tense to place events in time,
This week we have visited the Science Museum.

- | | |
|--|--|
| Adverbials
First Firstly Before After Later
Soon Also In addition However | Conjunctions
when before after while
because if |
|--|--|

- Punctuation Content**
- Consolidate four main punctuation marks (, ! ?)
 - Use **capital letters** for proper nouns
 - Use **commas** to mark fronted adverbials
After lunch, we went into the museum
 - Use **commas** to mark subordinate clauses
When he was a boy, Dahl did not like reading.
 - Use **inverted commas** for direct speech
 - Use **bullet points** to list items



Writing to persuade (LKS2)

- | | | |
|---|--|---|
| Text Types <ul style="list-style-type: none"> • Advertising • Letter • Speech • Poster | Text Features <ul style="list-style-type: none"> • Use of 2nd person • Planned repetition • Facts & Statistics • Adjectives for positive description | Other Style Ideas <ul style="list-style-type: none"> • Link to oracy, esp. for speeches • Use of colour and images, esp. for advertising |
|---|--|---|

- Grammar and Sentences**
- Use **imperative verbs** to convey urgency,
Buy it today! Listen very carefully...
 - Use **rhetorical questions** to engage the reader,
Do you want to have an amazing day out?
 - Use **noun phrases** to add detail and description,
Our fantastic resort has amazing facilities for everyone
 - Use **relative clauses** to provide additional enticement
Our hotel, which has 3 swimming pools, overlooks a beautiful beach

- | | |
|---|---|
| Adverbials
Firstly Also In addition
However On the other hand
Therefore In conclusion | Conjunctions
if because unless so
and but even if when |
|---|---|

- Punctuation Content**
- Ensure use of **capital letters** for proper nouns
 - Use **! ?** for rhetorical / exclamatory sentences
 - Use **commas** to mark relative clauses
 - Use **commas** to make fronted adverbials and subordinate clauses
After your visit, you won't want to leave.
Once you've tasted our delicious sandwiches, you'll be coming back for more!



History (bold = statutory) KS2

Changes in Britain from the Stone Age to the Iron Age:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

Roman Empire and its impact on Britain. This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

Britain's settlement by Anglo-Saxons and Scots. This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

a local history study could include:

a depth study linked to one of the British areas of study listed above

a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)

a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality

a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. This could include:

the changing power of monarchs using case studies such as John, Anne and Victoria

changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century

legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day

a significant turning point in British history, for example, the first railways or the Battle of Britain

the changing power of monarchs using case studies such as John, Anne and Victoria

changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century

the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day

a significant turning point in British history, for example, the first railways or the Battle of Britain

Science Yr3



Geography KS2

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

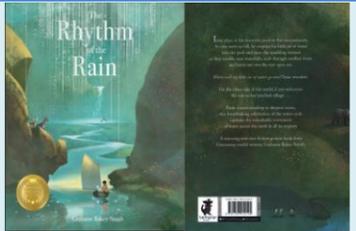
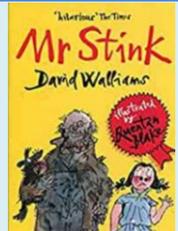
Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Maths Yr3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value		Number Addition and subtraction				Number Multiplication and division					
Spring term	Number Multiplication and division		Measurement Length and perimeter			Number Fractions			Measurement Mass and capacity			
Summer term	Number Fractions		Measurement Money		Measurement Time		Geometry Shape		Statistics		Consolidation	

Writing Long-Term Plan 2022 -2023 Year 4

Half Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2						
Core Text	Little Nose Age 8-9		How to Train Your Dragon Age 9-11		Mr Stink Age 9+							
Cultural Capital Links	Rivers and Stone Age		Anglo Saxons	Vikings	Map reading	Litter (Geography)						
Images of texts												
Short Burst Writing	Opportunities across the year such as World Book Day, Poetry Day, Remembrance Sunday and other links to the curriculum.											
VIPERS Reading	Children write during Guided Reading lessons. Texts and articles are chosen carefully to link to other areas of the curriculum.											
Writing Text Types	Fantasy Story- based on a video	Diary entry of the journey of water	Character Description – Little Nose	Setting description of Stone Age	Non-Chronological Report- Dragons	Character description of Hiccup or Toothless	A setting description of a dragon attack	Leaflet - Vikings	Diary – Chloe meets Mr Stink	Retell of a part of the story	Litter – Write a letter to our local MP Letter – Litter Issue	A poem on Litter
Authorial Intent	To entertain	To entertain	To entertain	To entertain	To inform	To inform	To inform	To inform	To entertain	To entertain	To persuade	To entertain
DAILY GUIDED READING LESSONS USE QUALITY ASPIRATIONAL TEXTS, EXTRACTS OR NEWSPAPERS CLOSELY LINKED TO THE WRITING THEME. VIPERS QUESTIONS IMPROVE COMPREHENSION, BUILD CULTURAL CAPITAL, FORGE LINKS AND ENCOURAGE READING FOR PLEASURE AND INFORMATION AND WITH AUTOMATICITY												
	TEACH CYCLE 1				TEACH CYCLE 2				RETEACH AND DEEPEN CYCLE 3			
Word/Spelling	<ul style="list-style-type: none"> • Prefixes and Suffixes <i>Use further prefixes and suffixes and understand how to add them</i> • Homophones <i>Spelling further homophones, e.g. accept, except or affect, effect.</i> • Common Exception words <i>e.g. accident, address, group, guard</i> • Apostrophes 				<ul style="list-style-type: none"> • Prefixes and Suffixes <i>Use further prefixes and suffixes and understand how to add them</i> • Homophones <i>Spelling further homophones, e.g. accept, except or affect, effect.</i> • Common Exception words <i>e.g. accident, address, group, guard</i> • Apostrophes <i>Using for regular plurals, e.g. girls' or boys' and irregular plurals, e.g. children's</i> 				reteach or deepen students understanding of previously taught SPAG rules			

