

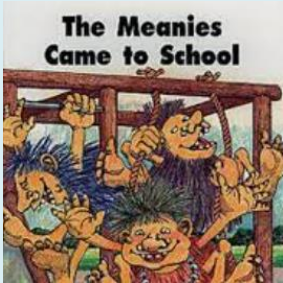

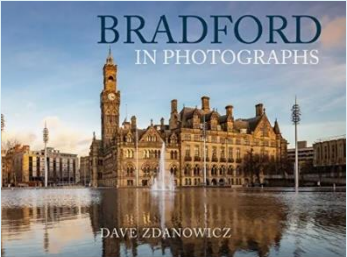
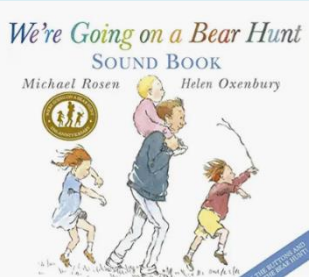
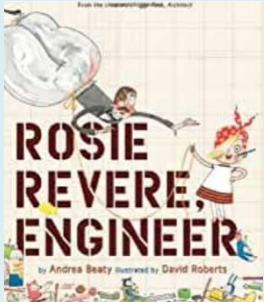
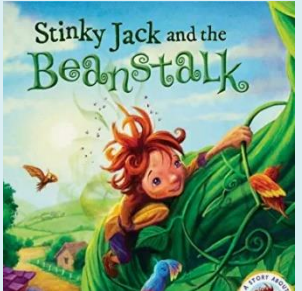
DIXONS MARCHBANK PRIMARY SCHOOL

WRITING PROGRESSION PLAN

EYFS – YEAR 6

32 Pages

Writing Long-Term Plan 2024 -2025 EYFS

Half Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Texts	Meanies came to school Meanies Meanies party Age 4-9	Remember, remember the 5th November Room on the broom Nativity Age 2-4	Non-fiction book on Bradford Non-fiction books on China	We're going on a bear hunt Non-fiction book on Bears Age 2-4	If I built a car The inventors secret - Henry ford Rosie Revere, Engineer Wright brothers Age 5-7	Jack and the Beanstalk Jim and the beanstalk Stinky Jack and Beanstalk Age 4-10
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		Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound 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 Develop the foundations of a handwriting style which is fast, accurate and efficient.			
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 <p>Write and spell their first name</p>	<ul style="list-style-type: none"> Segment words containing diagraphs/ some trigraphs (ay, ee, igh, ow, oo / oo) Write CVC / CCVC words <p>Write some irregular common words.</p>	<ul style="list-style-type: none"> Segment words containing diagraphs / some trigraphs (ar, or, air, ir, ou, oy) Write words containing diagraphs and trigraphs <p>Write some irregular common words.</p>
Punctuation		<ul style="list-style-type: none"> Finger spaces <p>Using appropriate-sized spacing between written words</p>	<ul style="list-style-type: none"> Capital Letters <p>At the start of sentences and for their own name.</p> <p>Full stops</p>
Sentence/Text	<ul style="list-style-type: none"> Constructing a simple sentence verbally 	<ul style="list-style-type: none"> Constructing a complex sentence verbally <p>Using 'and' or 'because' to extend a simple sentence</p>	<p>Write simple sentences to be read by themselves and others.</p>
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!)			Just like me!			It's me 1, 2, 3!			Light & dark		
Spring term	Alive in 5!			Growing 6, 7, 8			Building 9 & 10			Consolidation		
Summer term	To 20 and beyond			First, then, now			Find my pattern			On the move		

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.

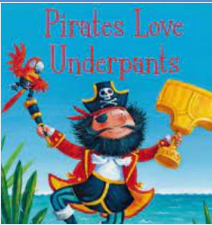
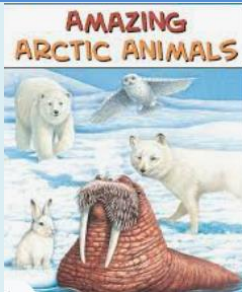
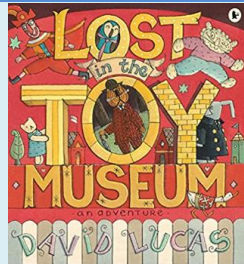
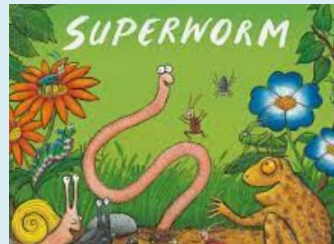
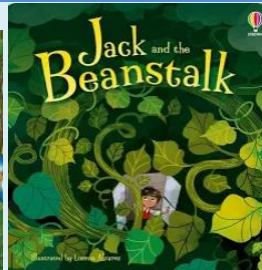
PRIME AREAS PD	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of 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		
Physical Development	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	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 <ul style="list-style-type: none">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. <ul style="list-style-type: none">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. <ul style="list-style-type: none">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). <ul style="list-style-type: none">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 2024 -2025 Year 1

