

ENGLISH LKS2 – ROTATION 1	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Writing</b>	Key Text: THE MAGIC FINGER By: ROALD DAHL	Key Text: THE UNLIKELY ADVENTURES OF MABEL JONES By: Lucy Hawking	Key Text: THE IRON MAN By: Phillip Pullman	Key Text: THE FIREWORK MAKER'S DAUGHTER by Michael Morpurgo	Key Text: THE LEGEND OF PODKIN ONE-EAR BY: Kieran Larwood	Key Text: PUGS OF THE FROZEN NORTH BY: Phillip Reeves
<b>GENRES</b>	Including 1 session per week free write	Including 1 session per week free write	Including 1 session per week free write	Including 1 session per week free write	Including 1 session per week free write	Including 1 session per week free write
	NARRATIVES CHARACTER DESCRIPTIONS	NARRATIVE – ADVENTURE	NARRATIVE – SCIENCE FICTION NON-CHRONOLOGICAL REPORTS	NARRATIVE – ADVENTURE EXPLANATIONS  NARRATIVE – TRADITIONAL TALES RECOUNTS	POETRY: Metaphor Poems  NARRATIVE – FANTASY POETRY	CONSOLIDATION AND REVIEW – RE-VISITING A RANGE OF DIFFERENT GENRES FROM THE YEAR DISCUSSION AND PERSUASION
<b>Reading</b>	<b>Fluency</b> <ul style="list-style-type: none"> <li>Increasing sight vocabulary, as appropriate for age and stage</li> </ul> <b>Prosody</b> <ul style="list-style-type: none"> <li>Applying SPAG knowledge and understanding, as appropriate for age and stage</li> <li>Applying comprehension skills, as appropriate for age and stage</li> </ul> <b>Comprehension</b> <ul style="list-style-type: none"> <li>I can read and join in discussions about a range of longer texts, expressing what I think and like.</li> <li>I can independently retell lots of age appropriate stories</li> <li>I can find some simple facts from a non-fiction text.</li> <li>I can discuss with others books I have read.</li> <li>I can retell a range of age appropriate stories, including interesting details.</li> <li>I can explain facts I have found in a non-fiction text using my own language.</li> <li>I can choose and use the right book for a purpose and talk about what I have done and why.</li> </ul>		<b>Fluency</b> <ul style="list-style-type: none"> <li>Increasing sight vocabulary, as appropriate for age and stage</li> </ul> <b>Prosody</b> <ul style="list-style-type: none"> <li>Applying SPAG knowledge and understanding, as appropriate for age and stage</li> <li>Applying comprehension skills, as appropriate for age and stage</li> </ul> <b>Comprehension</b> <ul style="list-style-type: none"> <li>I can talk about how words can have different meanings.</li> <li>I can usually make simple predictions of what will happen next using clues in the text.</li> <li>I can find words and phrases in the text that capture my imagination and explain why.</li> <li>I can monitor my own reading for mistakes and talk about the meaning of new and unusual words.</li> <li>I can usually predict what will happen next using clues in the text.</li> <li>I can describe how the language, structure and lay-out of a book add to my understanding of it.</li> </ul>		<b>Fluency</b> <ul style="list-style-type: none"> <li>Increasing sight vocabulary, as appropriate for age and stage</li> </ul> <b>Prosody</b> <ul style="list-style-type: none"> <li>Applying SPAG knowledge and understanding, as appropriate for age and stage</li> <li>Applying comprehension skills, as appropriate for age and stage</li> </ul> <b>Comprehension</b> <ul style="list-style-type: none"> <li>I can spot and talk about key themes in a story.</li> <li>I can usually self-evaluate my own understanding of stories, for instance, reflecting on how a character might react in a different situation.</li> <li>I can usually make simple inferences when I'm reading a story.</li> <li>I can talk about key themes found in different stories.</li> <li>I can usually self-evaluate my own understanding of stories, for instance, reflecting on characters' thoughts and feelings.</li> <li>I can usually infer when I'm reading a story.</li> </ul>	
Additional subjects + writing options	Science –: Light Non Chronological Report writing, Explanation text	Science – Electricity Instructions, report writing	Science – Rocks Non Chronological Report writing, Explanation text	Science: Evolution Non Chronological Report writing, Explanation text	Science – Living Things Report writing, Explanation text, Information text	Science plant classification Report writing, Explanation text, Information text
	Understanding Christianity: CREATION 2a.1 – What do Christians learn from the Creation story?	Understanding Christianity: INCARNATION 2a.3 – What is the Trinity?	Discovery RE: ISLAM Discovery RE: BUDDHISM Y4 Unit – Is it possible for everyone to be happy?	Understanding Discovery RE: EASTER Y4 Spring 2 – Is forgiveness always possible?	Understanding Christianity: KINGDOM OF GOD 2a.6 – When Jesus left, what was the impact of Pentecost?	Discovery RE: BUDDHISM Y4 Units – Can the Buddha's teachings make the world a better place? AND What is the best way for a Buddhist to leave a good life?