	Using for regular plurals, e.g. girls' or boys' and irregular plurals, e.g. children's <ul style="list-style-type: none"> Using a dictionary Using first two or three letters of a word to check its spelling in a dictionary.	<ul style="list-style-type: none"> Using a dictionary Using first two or three letters of a word to check its spelling in a dictionary.							
Punctuation	<ul style="list-style-type: none"> Apostrophes To mark plural possession, e.g. the girl's name, the girls' names.	<ul style="list-style-type: none"> Commas Inverted commas Used after a fronted adverbial. Using inverted commas and other punctuation to indicate direct speech, e.g. The conductor shouted, "Sit down!"	reteach or deepen students understanding of previously taught SPAG rules						
Sentence/Text	<ul style="list-style-type: none"> Noun phrases Coordinating and subordinating conjunctions Past/present progressive tense and past/present perfect tense Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases, e.g. the teacher - the strict maths teacher with curly hair. Accurate use of a variety of conjunctions. Past progressive tense: describes a past action which was happening when another action occurred. The explorer was explaining his latest discovery in Egypt. Present progressive tense: describes an ongoing action that is happening at the same time the statement is written, e.g. The scientist is examining the effects of global warming. Past perfect tense: describes an action that took place in the past before another action, e.g. By the time the troops arrived, the war had ended. Present perfect tense: describes an action that happened at an indefinite time in the past/that began in the past and continues into the present, e.g. Women have voted in elections since 1921.	<ul style="list-style-type: none"> Fronted Adverbials Appropriate choice of pronoun/noun Paragraphs Verb inflections e.g. Later that day, I heard the bad news. Appropriate choice of either pronoun or noun within and across sentences to aid cohesion and avoid repetition. Grouping sentences into paragraphs, organised around a theme. This is instead of local spoken forms, e.g. we were instead of we was or I did instead of I done.	reteach or deepen students understanding of previously taught SPAG rules Can write more than 10 sentences, grammatically correct, consistent tense, coordination and subordination, speech marks correct, comma after fronted adverbials, CL and FS correct and no comma splices						
FULL YEAR GROUP CONTENT									
Transcription	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.								
Vocabulary	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.								
Punctuation	Using commas after fronted adverbials indicating possession by using the possessive apostrophe with singular and plural nouns. Using and punctuating direct speech (including punctuation within and surrounding inverted commas).								
Grammar	Using fronted adverbials. Difference between plural and possessive. Use standard English verb inflections (I did vs I done). Use extended noun phrases, including with prepositions. Use appropriate choice of pronoun or noun to create cohesion.								
Context for writing	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.								
Handwriting	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. Increase the legibility, consistency and quality of their handwriting. Letter-join used to teach correct formation.								
Planning	Discussing and recording ideas. Composing and rehearsing sentences orally (including dialogue). Progressively building a varied and rich vocabulary and an increasing range of sentence structures.								
Drafting	Organising paragraphs around a theme. In narratives, creating settings, characters and plot. In non-narrative, using simple organisational devices.								
Editing	Assessing the effectiveness of their own and others' writing and suggesting improvements. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proofread for spelling and punctuation errors.								
Performing and Oracy	Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.								
Terminology	determiner, pronoun, possessive pronoun, adverbial								
Text Aspirational Vocabulary	wearily magazine	neanderthal mammoth	suddenly massive	initiation useless	unison century	exile talons	stench residence	immaculate conspired	chauffeur drivel

	extremely flood schools bobbed wriggled sadly leapt gasping gingerly	ice age vigilant fragile orchard jagged limp	gigantic glinted evilly precious blossom extraordinary dense invisible	limpets courage hero nursery	manoeuvred stealthily precious spluttered	primeval tactful molluscs limpet hibernation typhoon barnacles	reclined forbidden posh infuriatingly election	unrivalled elegant cutlery wisdom vagabond	confectionery disorganised repulsive pompous
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Year 3 and 4 spellings	<table border="1"> <tr> <td>accident(ally)</td> <td>disappear</td> <td>interest</td> <td>pressure</td> <td>breathe</td> <td>famous</td> <td>minute</td> <td>remember</td> <td>circle</td> <td>guide</td> <td>particular</td> <td>surprise</td> </tr> <tr> <td>actual(ly)</td> <td>early</td> <td>island</td> <td>probably</td> <td>build</td> <td>favourite</td> <td>natural</td> <td>sentence</td> <td>complete</td> <td>heard</td> <td>peculiar</td> <td>therefore</td> </tr> <tr> <td>address</td> <td>earth</td> <td>knowledge</td> <td>promise</td> <td>busy/business</td> <td>February</td> <td>naughty</td> <td>separate</td> <td>consider</td> <td>heart</td> <td>perhaps</td> <td>though/although</td> </tr> <tr> <td>answer</td> <td>eight/eighth</td> <td>learn</td> <td>purpose</td> <td>calendar</td> <td>forward(s)</td> <td>notice</td> <td>special</td> <td>continue</td> <td>height</td> <td>popular</td> <td>thought</td> </tr> <tr> <td>appear</td> <td>enough</td> <td>length</td> <td>quarter</td> <td>caught</td> <td>fruit</td> <td>occasion(ally)</td> <td>straight</td> <td>decide</td> <td>history</td> <td>position</td> <td>through</td> </tr> <tr> <td>arrive</td> <td>exercise</td> <td>library</td> <td>question</td> <td>centre</td> <td>grammar</td> <td>often</td> <td>strange</td> <td>describe</td> <td>imagine</td> <td>possess(ion)</td> <td>various</td> </tr> <tr> <td>believe</td> <td>experience</td> <td>material</td> <td>recent</td> <td>century</td> <td>group</td> <td>opposite</td> <td>strength</td> <td>different</td> <td>increase</td> <td>possible</td> <td>weight</td> </tr> <tr> <td>bicycle</td> <td>experiment</td> <td>medicine</td> <td>regular</td> <td>certain</td> <td>guard</td> <td>ordinary</td> <td>suppose</td> <td>difficult</td> <td>important</td> <td>potatoes</td> <td>woman/women</td> </tr> <tr> <td>breath</td> <td>extreme</td> <td>mention</td> <td>reign</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>												accident(ally)	disappear	interest	pressure	breathe	famous	minute	remember	circle	guide	particular	surprise	actual(ly)	early	island	probably	build	favourite	natural	sentence	complete	heard	peculiar	therefore	address	earth	knowledge	promise	busy/business	February	naughty	separate	consider	heart	perhaps	though/although	answer	eight/eighth	learn	purpose	calendar	forward(s)	notice	special	continue	height	popular	thought	appear	enough	length	quarter	caught	fruit	occasion(ally)	straight	decide	history	position	through	arrive	exercise	library	question	centre	grammar	often	strange	describe	imagine	possess(ion)	various	believe	experience	material	recent	century	group	opposite	strength	different	increase	possible	weight	bicycle	experiment	medicine	regular	certain	guard	ordinary	suppose	difficult	important	potatoes	woman/women	breath	extreme	mention	reign								
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Examples of aspirational words appropriate for this age	ancestor	annual	dense	former	arena	outstanding	peculiar	peer	practice	precious
	mistrust	mock	deposit	noble	orchard	limp	manufacture	master	permit	plead
	humble	impact	increase	indicate	inspire	instant	invisible	jagged	mature	limb
	envy	essential	extraordinary	flexible	focus	fragile	frantic	frequent	lack	furious
	abrupt	descend	desire	destructive	develop	disaster	ease	entertain	entire	entrance
	accelerate	content	erupt	crafty	circular	hostile	concern	distract	distress	congratulate
	valiant	capital	tragic	typical	weary	coax	column	habitat	confuse	complete
	anticipate	variety	vast	venture	request	blend	blossom	massive	competition	possess
	recognise	address	release	represent	threat	resist	response	baggage	basic	severe
	appeal	shabby	shallow	queasy	recent	arrest	ascend	assist	attempt	attentive