Half Term	Autumn 1		Autumn 2	Spring 1		Spring 2		Summer 1		Summer 2
Core Text	Pirates Love Underpants Age 3+			Amazing Arctic Animals Age 6-8		Lost in the Museum Age 3-5		Superworm Age 2-7 Jack and the Beanstalk Age 3-8		
Cultural Capital Links	Pirates		Celebrations	Hot and Cold		Back in time		Summer time		Superheroes
Images of texts								 		
Short Burst Writing	All children begin the new year with a short burst writing opportunity to ascertain their independent ability. Opportunities across the year such as World Book Day, Poetry Day, Remembrance Sunday and other links to the curriculum.									
Writing Text Types	Description - pirates	Poem - pirates	Instructions - Christmas card	Snow Poem	Animal profile	Recount	Story	Character Profile	Retell	Write a story - superhero
Authorial Intent	To inform	To entertain	To inform	To entertain	To inform	To entertain	To entertain	To entertain	To entertain	To entertain
FOR EACH UNIT OF WORK, ORACY/OPPORTUNITIES FOR DISCUSSION AND DEBATE RUN THROUGHOUT THE 3 WRITING PHASES (Reading, Toolkit and Writing Phases) READING FLUENCY IS A HEAVY FOCUS IN YEAR 1 AND RUNS ALONGSIDE RWI										
	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 correctlyRegular 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 wordsIntroduce year 1 common exception words and days of the weekSpace words accurately			<ul style="list-style-type: none">Use phase 2,3,4 phonic knowledge to write phonetically plausible words – many spelt correctlySuffixes (ing, ed, er, est) no changes to the root word.Prefix (un) how it can be added to adjectives or verbs to change the meaning.Year 1 common exception wordsSimple past and present verbs				reteach or deepen students understanding of previously taught SPAG rules Spells 50 HF words		
Punctuation	<ul style="list-style-type: none">Full stopsFinger spacesCapital letters start of sentences, for personal pronouns and names.Introduce question marks			<ul style="list-style-type: none">Question marksExclamation marksUsing ‘and’ to join clauses or to extend simple sentencesCapital letter for proper nouns.				reteach or deepen students understanding of previously taught SPAG rules		

	<ul style="list-style-type: none">Exclamation marks																																																																																																										
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’ demarcation (. ! ?) capital letters for names and pronoun 'I').																																																																																																										
Punctuation	Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’.																																																																																																										
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			wiggly squiggly superhero toad road lizard wicked bumpy squashy bendy squishy stripy spotty pink																																																																																																		
Year 1 Common exception words	the a do to today	is his has I you	no go so by my	one once ask friend school	of said says are were was	your they be he me she	here there where love come some	put push pull full house our	we																																																																																																		
Examples of aspirational words appropriate for this age	<table><tr><td>head</td><td>study</td><td>keep</td><td>hard</td><td>order</td></tr><tr><td>stand</td><td>still</td><td>rock</td><td>start</td><td>don't</td></tr><tr><td>own</td><td>learn</td><td>never</td><td>might</td><td>while</td></tr><tr><td>page</td><td>plant</td><td>last</td><td>story</td><td>press</td></tr><tr><td>should</td><td>cover</td><td>door</td><td>saw</td><td>close</td></tr><tr><td>country</td><td>food</td><td>between</td><td>far</td><td>night</td></tr><tr><td>found</td><td>half</td><td>city</td><td>save</td><td>real</td></tr><tr><td>answer</td><td>your</td><td>tree</td><td>draw</td><td>life</td></tr><tr><td>complete</td><td>thought</td><td>cross</td><td>left</td><td>few</td></tr><tr><td>grow</td><td>let</td><td>since</td><td>late</td><td>stop</td></tr></table>		head	study	keep	hard	order	stand	still	rock	start	don't	own	learn	never	might	while	page	plant	last	story	press	should	cover	door	saw	close	country	food	between	far	night	found	half	city	save	real	answer	your	tree	draw	life	complete	thought	cross	left	few	grow	let	since	late	stop			<table><tr><td>open</td><td>ease</td><td>until</td><td>true</td><td>base</td></tr><tr><td>seem</td><td>pass</td><td>heard</td><td>during</td><td>hear</td></tr><tr><td>together</td><td>often</td><td>best</td><td>room</td><td>horse</td></tr><tr><td>next</td><td>always</td><td>better</td><td>friend</td><td>cut</td></tr><tr><td>fire</td><td>whole</td><td>feet</td><td>began</td><td>sure</td></tr><tr><td>problem</td><td>those</td><td>care</td><td>idea</td><td>watch</td></tr><tr><td>begin</td><td>both</td><td>second</td><td>fish</td><td>colour</td></tr><tr><td>piece</td><td>mark</td><td>group</td><td>mountain</td><td>face</td></tr><tr><td>walk</td><td>size</td><td>carry</td><td>north</td><td>wood</td></tr><tr><td>example</td><td>letter</td><td>took</td><td>once</td><td>main</td></tr></table>	open	ease	until	true	base	seem	pass	heard	during	hear	together	often	best	room	horse	next	always	better	friend	cut	fire	whole	feet	began	sure	problem	those	care	idea	watch	begin	both	second	fish	colour	piece	mark	group	mountain	face	walk	size	carry	north	wood	example	letter	took	once	main		
head	study	keep	hard	order																																																																																																							
stand	still	rock	start	don't																																																																																																							
own	learn	never	might	while																																																																																																							
page	plant	last	story	press																																																																																																							
should	cover	door	saw	close																																																																																																							
country	food	between	far	night																																																																																																							
found	half	city	save	real																																																																																																							
answer	your	tree	draw	life																																																																																																							
complete	thought	cross	left	few																																																																																																							
grow	let	since	late	stop																																																																																																							
open	ease	until	true	base																																																																																																							
seem	pass	heard	during	hear																																																																																																							
together	often	best	room	horse																																																																																																							
next	always	better	friend	cut																																																																																																							
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problem	those	care	idea	watch																																																																																																							
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piece	mark	group	mountain	face																																																																																																							
walk	size	carry	north	wood																																																																																																							
example	letter	took	once	main																																																																																																							

