

	<i>Autumn 1</i>	<i>Spring 1</i>	<i>Summer 1</i>	<i>Autumn 2</i>	<i>Spring 2</i>	<i>Summer 2</i>
Year 3 / 4	Stone Age to Iron Age	We shall never surrender!	Greece lightning!	Vikings	India	Tudors
History/ geography	Develop a chronologically secure knowledge and understanding of British history Learn about the changes in Britain from the Stone Age to the Iron Age	Develop a chronologically secure knowledge and understanding of British history Location 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 ,hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	The key physical and human characteristics of Greece today A study of Greek life and achievements and their influence on the western world.	Develop a chronologically secure knowledge and understanding of British history. Study the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a contrasting world culture. Human and physical geography Describe and understand key aspects of types of settlement, 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.	Develop a chronologically secure knowledge and understanding of British and world history Study the Tudor Period and its impact on Britain. Human and physical geography Describe and understand key aspects of types of settlement

		Human and physical geography Describe and understand key aspects of rivers, mountains, volcanoes and earthquakes, and the water cycle			Use the eight points of a compass, four 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.	
Literacy (Fiction)	Adventure and mystery Shape poetry and calligrams Stories set in imaginary worlds	Stories from other cultures Poetry to perform	Myths and legends Plays Creating images	Stories with familiar settings Language play Dialogue and plays	Exploring form	Stories with historical settings
Literacy (Non-Fiction)	Reports	Recounts newspapers and magazines	Instructions	Persuasive texts	Explanation texts Issues and dilemmas	Information texts Authors and letters
Grammar	To use the term "verb" appropriately and to understand the function of verbs in sentences through: Noticing that sentences cannot make sense without them Collecting and classifying examples of verbs from own reading and own knowledge e.g. <i>run, chase, sprint; eat, consume, gobble</i>	To use the term "adjective" appropriately and to understand the function of adjectives in sentences through: Identifying adjectives in shared reading Discussing and defining what they have in common i.e. words which qualify nouns Experimenting with deleting and substituting adjectives and noting the	To use the term "pronoun" appropriately and to understand the function of pronouns in sentences through: noticing in speech and reading how they stand in place of nouns; substituting pronouns for common and proper nouns in own writing; distinguishing personal pronouns, e.g. <i>I, you, him, it</i> and possessive	To ensure grammatical agreement in speech and writing of pronouns and verbs, e.g. <i>I am, we are</i> , in standard English To use capitalisation for new lines in poetry To use commas to mark grammatical boundaries within sentences Link this to work on editing and revising own writing To be aware of the	To extend knowledge and understanding of pluralisation through recognising the use of singular and plural forms in speech and through shared writing transforming sentences from singular to plural and vice versa, noting which words have to change and which do not understanding the term "collective noun" and	To secure knowledge of question marks and exclamation marks in reading, understand their purpose and use appropriately in own writing To experiment with deleting words in sentences to see which are essential to retain meaning and which are not. To understand the