Writing to entertain (LKS2)

- | | | |
|--|--|---|
| Text Types <ul style="list-style-type: none"> • Stories • Descriptions • Poetry • Characters/settings | Text Features <ul style="list-style-type: none"> • Detailed description • Use paragraphs to organize in time sequence | Other Style Ideas <ul style="list-style-type: none"> • Opportunities for comparing different forms of past tense (progressive and simple) |
|--|--|---|

- Grammar and Sentences**
- Use **fronted adverbials** to show how/when an event occurs.
Without a sound... After a moment...
 - Use **expanded noun phrases** to add detail & description
...the dark gloomy cupboard under the stairs...
 - Use **subordinate clauses** to add detail or context
Although Theseus was scared, he prepared to enter the maze.
 - Use **nouns & pronouns** for clarity and cohesion
They crept into Minos's great labyrinth. Inside the maze...

- | | |
|---|--|
| Adverbials
Soon Meanwhile As...
The next day... Later...
Carefully Without a thought... | Conjunctions
if when because while
as until whenever once |
|---|--|

- Punctuation Content**
- Use full punctuation for direct speech, including punctuation within and before **inverted commas**,
Mum asked, "Will you be home for tea?"
 - Secure use of **apostrophes** for possession, including for plural nouns.
 - Use **commas** after fronted adverbials and subordinate clauses
 - May begin to use **dashes** for emphasis



Writing to inform (LKS2)

- | | | |
|--|---|---|
| Text Types <ul style="list-style-type: none"> • Explanation • Recount • Letter • Biography • Newspaper article | Text Features <ul style="list-style-type: none"> • Paragraphs used to group related ideas • Subheadings to label content | Other Style Ideas <ul style="list-style-type: none"> • May be built around a key image • Use techniques to highlight key words (bold, underline, etc.) |
|--|---|---|

- Grammar and Sentences**
- Use **subordinating conjunctions** to join clauses, including as openers,
Although they have a fierce reputation, the Vikings weren't all bad.
 - Use **expanded noun phrases** to inform,
A tall dark-haired man was seen leaving the scene.
 - Use **commas** to separate adjectives in a list,
You will need flour, eggs, sugar and water.
 - Use **relative clauses** to add further detail
We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.
 - Begin to use **present perfect** tense to place events in time,
This week we have visited the Science Museum.

- | | |
|--|--|
| Adverbials
First Firstly Before After Later
Soon Also In addition However | Conjunctions
when before after while
because if |
|--|--|

- Punctuation Content**
- Consolidate four main punctuation marks (, . ! ?)
 - Use **capital letters** for proper nouns
 - Use **commas** to mark fronted adverbials
After lunch, we went into the museum
 - Use **commas** to mark subordinate clauses
When he was a boy, Dahl did not like reading.
 - Use **inverted commas** for direct speech
 - Use **bullet points** to list items



Writing to persuade (LKS2)

- | | | |
|---|--|---|
| Text Types <ul style="list-style-type: none"> • Advertising • Letter • Speech • Poster | Text Features <ul style="list-style-type: none"> • Use of 2nd person • Planned repetition • Facts & Statistics • Adjectives for positive description | Other Style Ideas <ul style="list-style-type: none"> • Link to oracy, esp. for speeches • Use of colour and images, esp. for advertising |
|---|--|---|

- Grammar and Sentences**
- Use **imperative** verbs to convey urgency,
Buy it today! Listen very carefully...
 - Use **rhetorical questions** to engage the reader,
Do you want to have an amazing day out?
 - Use **noun phrases** to add detail and description,
Our fantastic resort has amazing facilities for everyone
 - Use **relative clauses** to provide additional enticement
Our hotel, which has 3 swimming pools, overlooks a beautiful beach

- | | |
|---|---|
| Adverbials
Firstly Also In addition
However On the other hand
Therefore In conclusion | Conjunctions
if because unless so
and but even if when |
|---|---|

- Punctuation Content**
- Ensure use of **capital letters** for proper nouns
 - Use **! ?** for rhetorical / exclamatory sentences
 - Use **commas** to mark relative clauses
 - Use **commas** to make fronted adverbials and subordinate clauses
After your visit, you won't want to leave.
Once you've tasted our delicious sandwiches, you'll be coming back for more!