Writing to entertain (KS1)

Text Types

- Stories (including re-tellings)
- Descriptions
- Poetry
- In-character/role

Text Features

- Time sequenced
- Begin to differentiate between past and present tense to suit purpose

Other Style Ideas

- 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

- Recount
- Letter
- Instructions

Text Features

- Appropriate use of past and present tense

Other Style Ideas

- 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

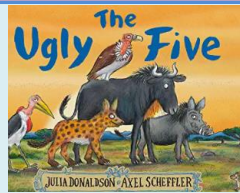


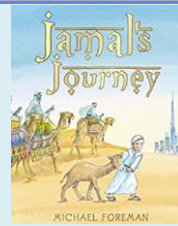

- Use **finger spaces** between words
- Use **capital letters & full stops** to mark sentences
- Use **question mark**,
Did you know...?
- Use **apostrophes** to mark possession,
A badger's home is underground



History KS1				Geography KS1			Maths Year 1											
<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 				<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. 			<p>The Maths Year 1 curriculum map shows the following topics:</p> <ul style="list-style-type: none"> Autumn term: Place value (within 10), Addition and subtraction (within 10), Geometry: Shape, Consolidation. Spring term: Place value (within 20), Addition and subtraction (within 20), Place value (within 50), Length and height, Mass and volume. Summer term: Multiplication and division, Fractions, Geometry: Position and direction, Place value (within 100), Measurement: Money, Time, Consolidation. 											
							<p>Science KS1 THE SEASONS</p> <p>Plants</p> <ul style="list-style-type: none"> 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. <p>Animals (including humans)</p> <ul style="list-style-type: none"> 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. <p>Everyday Materials</p> <ul style="list-style-type: none"> 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. <p>Seasonal Changes</p> <ul style="list-style-type: none"> observe changes across the four seasons and describe weather associated with the seasons and how day length varies. 											
<p>Bodies and senses Animals Materials Materials Garden Plants</p> <p>SCIENCE YR1:</p>																		

Writing Long-Term Plan 2024 -2025 Year 2

Character description and Setting description with Retell Ugly 5 for Aut. Diary, Instructions and Letter for Spring. Summer will be Animal poetry, Change the ending and Recount.

Half Term	Autumn 1		Autumn 2		Spring 1			Spring 2	Summer 1		Summer 2	
Core Text	The Ugly Five Age 3-6		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	All children begin the new year with a short burst writing opportunity to ascertain their independent ability. 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	Setting Description	Retell of Gigantosaurus	Letter to Santa	Snow poem	Diary Entry	Instructions-Bread Making	Letter to The King	Animal Poetry	Narrative -change the ending	Recount of the trip (Tropical World)	
Authorial Intent	To entertain	To entertain	To entertain	To inform	To entertain	To inform	To inform	To inform	To entertain	To entertain	To inform	
FOR EACH UNIT OF WORK, ORACY/OPPORTUNITIES FOR DISCUSSION AND DEBATE RUN THROUGHOUT THE 3 WRITING PHASES (Reading, Toolkit and Writing Phases) 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, WITH FLUENCY, PROSODY AND AUTOMATICITY												
	TEACH CYCLE 1				TEACH CYCLE 2				RETEACH AND DEEPEN CYCLE 3			
Word/Spelling g	<ul style="list-style-type: none">Words ending with /l/ <p>'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)</p> <p>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)</p> <p>Other spelling rules*</p> <p>Suffixes (-ed, -ing, -er, -est, -y)</p> <p>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)</p>				<p>Suffixes (-ment, -ness, -ful, -less, -ly)</p> <p>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)</p> <ul style="list-style-type: none">Homophones <p>to/too/two, see/sea, be/bee, their/there/they're</p> <ul style="list-style-type: none">Other spelling rules* <p>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/ sound spelt o (other, mother), the /ɔ:/ sound spelt a before l and ll (all, talk, always)</p>				reteach or deepen students understanding of previously taught SPAG rules			

Punctuation	<ul style="list-style-type: none">• Capital Letters• Full Stops• Exclamation marks• Question marks <i>All used to demarcate sentences accurately.</i>		<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	Form lower-case letters of the correct size relative to one another. Letter-join used to teach correct formation. 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.				
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	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. Proofreading to check for errors in spelling, grammar and punctuation.				
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	Beast Wild Stomp Crunch Herbivores carnivore Grazed Lava	Midnight Smoke Appear Flames Shoulder Fetch Guardians	Falcons Soar Creatures Thunder Transform Howl Twitch Vibration	Usual Reveal Lurched Steady Stear Course Anchor Shore

	Hideous revolting			Fierce Emergency explore			Spreading realised Ablaze Doomed Consumed Leapt						Spiral Hover Loop Beyond city		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			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				

Writing to entertain (KS1)

Text Types

- Stories (including re-tellings)
- Descriptions
- Poetry
- In-character/role

Text Features

- Time sequenced
- Begin to differentiate between past and present tense to suit purpose