Links to subjects	<b>History</b> <b>Stone age to iron age</b> Art +DT: emersion Use craft materials to make your own robot model... or could you make a life-sized robot? Draw a picture of the space-bat-angel-dragon that lands in Australia. Geography: emersion Draw a map showing the locations within the story. Use a map / atlas to find locations where the story might have taken place.	<b>History</b> <b>Roman invasion</b> DT <i>extension</i> Torches <i>linked to</i> <i>science</i> Art recreate artefacts and mosaics	<b>Geography - European Comparison</b> Art + DT The children will create firework paintings and bamboo paintings History emersion	<b>Geography - European Comparison</b> Emersion History: What changes did the Anglo Saxon bring to Britain?  DT create a model mythical creature	<b>Design and Technology - Pizza Instructions</b>  Emersion Geography – Exploring the Arctic	<b>Art</b> <b>Clay tiles</b>

	The family who have a picnic on the hill feel an earthquake. Can you find out what causes earthquakes?		The children will explore the history of China during the period of the story			
<p><b>PAG</b> All PAG should be related to the text you are using and used to improve writing not just as standalone lessons.</p>	<p>Y3</p> <ul style="list-style-type: none"> <li>I can explain what verb tenses are.</li> <li>I can identify the tense of a verb.</li> <li>I can change verb tenses.</li> </ul> <p>I can use the present perfect form of verbs.</p> <p>Y4</p> <ul style="list-style-type: none"> <li>I can use standard forms of verbs.</li> </ul>	<p>Y3</p> <ul style="list-style-type: none"> <li>I can identify the main clause and subordinate clause in sentences.</li> <li>I can write sentences with more than one clause, using different subordinating conjunctions such as when, if, because, although.</li> <li>I can use different conjunctions to show time, place and cause.</li> <li>I can use different adverbs to show time place and cause in my writing.</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>I can use a wide range of subordinating conjunctions at the beginning and within sentences to add details.</li> <li>I can use a wide range of conjunctions to show time, place and cause in my writing.</li> <li>I can use adverbial phrases to start some sentences followed by a comma</li> </ul>	<p>Y3</p> <ul style="list-style-type: none"> <li>I can identify the main clause and subordinate clause in sentences.</li> <li>I can write sentences with more than one clause, using different subordinating conjunctions such as when, if, because, although.</li> <li>I can use different conjunctions and adverbs to show time, place and cause.</li> <li>I can use speech marks to show dialogue.</li> <li>I can use possessive apostrophes in words with a regular plural.</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>can use a wide range of subordinating conjunctions at the beginning and within sentences to add details.</li> <li>I can use a wide range of conjunctions and adverbs to show time, place and cause in my writing.</li> <li>I can use adverbial phrases to start some sentences followed by a comma.</li> <li>I can use speech marks and other punctuation when I am writing speech.</li> <li>I can use possessive apostrophes in words with irregular plurals.</li> </ul>	<p>Y3</p> <ul style="list-style-type: none"> <li>I can use different conjunctions, adverbs and prepositions to show time, place and cause in my writing.</li> <li>I can spot and use pronouns.</li> <li>I can spot and use determiners.</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>I can use pronouns to avoid repeating the same noun in my writing.</li> <li>I can use a wide range of conjunctions, prepositions and adverbs to show time, place and cause in my writing.</li> <li>I can use different sentence structures for effect.</li> </ul>	<p>Y3</p> <p>FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING</p> <p>I can identify main and subordinate clauses.</p> <ul style="list-style-type: none"> <li>I can write sentences with more than one clause, using different subordinating conjunctions such as <i>when, if, because, although</i>.</li> <li>I can use different conjunctions and adverbs to show time, place and cause.</li> <li>I can use speech marks to show dialogue.</li> <li>I can explain what verb tenses are.</li> <li>I can use the present perfect form of verbs.</li> <li>I can use possessive apostrophes in words with a regular plural.