	<p>To use the term "comma" appropriately and to understand the function of commas in sentences through: noting where commas occur in reading and discussing their functions in helping the reader to become aware of the use of commas in marking grammatical boundaries within sentences To understand and use the term "tense" in relation to verbs To know that tense refers to time To know that one test of whether a word is a verb is whether or not its tense can be changed To compare sentences from different text types eg narrative in past tense, explanations in present tense, forecasts/directions in future tense To develop an awareness of how tense relates to purpose and structure of text To recognise how commas, connectives and full stops are used to join and separate clauses. To identify in their writing where each is more effective</p>	<p>effects on meaning Collecting and classifying adjectives, e.g. for colours, sizes, moods Experimenting with the impact of different adjectives through shared writing To understand the basic conventions of speech punctuation through: identifying speech marks in reading beginning to use speech marks in own writing using capital letters to mark the start of direct speech to use the term "speech marks" beginning to use speech marks and other dialogue punctuation appropriately in writing and to use the conventions which mark boundaries between spoken words and the rest of the sentence To extend knowledge and understanding of adverbs through: Identifying common adverbs with <i>ly</i> suffix and discussing their impact on the meaning of sentences Noticing where they occur in sentences and how they are used to qualify the meaning of verbs Collecting and classifying</p>	<p>pronouns, e.g. <i>my, yours, hers</i>; distinguishing the 1st, 2nd, 3rd person forms of pronouns e.g. <i>I, me, we; you; she, her, them</i> investigating the contexts and purposes for using pronouns in different persons, linked to previous term's work on 1st and 3rd person; investigating how pronouns are used to mark gender: <i>he, she, they, etc.</i>, To understand the differences between verbs in the 1st, 2nd, and 3rd person, e.g. <i>I/we do, you do, he/she/does, they do</i>, through Collecting and categorising examples and noting the differences between the singular and plural persons Discussing the purposes for which each can be used Relating to different types of text, e.g. 1st person for diaries and personal letters, 2nd person for instructions and directions, 3rd person for narrative, recounts Experimenting with transforming sentences and noting which words</p>	<p>use of connectives, e.g. Adverbs, adverbial phrases, conjunctions, to structure an argument, e.g. "If ..., then", "on the other hand...", "finally", "so"</p>	<p>collecting examples - experimenting with inventing other collective nouns noticing which nouns can be pluralized and which cannot, e.g. trousers, rain To understand and use the term "adverb" To use apostrophes to mark possession through: Identifying possessive apostrophes in reading and to whom or what they refer Understanding the basic rules for apostrophising singular nouns, e.g. the man's hat; for plural nouns ending in "s", e.g. The doctors' surgery and for irregular plural nouns e.g. children's playground Distinguishing between uses of the apostrophe for contraction and possession To begin to use the apostrophe appropriately in their own writing</p>	<p>significance of word order, e.g. : some re-orderings destroy meaning; some make sense but change meaning; sentences can be reordered to retain meaning (sometimes adding words); subsequent words are governed by preceding ones</p>
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		<p>examples of adverbs, e.g. for speed: <i>swiftly, rapidly, sluggishly</i>; <i>light: brilliantly, dimly</i></p> <p>Investigating the effects of substituting adverbs in clauses or sentences, e.g. <i>They left the house ...ly</i></p> <p>Using adverbs with greater discrimination in own writing</p> <p>To identify the common punctuation marks including commas, semi-colons, colons, dashes, hyphens, speech marks, and to respond to them appropriately when reading</p>	<p>need to be changed</p> <p>To extend knowledge, understanding and use of expressive and figurative language in stories and poetry through:</p> <p>Constructing adjectival phrases</p> <p>Examining comparative and superlative adjectives</p> <p>Comparing adjectives on a scale of intensity (e.g. <i>hot, warm, tepid, lukewarm, chilly, cold</i>)</p> <p>Relating them to the suffixes which indicate degrees of intensity (e.g. <i>-ish, -er, -est</i>)</p> <p>Relating them to adverbs which indicate degrees of intensity (e.g. very, quite, more, most) and through investigating words which can be intensified in these ways and words which cannot</p>		
Openers to connect whole text	<p><u>Consolidate / when - time connectives -</u></p> <p>once upon a time / early one morning / first/ / then / next / but / so / finally... / happily ever after / after / after that / as / at that moment / by next morning / in the end / one day / next morning / now / soon / as soon as / until / when / while / after a while / a few days later / before / immediately / eventually / Because / To his amazement / surprise / if / however / although / lots of / plenty of / later / when / while / whenever / without warning / meanwhile</p> <p>How - adverbs suddenly / fortunately / luckily / unfortunately / -ly opener</p> <p>Where e.g. across the road / over the hill / inside the castle</p> <p>Introduce - Because, -ing clause as starter e.g. running along Tim tripped over / unlike / most of all</p> <p>When - later / when / while / whenever / without warning / meanwhile.</p>				
Connectives to link parts of sentences	<p><u>Consolidate</u></p> <p>and / who /until / but / because / then that / while / when / where / or / so that/ if / to / or / after / also / as well / although / however</p> <p><u>Introduce</u></p> <p>Especially / unless / except / apart from / whereas / nevertheless</p>				
Language	<p><u>Consolidate - Prepositions -</u></p> <p>Inside / outside / towards / across / under / behind / above / along / before / between / after / next to / by the side of / in front of / during / through / throughout</p>				