Other Style Ideas

- 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

- Recount
- Letter
- Instructions

Text Features

- Appropriate use of past and present tense

Other Style Ideas

- 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



History KS1				Geography KS1				Maths Year 2																																																														
<ul style="list-style-type: none">changes within living memory – where appropriate, these should be used to reveal aspects of change in national lifeevents 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				<p>Locational knowledge</p> <ul style="list-style-type: none">name and locate the world’s seven continents and five oceansname, 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 Polesuse 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 weatherkey 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 stageuse 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 mapuse 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 keyuse 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.				<table><tr><th></th><th>Week 1</th><th>Week 2</th><th>Week 3</th><th>Week 4</th><th>Week 5</th><th>Week 6</th><th>Week 7</th><th>Week 8</th><th>Week 9</th><th>Week 10</th><th>Week 11</th><th>Week 12</th></tr><tr><th>Autumn term</th><td colspan="4">Number Place value VIEW</td><td colspan="4">Number Addition and subtraction VIEW</td><td colspan="4">Geometry Shape VIEW</td></tr><tr><th>Spring term</th><td colspan="2">Measurement Money VIEW</td><td colspan="4">Number Multiplication and division VIEW</td><td colspan="2">Measurement Length and height VIEW</td><td colspan="3">Measurement Mass, capacity and temperature VIEW</td></tr><tr><th>Summer term</th><td colspan="3">Number Fractions VIEW</td><td colspan="2">Measurement Time VIEW</td><td colspan="2">Statistics VIEW</td><td colspan="2">Geometry Position and direction VIEW</td><td colspan="3">Consolidation</td></tr></table>													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				Geometry Shape VIEW				Spring term	Measurement Money VIEW		Number Multiplication and division VIEW				Measurement Length and height VIEW		Measurement Mass, capacity and temperature VIEW			Summer term	Number Fractions VIEW			Measurement Time VIEW		Statistics VIEW		Geometry Position and direction VIEW		Consolidation		
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Writing Long-Term Plan 2024 -2025 Year 3

<div></div> <div>Writing Long-Term Plan 2024 -2025 Year 3</div>												
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 / Coasts			
Images of texts												
Short Burst Writing	All children begin the new year with a short burst writing opportunity to ascertain their independent ability. 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 for Tranio	Snow Poem	Character description /Night Jaguar	Response to persuasive letter	Retell a part of the story using Inverted commas.	Diary entry from Maximus’s point of view	Character description of Greta	Instructions – forest bird	
Authorial Intent	To entertain	To inform	To entertain	To inform	To entertain	To entertain	To inform	To entertain	To inform	To entertain	To inform	
FOR EACH UNIT OF WORK, ORACY/OPPORTUNITIES FOR DISCUSSION AND DEBATE RUN THROUGHOUT THE 3 WRITING PHASES (Reading, Toolkit and Writing Phases) 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, WITH FLUENCY, PROSODY AND 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				<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				reteach or deepen students understanding of previously taught SPAG rules			

	<i>Using for regular plurals, e.g. girls' or boys' and irregular plurals, e.g. children's</i> • Using a dictionary <i>Using first two or three letters of a word to check its spelling in a dictionary.</i>				<i>Using for regular plurals, e.g. girls' or boys' and irregular plurals, e.g. children's</i> • Using a dictionary <i>Using first two or three letters of a word to check its spelling in a dictionary.</i>									
Punctuation	• 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				• Inverted Commas Using inverted commas to punctuate direct speech. "How amazing!" said Miss Jay.				reteach or deepen students understanding of previously taught SPAG rules					
Sentence/Text	• 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>				• 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 strained breathe sidled important plotters/plotting banquet dormice outrage staggered	humming haggling protector tradesmen harbour theatre forum politicians	humming haggling protector tradesmen harbour	theatre forum politicians poets earthquake	tremors actor churn ash bay	folktale milpas maize glistened serpent	crop ripe Mayan cacao jade chocolate	kingdom paradise prowled	mend windmill nimble howled slammed	harp muesli creepy mystery sprouts fish	sauce rattle famous broom stamped	oafs huddled lumbering trembled trampled homeless shuffled fidgeted hobbies gardening		

	stiffened stuffed	poets earthquake tremors actor churn ash bay													
Year 3/4 spellings	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											
Examples of aspiration al words appropriat e for this age		arctic	act	signal	capture	chill		board	continent	brief	coward	attract			
		bold	active	spoil	fortunate	advice		arrange	crew	brilliant	avoid	average			
		border	cling	starve	adopt	nation		contain	pause	custom	deed	brave			
		climate	convince	tour	advantage	ancient		launch	limit	bounce	loyal	journey			
		fierce	confess	prefer	frail	abandon		grasp	glide	habit	grace	recall			
		opposite	ordeal	prepare	abundant	passage		gasp	doze	globe	digest	coast			
		mystify	observe	alert	origin	nursery		risk	examine	diagram	rare	prevent			
		award	pastime	afford	perform	plunge		enable	suitable	explore	ban	collect			
		reverse	extend	terror	scatter	schedule		triumph	value	vision	volunteer	wander			
		steer	struggled	reduce	balance	swift		rely	remark	resident	respect	responsible			

Writing to entertain (LKS2)