</li> <li>I can spot and use pronouns.</li> <li>I can spot and use determiners</li> </ul> <p>Y4</p> <p>FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING</p> <ul style="list-style-type: none"> <li>I can use pronouns to avoid repeating the same noun in my writing.</li> <li>I can use a wide range of subordinating conjunctions at the beginning and within sentences to add details.</li> <li>I can use a wide range of conjunctions, prepositions and adverbs to show time, place and cause in my writing.</li> <li>I can use adverbial phrases to start some sentences followed by a comma.</li> <li>I can use standard forms of verbs.</li> <li>I can use speech marks and other punctuation when I am writing speech.</li> <li>I can use possessive apostrophes in words with irregular plurals.</li> </ul>	<p>Y3</p> <p>EMBEDDING LEARNING OF ALL EXPECTATIONS – USING AND APPLYING</p> <ul style="list-style-type: none"> <li>I can identify main and subordinate clauses.</li> <li>I can write sentences with more than one clause, using different subordinating conjunctions such as when, if, because, although.</li> <li>I can use different conjunctions and adverbs to show time, place and cause.</li> <li>I can use speech marks to show dialogue.</li> <li>I can explain what verb tenses are.</li> <li>I can use the present perfect form of verbs.</li> <li>I can use possessive apostrophes in words with a regular plural.</li> <li>I can spot and use pronouns.</li> <li>I can spot and use determiners</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>I can use pronouns to avoid repeating the same noun in my writing.</li> <li>I can use a wide range of conjunctions, prepositions and adverbs to show time, place and cause in my writing.</li> <li>I can use standard forms of verbs.</li> <li>I can use a and an correctly.</li> </ul>

<p><b>Spelling</b> Read Write Inc</p>	<p>Y3</p> <ul style="list-style-type: none"> <li>Review children to identify those who require additional phonics input</li> <li>Y3</li> <li>Unit 1 Adding prefixes dis- and in-</li> <li>Unit 2 adding im to root words beginning with m or p</li> <li>Special focus tricky words</li> <li>Unit 3 adding the suffix -ous</li> <li>Revision</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>Unit 1 adding the prefix mis- and revising un-, in-, dis-</li> <li>Unit 2 words ending in zhuh, spelt -sure</li> <li>Special focus The short u sound spelt ou</li> <li>Revision</li> </ul>	<p>Y3</p> <ul style="list-style-type: none"> <li>Unit 4 adding the suffix -ly</li> <li>Unit 5 words ending in -ture</li> <li>Special focus Homophones</li> <li>Unit 6 adding -ation to verbs to form nouns</li> <li>Revision</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>Unit 3 adding the prefix auto-</li> <li>Unit 4 adding the suffix -ly</li> <li>Unit 5 adding the prefix inter-</li> <li>Special focus Homophones</li> <li>Revision</li> </ul>	<p>Y3</p> <ul style="list-style-type: none"> <li>Unit 7 Words with the c sound spelt ch</li> <li>Unit 8 Words with the sh sound spelt ch</li> <li>Special focus The short l sound spelt y</li> <li>Unit 9 adding the suffix -ion</li> <li>Revision -</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>Unit 6 words with the ay sound spelt eigh, ei, ey</li> <li>Unit 7 words ending with -ous</li> <li>Unit 8 Words with s sound spelt sc</li> </ul>	<p>Y3</p> <ul style="list-style-type: none"> <li>Unit 10 adding the suffix -ian</li> <li>Unit 11 adding the prefix re-</li> <li>Special focus Homophones</li> <li>Unit 12 adding the prefix anti</li> <li>Revision</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>Unit 9 words ending with zhun spelt sion</li> <li>Unit 10 Adding il and revising un-, in-, mis-, dis-</li> <li>Unit 11 The c sound spelt -que and the g sound spelt -gue</li> <li>Special focus Homophones</li> <li>Revision</li> </ul>	<p>Y3</p> <ul style="list-style-type: none"> <li>Unit 13 adding the prefix super-</li> <li>Unit 14 adding the prefix sub-</li> <li>Revision</li> <li>Y 3/4 key words</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>Unit 12 adding ir- to words beginning with r</li> <li>Unit 13 adding the suffix -ion</li> <li>Unit 14 adding the suffix -ion</li> <li>Revision</li> </ul>	<p>Y3</p> <ul style="list-style-type: none"> <li>Revision</li> <li>Assessment</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>Revision</li> <li>assessment</li> </ul>
---	--	---	--	--	--	---