	<p>Alteration Similes using like / as ... as Adjectives / adverbs / powerful verbs Introduce Comparative and superlative adjectives Metaphor / proper nouns</p>
<p>Sentence Construction</p>	<p><u>Consolidate</u> 'ly' openers e.g. luckily / unfortunately / silently / slowly... More 'ly' openers e.g. bravely, carefully (emotional description) 'ing' clauses as starters e.g. Grinning, he slipped the treasure into his bag. <u>Consolidate</u> Simple and compound sentences Complex sentences using conjunctions Questions and exclamations Long and short sentences More complex sentences using a range of conjunctions Exclamations Introduce Short sentences for impact Drop in 'who' clause e.g. Tim, who was late, tripped over. Drop in 'ing' clauses e.g. Jane, laughing at the teacher, fell off her chair. <u>Consolidate</u> Repetition for emphasis Simple noun phrases: Two adjectives to describe the noun e.g. the scary, old woman Descriptive lists - sentences of 3 for description e.g. he wore old shoes, a dark cloak and a red hat, Simple expanded noun phrases, e.g. Lots of money, plenty of dragons Adverbial phrases e.g. At the end of the lane (used as a starter) Dialogue - powerful speech + verb - "Hello," she whispered, Introduce Dialogue - verb + adverb - "Hello," she whispered shyly,</p>
<p>Punctuation</p>	<p><u>Consolidate</u> Full -stops / capital letters / question marks / commas in lists / commas after openers / speech marks / exclamation marks / apostrophes for contraction <u>Introduce</u> Commas for pauses / speech marks with full punctuation / apostrophes for contraction and possession</p>

Science	Working scientifically Rocks(3)		Light(3) Electricity(4)		States of matter(4) Animals including humans (3)		Working scientifically Living things and their habitats(4)		Animals including humans(4) Sound(4)		Plants(3) Forces and magnets(3)	
PE	Net and wall games swimming		Striking and fielding swimming		Athletics Dance (maypole)		Gym swimming		Invasion games Swimming		Outdoor/adventurous Dance (maypole)	
RE	Festivals		Celebrating birth		What does it mean to be a Sikh?		How does a Christian follow Jesus?		Values: What matters most?		Making signs and symbols fascinating	
PSHE	142 Myself and My Relationship 9 Beginning and Belonging 154 Healthy and safer lifestyles 15 Drug Education		147 Healthy and safer lifestyles 12 Safety contexts Health and safer lifestyles enrichment E safety		144 Citizenship 6 working together		145 Citizenship 7 Diversity and Communities		151 Myself and My Relationship 11 - Friends and Family 152 Myself and My Relationship 12 - Anti-bullying		148 Healthy and safer lifestyles 13 Sex and Relationship Education	
Computing	Unit 3.1 programmers	Unit 4.1 software engineers	Unit 3.3 presenters	Unit 4.2 toy makers	Unit 3.2 bug fixers	Unit 4.4 html editors	Unit 3.6 opinion pollsters	Unit 4.6 meteorologists	Unit 3.5 communicators	Unit 4.5 co-authors	Unit 3.4 network engineers	Unit 4.3 musicians
French	On-going		Numbers, greeting, colours, social conventions, classroom instructions									
	Harvest celebrations weather		Days of week months seasons weather		Food - ice creams likes and dislikes		France Traditional tales saying and asking age		Colours shape parts of body transport Easter Recipe		pets and animals habitats animals (Le Depart)	