Text Types	Text Features	Other Style Ideas
<ul style="list-style-type: none"> Stories Descriptions Poetry Characters/settings 	<ul style="list-style-type: none"> Detailed description Use paragraphs to organize in time sequence 	<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	Text Features	Other Style Ideas
<ul style="list-style-type: none"> Explanation Recount Letter Biography Newspaper article 	<ul style="list-style-type: none"> Paragraphs used to group related ideas Subheadings to label content 	<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	Text Features	Other Style Ideas
<ul style="list-style-type: none"> Advertising Letter Speech Poster 	<ul style="list-style-type: none"> Use of 2nd person Planned repetition Facts & Statistics Adjectives for positive description 	<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
 | Geography KS2 | | | | | |
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| <div>Changes in Britain from the Stone Age to the Iron Age:</div> <div><ul style="list-style-type: none">late Neolithic hunter-gatherers and early farmers, for example, Skara BraeBronze Age religion, technology and travel, for example, StonehengeIron Age hill forts: tribal kingdoms, farming, art and culture</div> <div>Roman Empire and its impact on Britain. This could include:<ul style="list-style-type: none">Julius Caesar’s attempted invasion in 55-54 BCthe Roman Empire by AD 42 and the power of its armysuccessful invasion by Claudius and conquest, including Hadrian’s WallBritish resistance, for example, Boudica‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</div> <div>Britain’s settlement by Anglo-Saxons and Scots.This could include:<ul style="list-style-type: none">Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman EmpireScots invasions from Ireland to north Britain (now Scotland)Anglo-Saxon invasions, settlements and kingdoms: place names and village lifeAnglo-Saxon art and cultureChristian conversion – Canterbury, Iona and Lindisfarne</div> <div>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include:<ul style="list-style-type: none">Viking raids and invasionresistance by Alfred the Great and Athelstan, first king of Englandfurther Viking invasions and DanegeldAnglo-Saxon laws and justiceEdward the Confessor and his death in 1066</div> <div>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</div> <div><div>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</div><div><div>the changing power of monarchs using case studies such as John, Anne and Victoria</div><div>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</div><div>the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</div><div>a significant turning point in British history, for example, the first railways or the Battle of Britain</div></div></div> <tr><td><div>Science Yr3</div><table><tr><td>Animals including Humans</td><td>Light and Shadows</td><td>Forces And Magnets</td><td>Rocks and Soils</td><td>Plants</td><td></td></tr></table></td><td><div>Locational knowledge</div><ul style="list-style-type: none">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 citiesname 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 timeidentify 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)<div>Place knowledge</div><ul style="list-style-type: none">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<div>Human and physical geography</div><ul style="list-style-type: none">describe and understand key aspects of:<ul style="list-style-type: none">physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cyclehuman 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<div>Geographical skills and fieldwork</div><ul style="list-style-type: none">use maps, atlases, globes and digital/computer mapping to locate countries and describe features studieduse 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 worlduse 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.<div>Maths Yr3</div><table><tr><th></th><th>Week 1</th><th>Week 2</th><th>Week 3</th><th>Week 4</th><th>Week 5</th><th>Week 6</th><th>Week 7</th><th>Week 8</th><th>Week 9</th><th>Week 10</th><th>Week 11</th><th>Week 12</th></tr><tr><th>Autumn term</th><td colspan="2">Number
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Writing Long-Term Plan 2024 -2025 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	All children begin the new year with a short burst writing opportunity to ascertain their independent ability. 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 a video	Diary Journey of water	Character Description – Little Nose	Setting description of Stone Age	Snow Poem	Dragon description with dialogue	Retell	Leaflet - Vikings	Diary – Chloe meets Mr Stink	Comic with speech	Letter – Litter Issue
Authorial Intent	To entertain	To entertain	To entertain	To entertain	To entertain	To entertain	To entertain	To inform	To entertain	To entertain	To persuade
FOR EACH UNIT OF WORK, ORACY/OPPORTUNITIES FOR DISCUSSION AND DEBATE RUN THROUGHOUT THE 3 WRITING PHASES (Reading, Toolkit and Writing Phases) 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, WITH FLUENCY, PROSODY AND 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				<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				reteach or deepen students understanding of previously taught SPAG rules		