History (bold = statutory) KS2

Changes in Britain from the Stone Age to the Iron Age:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

Roman Empire and its impact on Britain. This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

Britain's settlement by Anglo-Saxons and Scots. This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

a local history study could include:

a depth study linked to one of the British areas of study listed above

a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)

a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality

a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. This could include:

the changing power of monarchs using case studies such as John, Anne and Victoria

changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century

legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day

a significant turning point in British history, for example, the first railways or the Battle of Britain

the changing power of monarchs using case studies such as John, Anne and Victoria

changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century

the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day

a significant turning point in British history, for example, the first railways or the Battle of Britain

Science Yr4

Electricity	States of Matter	Living Things and Their Habitats	Sound	Animals including Humans	Living things (plants)
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Geography KS2

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

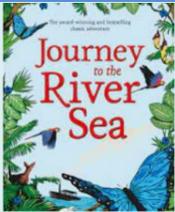
Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Maths Yr4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value		Number Addition and subtraction		Measurement Area	Number Multiplication and division		Consolidation				
Spring term	Number Multiplication and division		Measurement Length and perimeter	Number Fractions		Number Decimals						
Summer term	Number Decimals	Measurement Money	Measurement Time	Consolidation		Geometry Shape	Statistics	Geometry Position and direction				

Writing Long-Term Plan 2022 -2023 Year 5

Half Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2					
Core Text	Street Child Age 9-11	A Christmas Carol Age 9-11	Secrets of a Sun King Age 9-13		Journey to the River Sea Age 9-11						
Cultural Capital Links	Victorians		Ancient Egypt and the River Nile		Rainforests and Deforestation						
Images of texts											
Short Burst Writing	Opportunities across the year such as World Book Day, Poetry Day, Remembrance Sunday and other links to the curriculum.										
VIPERS Reading	Children write during Guided Reading lessons. Texts and articles are chosen carefully to link to other areas of the curriculum.										
Writing Text Types	Poem (Victorian Life)	Letter (Armley Mills)	Diary (Jim)	Description (Scrooge)	Biography	Quest Story	Fact File	Letter (informal)	Description	Letter (formal)	Balanced Argument
Authorial Intent	To entertain	To inform	To inform	To entertain	To inform	To entertain	To inform	To persuade To inform	To entertain	To persuade To inform	To discuss
DAILY GUIDED READING LESSONS USE QUALITY ASPIRATIONAL TEXTS, EXTRACTS OR NEWSPAPERS CLOSELY LINKED TO THE WRITING THEME. VIPERS QUESTIONS IMPROVE COMPREHENSION, BUILD CULTURAL CAPITAL, FORGE LINKS AND ENCOURAGE READING FOR PLEASURE AND INFORMATION AND WITH AUTOMATICITY											
	TEACH CYCLE 1				TEACH CYCLE 2			RETEACH AND DEEPEN CYCLE 3			
Word/Spelling	<ul style="list-style-type: none"> • Prefixes and Suffixes <i>Using further prefixes and suffixes, understanding the guidance for adding them.</i> <i>Words with 'silent' letters</i> <i>e.g. knight, psalm, solemn</i> <ul style="list-style-type: none"> • Homophones <i>Spelling further homophones, e.g. advice, advise,</i> <ul style="list-style-type: none"> • Common Exception Words <i>Knowledge of morphology and etymology, understanding that the spelling of some words just needs to be learnt.</i> <ul style="list-style-type: none"> • Using a dictionary <i>Using first three or four letters of a word to check its spelling in a dictionary.</i> <ul style="list-style-type: none"> • Use a thesaurus <i>Use a thesaurus correctly.</i>				<ul style="list-style-type: none"> • Prefixes and Suffixes <i>Using further prefixes and suffixes, understanding the guidance for adding them.</i> <i>Words with 'silent' letters</i> <i>e.g. knight, psalm, solemn</i> <ul style="list-style-type: none"> • Homophones <i>Spelling further homophones, e.g. advice, advise,</i> <ul style="list-style-type: none"> • Common Exception Words <i>Knowledge of morphology and etymology, understanding that the spelling of some words just needs to be learnt.</i> <ul style="list-style-type: none"> • Using a dictionary <i>Using first three or four letters of a word to check its spelling in a dictionary.</i> <ul style="list-style-type: none"> • Use a thesaurus <i>Use a thesaurus correctly.</i>			Reteach or deepen students understanding of previously taught SPAG rules			

Punctuation	<ul style="list-style-type: none"> • Commas <i>To clarify meaning or avoid ambiguity.</i> 	<ul style="list-style-type: none"> • Brackets, dashes or commas to indicate parenthesis A word, phrase or clause inserted into a sentence as an explanation or afterthought. When parenthesis is removed, the surrounding text is still grammatically sound. 	Reteach or deepen students understanding of previously taught SPAG rules
Sentence/Text	<ul style="list-style-type: none"> • Coordinating and subordinating conjunctions <i>Accurate use of a variety of conjunctions.</i> • Converting nouns/adjectives into verbs using prefixes/suffixes <i>e.g. Suffixes: ate, ise, ify, or prefixes: dis, de, mis, over, re</i> • Relative clauses <i>Clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.</i> 	<ul style="list-style-type: none"> • Adverbials of time, place, number or tense <i>e.g. time: early one morning, place: nearby, number: secondly, tense: he had seen her before.</i> • Degrees of possibility using adverbs/modal verbs <i>e.g. perhaps, surely, might, should, will, must</i> 	<p>reteach or deepen students understanding of previously taught SPAG rules</p> <p>can write 15 sentences, grammatically correct including irregular verb agreement. Range of sentence structures, subordination and coordination, CL FS and commas correct and correct use of apostrophes and speech marks</p>

FULL YEAR GROUP CONTENT

Contexts for Writing	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
Vocabulary	Use a thesaurus to enrich vocabulary choices. Use expanded noun phrases to convey complicated information concisely. Using modal verbs or adverbs to indicate degrees of possibility.
Grammar	Using the perfect form of verbs to mark relationships of time and cause Using relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun. Converting nouns or adjectives into verbs/verb prefixes. Using devices to build cohesion, including adverbials of time, place and number.
Punctuation	Using commas to clarify meaning or avoid ambiguity in writing Using brackets, dashes or commas to indicate parenthesis.
Handwriting	Choosing which shape of a letter to use when given choices and deciding whether to join specific letters. Choosing the writing implement that is best suited for a task. . Letter-join used to teach correct formation.
Planning	Noting and developing initial ideas, drawing on reading and research where necessary.
Drafting	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages. Using a wide range of devices to build cohesion within and across paragraphs. Using further organisational and presentational devices to structure text and to guide the reader.
Editing	Assessing the effectiveness of their own and others' writing. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensuring the consistent and correct use of tense throughout a piece of writing. Assessing the effectiveness of their own and others' writing. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensuring the consistent and correct use of tense throughout a piece of writing. Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proofread for spelling and punctuation errors.
Performing and Oracy	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Terminology	Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

Text Aspirational Vocabulary	remorseless	shilling	shrimps	vulnerable	gloom	frail	Egyptologist	Professor	Guardian	Hostile	Opera
	vicious	workhouse	schoolmaster	immoral	mournful	pale	Tomb	Underworld	Orphan	Prow	Jungle
	plight	docklands	beggar	stingy	rejecting	crippled	Archaeologist	Hieroglyphics	Relative	Piranhas	
	refuge	fragile	mocking	miserly	wealth	meagre	Pharaoh	Museum	Distant	Sandbank	
				solitary	redeemed	vision	Spontaneous	Famous	Cousin	Sweltering	
				cold-hearted	altruistic	sorrow	Nefertiti	malaria	Shore		
				ominous	cold-hearted	corpse					
					penitent	veil					
					regretful	spectre					
					moral	amends					
						vow					

**Year 5 and 6
Common
exception
words**

accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached determined develop dictionary disastrous embarrass environment equipment equipped especially exaggerate
 available average awkward bargain bruise category cemetery committee communicate community excellent existence explanation familiar foreign forty frequently government guarantee harass
 competition conscience conscious controversy convenience correspond criticise curiosity definite desperate hindrance identity immediate immediately individual interfere interrupt language leisure lightning
 marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament
 persuade physical prejudice privilege profession programme pronunciation queue recognise recommend
 soldier stomach sufficient suggest symbol system temperature thorough twelfth variety relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere sincerely
 vegetable vehicle yacht

**Examples of
aspirational
words
appropriate
for this age**

hearty	independent	industrious	intense	intercept	summit	suspend	synonym	talon	taunt
homonym	gigantic	illuminate	immense	hazy	sparse	spurt	rigorous	suffix	suffocate
antonym	identical	accident	attention	impressive	slither	sluggish	soar	solitary	solo
achievement	anxious	alternate	altitude	antagonist	route	Saunter	seldom	senseless	sever
portable	aggressive	preserve	protagonist	provide	require	resemble	retrieve	retire	revert
exasperate	beverage	exert	blizzard	budge	overthrow	pardon	pasture	pedestrian	perish
cautiously	excavate	character	exhibit	companion	nonchalant	numerous	oasis	obsolete	occasion
visible	arrive	vivid	combine	withdraw	escalate	evade	soothe	mischievous	monarch
agree	solar	dedicate	access	detect	crave	compassion	stationary	comply	compose
prejudice	confident	strive	deprive	courteous	remote	astound	superior	avalanche	bungle

UKS2 Year 5 and Year 6

Writing to entertain (UKS2)

Text Types

- Narrative
- Descriptions
- Poetry
- Characters/settings

Text Features

- Detailed description
- Use paragraphs to organise in time sequence

Other Style Ideas

- Use a range of tenses to indicate changes in timing, sequence, etc.

Grammar and Sentences

- Use **subordinate clauses** to add detail or context, including in varied positions.
Although Theseus was scared, he prepared to enter the maze.
Theseus, although he was scared, prepared to enter the maze.
- Use **relative clauses** to add detail or context.
Amy grabbed the torch, which she'd strapped to her belt, quickly.
- Use a wide range of sentence structures to add interest

Adverbials

Meanwhile Later that day Silently
Within moments All night Nearby
Under the treetops Never before
-ing openers -ed openers

Conjunctions

if when because while
as until whenever once
since although unless rather

Punctuation Content

- Use **brackets** for incidentals,
Amy saw Katie (her best friend) standing outside.
- Use **dashes** to emphasise additional information,
The girl was distraught - she cried for hours.
- Use **colons** to add further detail in a new clause,
The girl was distraught: she cried for hours.
- Use **semi-colons** to join related clauses,
Some think this is awful; others disagree.



Writing to inform (UKS2)

Text Types

- Report
- Recount
- Biography
- Newspaper article
- Essay

Text Features

- Paragraphs used to group related ideas
- Heading/subheadings
- Use of technical vocabulary

Other Style Ideas

- May include a glossary
- Sections may contain more than one paragraph

Grammar and Sentences

- Use **subordinating conjunctions** in varied positions,
The Polar Bear, although it is large, can move at great speed.
- Use **expanded noun phrases** to inform,
...a tall dark-haired man with a bright-red cap...
- Use **relative clauses** to add further detail
We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.
- Begin to use **passive voice** to remain formal or detached,
The money was stolen from the main branch.
- Begin to use **colons** to link related clauses,
England was a good country to invade: it had plenty of useful land.

Adverbials

Meanwhile At first After
Furthermore Despite As a result
Consequently Due to For example

Conjunctions

when before after while
because if although as

Punctuation Content

- Use **brackets** or **dashes** to explain technical vocabulary
- Use **semi-colons** to punctuate complex lists, including when using bullet points
- Use **colons** to introduce lists or sections
- Use **brackets** or **dashes** to mark relative clauses
- Secure use of **commas** to mark clauses, including opening subordinating clauses
- Begin to use **colons & semi-colons** to mark clauses



Writing to persuade (UKS2)

Text Types

- Advertising
- Letter
- Speech
- Campaign

Text Features

- Use of 2nd person
- Personal pronouns
- Planned repetition
- Facts & Statistics
- Hyperbole

Other Style Ideas

- Link to oracy, esp. for speeches
- Use of colour and images, esp. for advertising

Grammar and Sentences

- Use **imperative** and **modal verbs** to convey urgency,
Buy it today! This product will transform your life.
- Use **adverbials** to convey sense of certainty,
Surely we can all agree...?
- Use **short sentences** for emphasis
This has to stop! Vote for change!
- Use of the **subjunctive form** for formal structure
If I were you, I would...

Adverbials

Firstly Furthermore In addition
However Nevertheless Therefore
Consequently In conclusion

Conjunctions

if because although unless
since even if rather whereas
in order to whenever whether

Punctuation Content

- Use **!** for rhetorical / exclamatory sentences
- Use **colons** and **semi-colons** to list features, attractions or arguments
- Use **brackets** or **dashes** for parenthesis, including for emphasis
This is our chance—our only chance—to make a difference.
- Use **semi-colons** for structure repetition,
Bring your friends; bring your children; bring the whole family!