	<p>Using for regular plurals, e.g. girls' or boys' and irregular plurals, e.g. children's</p> <ul style="list-style-type: none"> • Using a dictionary <p>Using first two or three letters of a word to check its spelling in a dictionary.</p>	<p>Using for regular plurals, e.g. girls' or boys' and irregular plurals, e.g. children's</p> <ul style="list-style-type: none"> • Using a dictionary <p>Using first two or three letters of a word to check its spelling in a dictionary.</p>	
Punctuation	<ul style="list-style-type: none"> • Apostrophes <p>To mark plural possession, e.g. the girl's name, the girls' names.</p>	<ul style="list-style-type: none"> • Commas <p>Used after a fronted adverbial.</p> <ul style="list-style-type: none"> • Inverted commas <p>Using inverted commas and other punctuation to indicate direct speech, e.g. The conductor shouted, "Sit down!"</p>	reteach or deepen students understanding of previously taught SPAG rules
Sentence/Text	<ul style="list-style-type: none"> • Noun phrases <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases, e.g. the teacher - the strict maths teacher with curly hair.</p> <ul style="list-style-type: none"> • Coordinating and subordinating conjunctions <p>Accurate use of a variety of conjunctions.</p> <ul style="list-style-type: none"> • Past/present progressive tense and past/present perfect tense <p>Past progressive tense: describes a past action which was happening when another action occurred. The explorer was explaining his latest discovery in Egypt.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> • Fronted Adverbials <p>e.g. Later that day, I heard the bad news.</p> <ul style="list-style-type: none"> • Appropriate choice of pronoun/noun <p>Appropriate choice of either pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <ul style="list-style-type: none"> • Paragraphs <p>Grouping sentences into paragraphs, organised around a theme.</p> <ul style="list-style-type: none"> • Verb inflections <p>This is instead of local spoken forms, e.g. we were instead of we was or I did instead of I done.</p>	<p>reteach or deepen students understanding of previously taught SPAG rules</p> <p>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</p>
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	neanderthal	suddenly	initiation	unison	exile	stench	immaculate	chauffeur					
	magazine	mammoth	massive	useless	century	talons	residence	conspired	drivel					
	extremely	ice age	gigantic	limpets	manoeuvred	primeval	reclined	unrivalled	confectionery					
	flood	vigilant	glinted	courage	stealthily	tactful	forbidden	elegant	disorganised					
	schools	fragile	evilly	hero	precious	molluscs	posh	cutlery	repulsive					
	bobbed	orchard	precious	nursery	spluttered	limpet	infuriatingly	wisdom	pompous					
	wriggled	jagged	blossom			hibernation	election	vagabond						
	sadly	limp	extraordinary			typhoon								
	leapt		dense			barnacles								
	gasping		invisible											
gingerly														
Year 3 and 4 spellings														
	accident(ally)	disappear	interest	pressure					circle	guide	particular	surprise		
	actual(ly)	early	island	probably	breathe	famous	minute	remember						
	address	earth	knowledge	promise	build	favourite	natural	sentence	complete	heard	peculiar	therefore		
	answer	eight/eighth	learn	purpose	busy/business	February	naughty	separate	consider	heart	perhaps	though/although		
	appear	enough	length	quarter	calendar	forward(s)	notice	special	continue	height	popular	thought		
	arrive	exercise	library	question	caught	fruit	occasion(ally)	straight	decide	history	position	through		
	believe	experience	material	recent	centre	grammar	often	strange	describe	imagine	possess(ion)	various		
	bicycle	experiment	medicine	regular	century	group	opposite	strength	different	increase	possible	weight		
	breath	extreme	mention	reign	certain	guard	ordinary	suppose	difficult	important	potatoes	woman/women		
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

- Stories
- Descriptions
- Poetry
- Characters/settings

Text Features

- Detailed description
- Use paragraphs to organize in time sequence

Other Style Ideas

- 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

- Explanation
- Recount
- Letter
- Biography
- Newspaper article

Text Features

- Paragraphs used to group related ideas
- Subheadings to label content

Other Style Ideas

- 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

- Advertising
- Letter
- Speech
- Poster

Text Features

- Use of 2nd person
- Planned repetition
- Facts & Statistics
- Adjectives for positive description

Other Style Ideas

- 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



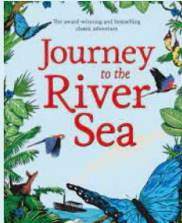
Punctuation Content

- 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	Geography KS2
<div>Changes in Britain from the Stone Age to the Iron Age:</div> <div><ul style="list-style-type: none">late Neolithic hunter-gatherers and early farmers, for example, Skara BraeBronze Age religion, technology and travel, for example, StonehengeIron Age hill forts: tribal kingdoms, farming, art and culture</div> <div>Roman Empire and its impact on Britain. This could include:<ul style="list-style-type: none">Julius Caesar's attempted invasion in 55-54 BCthe Roman Empire by AD 42 and the power of its armysuccessful invasion by Claudius and conquest, including Hadrian's WallBritish resistance, for example, Boudica'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</div> <div>Britain's settlement by Anglo-Saxons and Scots.This could include:<ul style="list-style-type: none">Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman EmpireScots invasions from Ireland to north Britain (now Scotland)Anglo-Saxon invasions, settlements and kingdoms: place names and village lifeAnglo-Saxon art and cultureChristian conversion – Canterbury, Iona and Lindisfarne</div> <div>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include:<ul style="list-style-type: none">Viking raids and invasionresistance by Alfred the Great and Athelstan, first king of Englandfurther Viking invasions and DanegeldAnglo-Saxon laws and justiceEdward the Confessor and his death in 1066</div> <div>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</div> <div>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</div> <div>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</div>	<div>Locational knowledge<ul style="list-style-type: none">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 citiesname 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 timeidentify 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)</div> <div>Place knowledge<ul style="list-style-type: none">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</div> <div>Human and physical geography<ul style="list-style-type: none">describe and understand key aspects of:<ul style="list-style-type: none">physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cyclehuman 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</div> <div>Geographical skills and fieldwork<ul style="list-style-type: none">use maps, atlases, globes and digital/computer mapping to locate countries and describe features studieduse 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 worlduse 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.</div>
Science Yr4	Maths Yr4