Writing to discuss (UKS2)

Text Types

- Balanced argument
- Newspaper article
- Review

Text Features

- Appropriate use of cohesive devices
- Use of subjunctive form where needed

Other Style Ideas

- Use paragraphs to structure arguments
- Maintain formal / impersonal tone

Grammar and Sentences

- Use **modal verbs** to convey degrees of probability,
It could be argued... Some might say...
- Use **relative clauses** to provide supporting detail
The rainforest, which covers almost a third of South America...
- Use **adverbials** to provide cohesion across the text,
Despite its flaws... On the other hand...
- Use **expanded noun phrases** to describe in detail
The dramatic performance by the amateur group was...
- Begin to use **passive voice** to maintain impersonal tone,
The film was made using CGI graphics

Adverbials

Firstly Furthermore In addition
However Nevertheless Therefore
Consequently In conclusion

Conjunctions

if because although unless
since even if rather whereas
in order to whenever whether

Punctuation Content

- Use **brackets** or **dashes** for parenthesis, including for emphasis
This performance—the first by such a young gymnast—was a masterpiece!
- Use **semi-colons** for to mark related clauses,
Some argue...; others say...
- Use **commas** to mark relative clauses
- Use **colons** and **semi-colons** to punctuate



History (bold = statutory) KS2

Changes in Britain from the Stone Age to the Iron Age:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
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- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
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Britain's settlement by Anglo-Saxons and Scots. This could include:

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- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

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- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
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changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century

legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day

a significant turning point in British history, for example, the first railways or the Battle of Britain

the changing power of monarchs using case studies such as John, Anne and Victoria

changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century

the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day

a significant turning point in British history, for example, the first railways or the Battle of Britain

Science Yr5

Earth and Space	Forces	Properties of materials	Changing materials	Animals Including Humans	Living Things and Their Habitat
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Geography KS2

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

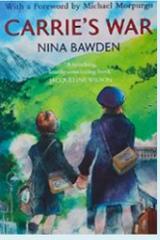
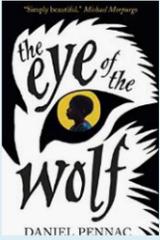
Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Maths Yr5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value VIEW	Number Addition and subtraction VIEW	Number Multiplication and division VIEW	Number Fractions A VIEW								
Spring term	Number Multiplication and division VIEW	Number Fractions B VIEW	Number Decimals and percentages VIEW	Measurement Perimeter and area VIEW	Statistics VIEW							
Summer term	Geometry Shape VIEW	Geometry Position and direction VIEW	Number Decimals VIEW	Number Negative numbers VIEW	Measurement Converting units VIEW	Measurement Volume VIEW						

Writing Long-Term Plan 2022 -2023 Year 6

Half Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Core Text	Carrie's War Age 10+		Eye of the Wolf Age 10+		Percy Jackson and the Lightning Thief Age 10+ Boy 87 (transition to secondary school) Age 11+		
Cultural Capital Links	WW2 and The Blitz		Africa – Physical and Human Geography		Ancient Greece Transition to secondary school (Boy 87)		
Images of texts							
Short Burst Writing	Opportunities across the year such as World Book Day, Poetry Day, Remembrance Sunday and other links to the curriculum.						
VIPERS Reading	Children write during Guided Reading lessons. Texts and articles are chosen carefully to link to other areas of the curriculum.						
Writing Text Types	Den Building Instructions Eden Camp Recount	Evacuee letter The Blitz diary Entry	Argument For or Against Zoos	Wolf Pack Description	Persuasive Holiday Advert for an African Country	Greek Legend	Postcard from Athens or Sparta
Authorial Intent	To inform	To inform	To discuss	To entertain	To entertain	To inform	To entertain
DAILY GUIDED READING LESSONS USE QUALITY ASPIRATIONAL TEXTS, EXTRACTS OR NEWSPAPERS CLOSELY LINKED TO THE WRITING THEME. VIPERS QUESTIONS IMPROVE COMPREHENSION, BUILD CULTURAL CAPITAL, FORGE LINKS AND ENCOURAGE READING FOR PLEASURE AND INFORMATION AND WITH AUTOMATICITY							
	TEACH CYCLE 1		TEACH CYCLE 2			RETEACH AND DEEPEN CYCLE 3	
Word/Spelling	<ul style="list-style-type: none"> • Prefixes and Suffixes <i>Using further prefixes and suffixes, understanding the guidance for adding them.</i> <i>Words with 'silent' letters</i> <i>e.g. knight, psalm, solemn</i> • Homophones <i>Spelling further homophones, e.g. advice, advise,</i> • Common Exception Words <i>Knowledge of morphology and etymology, understanding that the spelling of some words just needs to be learnt.</i> • Using a dictionary <i>Using first three or four letters of a word to check its spelling in a dictionary.</i> • Use a thesaurus 		<ul style="list-style-type: none"> • Prefixes and Suffixes <i>Using further prefixes and suffixes, understanding the guidance for adding them.</i> <i>Words with 'silent' letters</i> <i>e.g. knight, psalm, solemn</i> • Homophones <i>Spelling further homophones, e.g. advice, advise,</i> • Common Exception Words <i>Knowledge of morphology and etymology, understanding that the spelling of some words just needs to be learnt.</i> • Using a dictionary <i>Using first three or four letters of a word to check its spelling in a dictionary.</i> • Use a thesaurus 			reteach or deepen students understanding of previously taught SPAG rules	

	Use a thesaurus correctly.	Use a thesaurus correctly.	
Punctuation	<ul style="list-style-type: none"> • Semi-colon, colon, dash <p>Using a range of the above punctuation to mark the boundary between independent clauses, e.g. It's raining; I'm fed up.</p> <ul style="list-style-type: none"> • Bullet points <p>Using bullet points in a list or for information</p> <ul style="list-style-type: none"> • Hyphens <p>How hyphens can be used to avoid ambiguity, e.g. man eating shark/man-eating shark, recover/re-cover.</p>	<ul style="list-style-type: none"> • Semi-colon, colon, dash <p>Using a range of the above punctuation to mark the boundary between independent clauses, e.g. It's raining; I'm fed up.</p> <ul style="list-style-type: none"> • Bullet points <p>Using bullet points in a list or for information</p> <ul style="list-style-type: none"> • Hyphens <p>How hyphens can be used to avoid ambiguity, e.g. man eating shark/man-eating shark, recover/re-cover.</p>	reteach or deepen students understanding of previously taught SPAG rules
Sentence/Text	<ul style="list-style-type: none"> • Paragraphs <p>Linking ideas across paragraphs using a range of cohesive devices: repetition of a word/phrase, adverbials and ellipsis</p> <ul style="list-style-type: none"> • Synonyms and Antonyms <p>How words are related by meaning as synonyms and antonyms, e.g. big, little, large.</p> <ul style="list-style-type: none"> • Informal speech/formal speech structures <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing, e.g. the use of question tags: He's your friend, isn't he? Or vocabulary: find out - discover; ask for - request; go in - enter.</p>	<ul style="list-style-type: none"> • Active/Passive voice <p>Use of the passive to affect the presentation of information in a sentence, e.g. I broke the window in the greenhouse/The window in the greenhouse was broken (by me).</p> <ul style="list-style-type: none"> • Subjunctives <p>The use of subjunctive forms such as 'if I were' or 'were they' to come in some very formal writing and speech</p>	reteach or deepen students understanding of previously taught SPAG rules can write more than 15 sentences grammatically correct with KS2 punctuation errors rare, end of clause punctuation accurate (: ; , -) consistent voice, relative clauses, varying tense.