Writing Long-Term Plan 2024 -2025 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	All children begin the new year with a short burst writing opportunity to ascertain their independent ability. 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)	Adventure Story (urchins)	Snow Poem	Postcard from Egypt	Biography - Carter	Quest Story with dialogue	Letter (informal)	Description - rainforests	Letter (formal)
Authorial Intent	To entertain	To inform	To entertain	To entertain	To entertain	To inform	To entertain	To persuade To inform	To entertain	To persuade To inform
FOR EACH UNIT OF WORK, ORACY/OPPORTUNITIES FOR DISCUSSION AND DEBATE RUN THROUGHOUT THE 3 WRITING PHASES (Reading, Toolkit and Writing Phases) 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, WITH FLUENCY, PROSODY AND AUTOMATICITY										
	TEACH CYCLE 1			TEACH CYCLE 2			RETEACH AND DEEPEN CYCLE 3			
Word/Spelling	<ul style="list-style-type: none">Prefixes and Suffixes <p>Using further prefixes and suffixes, understanding the guidance for adding them.</p> <p>Words with ‘silent’ letters</p> <p>e.g. knight, psalm, solemn</p> <ul style="list-style-type: none">Homophones <p>Spelling further homophones, e.g. advice, advise,</p> <ul style="list-style-type: none">Common Exception Words <p>Knowledge of morphology and etymology, understanding that the spelling of some words just needs to be learnt.</p> <ul style="list-style-type: none">Using a dictionary <p>Using first three or four letters of a word to check its spelling in a dictionary.</p> <ul style="list-style-type: none">Use a thesaurus <p>Use a thesaurus correctly.</p>			<ul style="list-style-type: none">Prefixes and Suffixes <p>Using further prefixes and suffixes, understanding the guidance for adding them.</p> <p>Words with ‘silent’ letters</p> <p>e.g. knight, psalm, solemn</p> <ul style="list-style-type: none">Homophones <p>Spelling further homophones, e.g. advice, advise,</p> <ul style="list-style-type: none">Common Exception Words <p>Knowledge of morphology and etymology, understanding that the spelling of some words just needs to be learnt.</p> <ul style="list-style-type: none">Using a dictionary <p>Using first three or four letters of a word to check its spelling in a dictionary.</p> <ul style="list-style-type: none">Use a thesaurus <p>Use a thesaurus correctly.</p>			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> <ul style="list-style-type: none">• Converting nouns/adjectives into verbs using prefixes/suffixes <i>e.g. Suffixes: ate, ise, ify, or prefixes: dis, de, mis, over, re</i> <ul style="list-style-type: none">• 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> <ul style="list-style-type: none">• Degrees of possibility using adverbs/modal verbs <i>e.g. perhaps, surely, might, should, will, must</i>				reteach or deepen students understanding of previously taught SPAG rules 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		
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 vicious plight refuge	shilling workhouse docklands fragile	shrimps schoolmaster beggar mocking	vulnerable immoral stingy miserly solitary cold- hearted ominous	gloom mournful rejecting wealth redeemed altruistic cold-hearted penitent regretful moral	frail pale crippled meagre vision sorrow corpse veil spectre amends vow	Egyptologist Tomb Archaeologist Pharaoh Spontaneous Nefertiti	Professor Underworld Hieroglyphics Museum Famous malaria			Guardian Orphan Relative Distant Cousin Shore	Hostile Prow Piranhas Sandbank Sweltering	Opera Jungle

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
- 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 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


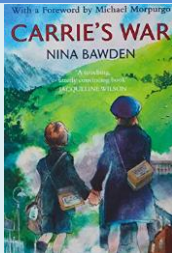



Geographical skills and fieldwork

- 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 2024 -2025 Year 6

<div><div></div><div>Writing Long-Term Plan</div></div> <div>2024 -2025</div> <div>Year 6</div>							
Half Term	Autumn 1	Autumn 2	Spring 1		Spring 2	Summer 1	Summer 2
Core Text	Carrie’s War Age 10+		Percy Jackson and the Lightning Thief Age 10+			Eye of the Wolf Age 10+ Boy 87 (transition to secondary school) Age 11+	
Cultural Capital Links	WW2 and The Blitz		Ancient Greece			Africa – Physical and Human Geography Transition to secondary school (Boy 87)	
Images of texts						 	
Short Burst Writing	All children begin the new year with a short burst writing opportunity to ascertain their independent ability. 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	Evacuee letter	Carrie’s Biography	Snow Poem	Greek Legends	Recount	Balanced Argument and Description	Flashback and Fact File
Authorial Intent	To inform	To inform	To entertain	To entertain	To entertain	Persuasion and Entertainment	Entertainment and Information
FOR EACH UNIT OF WORK, ORACY/OPPORTUNITIES FOR DISCUSSION AND DEBATE RUN THROUGHOUT THE 3 WRITING PHASES (Reading, Toolkit and Writing Phases) 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, WITH FLUENCY, PROSODY AND AUTOMATICITY							
	TEACH CYCLE 1		TEACH CYCLE 2			RETEACH AND DEEPEN CYCLE 3	
Word/Spelling	<ul style="list-style-type: none">Prefixes and Suffixes <p>Using further prefixes and suffixes, understanding the guidance for adding them.</p> <p>Words with 'silent' letters</p> <p>e.g. knight, psalm, solemn</p> <ul style="list-style-type: none">Homophones <p>Spelling further homophones, e.g. advice, advise,</p> <ul style="list-style-type: none">Common Exception Words <p>Knowledge of morphology and etymology, understanding that the spelling of some words just needs to be learnt.</p> <ul style="list-style-type: none">Using a dictionary <p>Using first three or four letters of a word to check its spelling in a dictionary.</p>		<ul style="list-style-type: none">Prefixes and Suffixes <p>Using further prefixes and suffixes, understanding the guidance for adding them.</p> <p>Words with 'silent' letters</p> <p>e.g. knight, psalm, solemn</p> <ul style="list-style-type: none">Homophones <p>Spelling further homophones, e.g. advice, advise,</p> <ul style="list-style-type: none">Common Exception Words <p>Knowledge of morphology and etymology, understanding that the spelling of some words just needs to be learnt.</p> <ul style="list-style-type: none">Using a dictionary <p>Using first three or four letters of a word to check its spelling in a dictionary.</p> <ul style="list-style-type: none">Use a thesaurus			reteach or deepen students understanding of previously taught SPAG rules	