FULL YEAR GROUP CONTENT

Contexts for Writing	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.									
Vocabulary	Use a thesaurus to enrich vocabulary choices. Use expanded noun phrases to convey complicated information concisely. Using modal verbs or adverbs to indicate degrees of possibility.									
Grammar	Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence. Using the perfect form of verbs to mark relationships of time and cause. Differences in informal and formal language synonyms & Antonyms. Use further cohesive devices such as grammatical connections and adverbials. Use of ellipsis.									
Punctuation	Using hyphens to avoid ambiguity. Using semicolons, colons or dashes to mark boundaries between independent clauses. Using a colon to introduce a list. Punctuating bullet points consistently.									
Handwriting	Choosing which shape of a letter to use when given choices and deciding whether to join specific letters. Choosing the writing implement that is best suited for a task. Letter-join used to teach correct formation.									
Planning	Noting and developing initial ideas, drawing on reading and research where necessary.									
Drafting	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Précising longer passages using a wide range of devices to build cohesion within and across paragraphs. Using further organisational and presentational devices to structure text and to guide the reader.									
Editing	Assessing the effectiveness of their own and others' writing. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensuring the consistent and correct use of tense throughout a piece of writing. Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proofread for spelling and punctuation errors.									
Performing and Oracy	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.									
Terminology	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points									
Text Aspirational Vocabulary	pluck	evacuated	stoop	pack	flock	envy	gingerly	refugee	immersed	
	ripe	grove	druid	enclosure	desert	determined	intimidating	migrant	engulfed	
	mistletoe	pneumonia	rheumatic	corrugated	dawn	wispy	pseudonym	smuggler	disastrous	
	derelict	spectacles	gnarled	shepherd	swamp	vital	quest	petrified	glacial	

	housekeeper glimmer gobble	parish coward	councilor grocer bible dusk tarred croak coalmine proud ominous timid	cub cauldron caribou quiver soul	dromedary capture	recoil grimacing celestial usurp plead tentative	radiate melancholy predicament	jovial intense	apprehensive bitter panicked jealous hypothermic	
Year 5 and 6 Common exception words	<p> accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached determined develop dictionary disastrous embarrass environment equipment equipped especially exaggerate marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament available average awkward bargain bruise category cemetery committee communicate community excellent existence explanation familiar foreign forty frequently government guarantee harass persuade physical prejudice privilege profession programme pronunciation queue recognise recommend competition conscience conscious controversy convenience correspond criticise curiosity definite desperate hindrance identity immediate immediately individual interfere interrupt language leisure lightning relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere sincerely soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht </p>									
Examples of aspirational words appropriate for this age	authority	formula	require	injure	survey	justify	volume	grant	inhibit	license
	constitute	individual	specific	invest	exceed	layer	swarm	hence	undertake	margin
	assign	involve	structure	diverse	alternative	supplement	adequate	hypothesis	aware	medical
	define	legislate	vary	obtain	component	outcome	approximate	implement	clause	acknowledge
	cooperate	major	administrate	potential	considerable	physical	attitude	mechanism	consult	modify
	economy	method	affect	primary	contribute	proportion	civil	incidence	energy	precise
	environment	occur	aspect	purchase	corporate	react	commit	phase	equivalent	psychology
	establish	period	category	range	fund	sequence	concentrate	regime	expand	stable
	factor	principle	community	regulate	imply	shift	cycle	resolve	external	substitute
	finance	proceed	distinct	secure	instance	technical	domestic	retain	image	sustain

Writing to entertain (UKS2)

Text Types

- Narrative
- Descriptions
- Poetry
- Characters/settings

Text Features

- Detailed description
- Use paragraphs to organise in time sequence

Other Style Ideas

- Use a range of tenses to indicate changes in timing, sequence, etc.

Grammar and Sentences

- Use **subordinate clauses** to add detail or context, including in varied positions.
Although Theseus was scared, he prepared to enter the maze.
Theseus, although he was scared, prepared to enter the maze.
- Use **relative clauses** to add detail or context.
Amy grabbed the torch, which she'd strapped to her belt, quickly.
- Use a wide range of sentence structures to add interest.

Adverbials

Meanwhile Later that day Silently
Within moments All night Nearby
Under the treetops Never before
-ing openers -ed openers

Conjunctions

if when because while
as until whenever once
since although unless rather

Punctuation Content

- Use **brackets** for incidentals,
Amy saw Katie (her best friend) standing outside.
- Use **dashes** to emphasise additional information,
The girl was distraught - she cried for hours.
- Use **colons** to add further detail in a new clause,
The girl was distraught: she cried for hours.
- Use **semi-colons** to join related clauses,
Some think this is awful; others disagree.



Writing to inform (UKS2)

Text Types

- Report
- Recount
- Biography
- Newspaper article
- Essay

Text Features

- Paragraphs used to group related ideas
- Heading/subheadings
- Use of technical vocabulary

Other Style Ideas

- May include a glossary
- Sections may contain more than one paragraph

Grammar and Sentences

- Use **subordinating conjunctions** in varied positions,
The Polar Bear, although it is large, can move at great speed.
- Use **expanded noun phrases** to inform,
...a tall dark-haired man with a bright-red cap...
- Use **relative clauses** to add further detail
We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.
- Begin to use **passive voice** to remain formal or detached,
The money was stolen from the main branch.
- Begin to use **colons** to link related clauses,
England was a good country to invade: it had plenty of useful land.

Adverbials

Meanwhile At first After
Furthermore Despite As a result
Consequently Due to For example

Conjunctions

when before after while
because if although as

Punctuation Content

- Use **brackets** or **dashes** to explain technical vocabulary
- Use **semi-colons** to punctuate complex lists, including when using bullet points
- Use **colons** to introduce lists or sections
- Use **brackets** or **dashes** to mark relative clauses
- Secure use of **commas** to mark clauses, including opening subordinating clauses
- Begin to use **colons & semi-colons** to mark clauses.



Writing to persuade (UKS2)

Text Types

- Advertising
- Letter
- Speech
- Campaign

Text Features

- Use of 2nd person
- Personal pronouns
- Planned repetition
- Facts & Statistics
- Hyperbole

Other Style Ideas

- Link to oracy, esp. for speeches
- Use of colour and images, esp. for advertising

Grammar and Sentences

- Use **imperative** and **modal** verbs to convey urgency,
Buy it today! This product will transform your life.
- Use **adverbials** to convey sense of certainty,
Surely we can all agree...?
- Use **short sentences** for emphasis
This has to stop! Vote for change!
- Use of the **subjunctive form** for formal structure
If I were you, I would...

Adverbials

Firstly Furthermore In addition
However Nevertheless Therefore
Consequently In conclusion

Conjunctions

if because although unless
since even if rather whereas
in order to whenever whether

Punctuation Content

- Use **! ? !** for rhetorical / exclamatory sentences
- Use **colons** and **semi-colons** to list features, attractions or arguments
- Use **brackets** or **dashes** for parenthesis, including for emphasis
This is our chance—our only chance—to make a difference.
- Use **semi-colons** for structure repetition,
Bring your friends; bring your children; bring the whole family!



Writing to discuss (UKS2)

Text Types

- Balanced argument
- Newspaper article
- Review

Text Features

- Appropriate use of cohesive devices
- Use of subjunctive form where needed

Other Style Ideas

- Use paragraphs to structure arguments
- Maintain formal / impersonal tone

Grammar and Sentences

- Use **modal** verbs to convey degrees of probability,
It could be argued... Some might say...
- Use **relative clauses** to provide supporting detail
The rainforest, which covers almost a third of South America...
- Use **adverbials** to provide cohesion across the text,
Despite its flaws... On the other hand...
- Use **expanded noun phrases** to describe in detail
The dramatic performance by the amateur group was...
- Begin to use **passive voice** to maintain impersonal tone,
The film was made using CGI graphics

Adverbials

Firstly Furthermore In addition
However Nevertheless Therefore
Consequently In conclusion

Conjunctions

if because although unless
since even if rather whereas
in order to whenever whether

Punctuation Content

- Use **brackets** or **dashes** for parenthesis, including for emphasis
This performance—the first by such a young gymnast—was a masterpiece!
- Use **semi-colons** for to mark related clauses,
Some argue ... ; others say...
- Use **commas** to mark relative clauses
- Use **colons** and **semi-colons** to punctuate



History (bold = statutory) KS2

Changes in Britain from the Stone Age to the Iron Age:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

Roman Empire and its impact on Britain. This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

Britain's settlement by Anglo-Saxons and Scots. This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

a local history study could include:

a depth study linked to one of the British areas of study listed above

a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)

a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality

a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. This could include:

the changing power of monarchs using case studies such as John, Anne and Victoria

changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century

legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day

a significant turning point in British history, for example, the first railways or the Battle of Britain

the changing power of monarchs using case studies such as John, Anne and Victoria

changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century

the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day

a significant turning point in British history, for example, the first railways or the Battle of Britain

Science Yr6

Living Things and Their Habitat	Light	Evolution and Inheritance	Electricity (Y4)	Animals Including Humans	
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Geography KS2

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Maths Yr6

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value VIEW	Number Addition, subtraction, multiplication and division VIEW	Number Fractions A VIEW	Number Fractions B VIEW	Measurement Converting units VIEW							
Spring term	Number Ratio VIEW	Number Algebra VIEW	Number Decimals VIEW	Number Fractions, decimals and percentages VIEW	Measurement Area, perimeter and volume VIEW	Statistics VIEW						
Summer term	Geometry Shape VIEW	Geometry Position and direction VIEW	Themed projects, consolidation and problem solving									

Year 6 Plus +				
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
analyse	contrary	culture	resource	correspond
approach	section	design	reveal	document
concept	significant	equate	utilise	dominate
consist	acquire	feature	strategy	ensure
context	convert	focus	tradition	exclude
data	chapter	institute	circumstance	framework
evident	compute	normal	comment	immigrate
export	conduct	participate	consent	initial
process	consume	perceive	constrain	minor
research	credit	region	coordinate	negate
FEBRUARY	MARCH	APRIL	MAY	JUNE
ignorance	implicate	predict	enable	symbol
specify	impose	prior	enforce	transit
migrate	integrate	project	fundamental	trend
technique	internal	series	generate	abstract
apparent	investigate	statistic	logic	accurate
attribute	job	subsequent	estate	aggregate
presume	label	summary	prime	allocate
emerge	obvious	compound	pursue	attach
ethnic	option	decline	ratio	bond
goal	output	discrete	style	capable

Year 6 Plus ++				
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
domain	income	similar	element	restrict
assess	indicate	source	evaluate	discriminate
assume	interpret	theory	final	transfer
available	issue	achieve	impact	compensate
benefit	labor	appropriate	journal	constant
contract	legal	commission	maintain	convene
distribute	percent	complex	positive	core
estimate	policy	conclude	previous	criteria
function	respond	consequent	relevant	deduce
identify	sector	construct	reside	demonstrate
FEBRUARY	MARCH	APRIL	MAY	JUNE
emphasis	scheme	despite	stress	entity
illustrate	revenue	dimension	academy	evolve
interact	sufficient	perspective	adjust	expose
welfare	technology	occupy	alter	facilitate
maximise	valid	overall	amend	generation
partner	version	parallel	capacity	liberal
philosophy	communicate	principal	challenge	mental
publish	confer	professional	conflict	network
register	contrast	promote	contact	notion
cite	debate	status	orient	objective