	<ul style="list-style-type: none">• Use a thesaurus <i>Use a thesaurus correctly.</i>			<i>Use a thesaurus correctly.</i>					
Punctuation	<ul style="list-style-type: none">• Semi-colon, colon, dash <i>Using a range of the above punctuation to mark the boundary between independent clauses, e.g. It's raining; I'm fed up.</i> <ul style="list-style-type: none">• Bullet points <i>Using bullet points in a list or for information</i> <ul style="list-style-type: none">• Hyphens How hyphens can be used to avoid ambiguity, e.g. man eating shark/man-eating shark, recover/re-cover.			<ul style="list-style-type: none">• Semi-colon, colon, dash <i>Using a range of the above punctuation to mark the boundary between independent clauses, e.g. It's raining; I'm fed up.</i> <ul style="list-style-type: none">• Bullet points <i>Using bullet points in a list or for information</i> <ul style="list-style-type: none">• Hyphens How hyphens can be used to avoid ambiguity, e.g. man eating shark/man-eating shark, recover/re-cover.			reteach or deepen students understanding of previously taught SPAG rules		
Sentence/Text	<ul style="list-style-type: none">• Paragraphs <i>Linking ideas across paragraphs using a range of cohesive devices: repetition of a word/phrase, adverbials and ellipsis</i> <ul style="list-style-type: none">• Synonyms and Antonyms <i>How words are related by meaning as synonyms and antonyms, e.g. big, little, large.</i> <ul style="list-style-type: none">• Informal speech/formal speech structures <i>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.</i>			<ul style="list-style-type: none">• Active/Passive voice <i>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).</i> <ul style="list-style-type: none">• Subjunctives <i>The use of subjunctive forms such as 'if I were' or 'were they' to come in some very formal writing and speech</i>			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 housekeeper glimmer gobble	spectacles parish coward	gnarled councilor grocer bible dusk tarred croak coalmine proud ominous timid	shepherd cub cauldron caribou quiver soul	swamp dromedary capture	vital recoil grimacing celestial usurp plead tentative	quest radiate melancholy predicament	petrified jovial intense	glacial apprehensive bitter panicked jealous hypothermic																																																																																																				
Year 5 and 6 Common exception words	<div>accommodateaccompanyaccordingachieveaggressiveamateurancientapparentappreciateattacheddetermineddevelopdictionarydisastrousembarrassenvironmentequipmentequippedespeciallyexaggeratemarvellousmischievousmusclenecessaryneighbournuisanceoccupyoccuropportunityparliamentavailableaverageawkwardbargainbruisecategorycemeterycommitteecommunicatecommunityexcellenceexistenceexplanationfamiliarforeignfortyfrequentlygovernmentguaranteeharasspersuadephysicalprejudiceprivilegeprofessionprogrammepronunciationqueuerecogniserecommendcompetitionconscienceconsciouscontroversyconveniencecorrespondcriticisecuriositydefiniteesperatehindranceidentityimmediateimmediatelyindividualinterfereinterruptlanguageleisurelightningrelevantrestaurantrhymerythmsacrificesecretaryshouldersignaturesinceresincerelysoldiersoldierstomachsufficientsuggestsymbolsystemtemperaturethoroughtwelfthvarietyvegetablevehicleyacht</div>																																																																																																												
Examples of aspirational words appropriate for this age	<table><tr><td>authority</td><td>formula</td><td>require</td><td>injure</td><td>survey</td><td>justify</td><td>volume</td><td>grant</td><td>inhibit</td><td>license</td></tr><tr><td>constitute</td><td>individual</td><td>specific</td><td>invest</td><td>exceed</td><td>layer</td><td>swarm</td><td>hence</td><td>undertake</td><td>margin</td></tr><tr><td>assign</td><td>involve</td><td>structure</td><td>diverse</td><td>alternative</td><td>supplement</td><td>adequate</td><td>hypothesis</td><td>aware</td><td>medical</td></tr><tr><td>define</td><td>legislate</td><td>vary</td><td>obtain</td><td>component</td><td>outcome</td><td>approximate</td><td>implement</td><td>clause</td><td>acknowledge</td></tr><tr><td>cooperate</td><td>major</td><td>administrate</td><td>potential</td><td>considerable</td><td>physical</td><td>attitude</td><td>mechanism</td><td>consult</td><td>modify</td></tr><tr><td>economy</td><td>method</td><td>affect</td><td>primary</td><td>contribute</td><td>proportion</td><td>civil</td><td>incidence</td><td>energy</td><td>precise</td></tr><tr><td>environment</td><td>occur</td><td>aspect</td><td>purchase</td><td>corporate</td><td>react</td><td>commit</td><td>phase</td><td>equivalent</td><td>psychology</td></tr><tr><td>establish</td><td>period</td><td>category</td><td>range</td><td>fund</td><td>sequence</td><td>concentrate</td><td>regime</td><td>expand</td><td>stable</td></tr><tr><td>factor</td><td>principle</td><td>community</td><td>regulate</td><td>imply</td><td>shift</td><td>cycle</td><td>resolve</td><td>external</td><td>substitute</td></tr><tr><td>finance</td><td>proceed</td><td>distinct</td><td>secure</td><td>instance</td><td>technical</td><td>domestic</td><td>retain</td><td>image</td><td>sustain</td></tr></table>									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
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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

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

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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