

ENGLISH LKS2 – ROTATION 2	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
Writing	Key Text: Charlie and the Chocolate Factory By Roald Dahl Additional Texts for Immersion – other books by Roald Dahl The BFG, James and the Giant Peach <i>Including 1 session per week free write</i>	Key Text: Let sleeping sea-monsters lie...and other cautionary tales by Eva Ibbotson <i>Including 1 session per week free write</i>	Key text: How to train your dragon? By Cressida Cowell <i>Including 1 session per week free write</i>	Key Text: The Demon Headmaster By Gillian Cross <i>Including 1 session per week free write</i>	Key Text: Kensuke's Kingdom By Michael Morpurgo <i>including 1 session per week free write</i> Poetry: Haikus and Tankas	
GENRES	NARRATIVE – FANTASY NON-CHRONOLOGICAL REPORTS	NARRATIVE – TRADITIONAL TALES PLAYSCRIPTS INSTRUCTIONS/PROCEDURAL	NARRATIVE- HISTORICAL EXPLANATIONS	NARRATIVE – MYSTERY RECOUNTS – LETTERS/DIARIES/ NEWSPAPER REPORTS	CONSOLIDATION AND REVIEW – RE-VISITING A RANGE OF DIFFERENT GENRES FROM THE YEAR POETRY DISCUSSION AND PERSUASION	
Reading	Fluency <ul style="list-style-type: none"> Increasing sight vocabulary, as appropriate for age and stage Prosody <ul style="list-style-type: none"> Applying SPAG knowledge and understanding, as appropriate for age and stage Applying comprehension skills, as appropriate for age and stage Comprehension <ul style="list-style-type: none"> <i>I can read and join in discussions about a range of longer texts, expressing what I think and like.</i> <i>I can independently retell lots of age appropriate stories</i> <i>I can find some simple facts from a non-fiction text.</i> I can discuss with others books I have read. I can retell a range of age appropriate stories, including interesting details. I can explain facts I have found in a non-fiction text using my own language. I can choose and use the right book for a purpose and talk about what I have done and why. 		Fluency <ul style="list-style-type: none"> Increasing sight vocabulary, as appropriate for age and stage Prosody <ul style="list-style-type: none"> Applying SPAG knowledge and understanding, as appropriate for age and stage Applying comprehension skills, as appropriate for age and stage Comprehension <ul style="list-style-type: none"> <i>I can talk about how words can have different meanings.</i> <i>I can usually make simple predictions of what will happen next using clues in the text.</i> <i>I can find words and phrases in the text that capture my imagination and explain why.</i> I can monitor my own reading for mistakes and talk about the meaning of new and unusual words. I can usually predict what will happen next using clues in the text. I can describe how the language, structure and lay-out of a book add to my understanding of it. 		Fluency <ul style="list-style-type: none"> Increasing sight vocabulary, as appropriate for age and stage Prosody <ul style="list-style-type: none"> Applying SPAG knowledge and understanding, as appropriate for age and stage Applying comprehension skills, as appropriate for age and stage Comprehension <ul style="list-style-type: none"> <i>I can spot and talk about key themes in a story.</i> <i>I can usually self-evaluate my own understanding of stories, for instance, reflecting on how a character might react in a different situation.</i> <i>I can usually make simple inferences when I'm reading a story.</i> I can talk about key themes found in different stories. I can usually self-evaluate my own understanding of stories, for instance, reflecting on characters' thoughts and feelings. I can usually infer when I'm reading a story. 	
Additional subjects + writing options	Science –: Magnets Non Chronological Report writing, Explanation text History – Ancient Egyptians	Science – Forces + friction Instructions, report writing History – Ancient Egyptians	Science: Materials Geography : Map work and geographical skills Non Chronological Report writing, Explanation text	Science: Humans Art, DT: Pop up books Computing: Programing	Science: Humans Art, DT: Meet the Artists Computing: Programing	
	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: ISLAM 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	Art + DT clay, creating artefacts, Draw pictures of the different expressions on Charlie's face at various points in the story,	Art + DT Designing and constructing a creature that could be a character in the book Make a Canopic jar	DT History make links with Vikings to find out about how the characters would live	Geography draw a map of the school locating where the children sabotaged the TV company Art + DT	Science Michael spots a lot of amazing creatures on his adventure. Can you find out more about one (or more) of them? Geography map the journey and the island	

	<p>When Willy Wonka describes Loompaland, he explains that it has 'thick jungles infested by the most dangerous beasts in the world - hornswogglers and snoozwangers and those terrible wicked whangdoodles.' Could you create a new creature from Loompaland? Could you add labels to show its different features?</p> <p>Geography – identify places on a map (Egypt) + physical geography – river Nile Find out where the ingredients of a chocolate bar come from. Could you plot these on a map? Research chocolate factories around the world. Could you visit some of them, e.g. Cadbury World. Make a map of the chocolate factory showing the different rooms described in the book.</p>		<p>Art + DT Look at existing images of dragons (see Draconika for some great examples) and use these as inspiration for designing your own moving dragon</p>	<p>Design posters for the TV show</p>	<p>Art + DT Look at the author's illustrations in the book. Could you create your own versions? Could you create a comic-strip version of the story? Draw some sketches of the things that Michael saw during his time on the Peggy Sue, while he was on the island and inside Kensuke's cave house. Choose a chapter (or a few pages) and create a storyboard that shows the main events</p> <p>Geography Create your own map of the island, using information in the book (and Michael Morpurgo's illustrations) to help you (<i>see Resources below</i>). Add the locations of the main events in the story to the map. Look at the map of the world, as shown in the book. Can you identify the places Michael travelled to? Can you find out more information about each place? Could you calculate the distance that he travelled? While on his journey on the Peggy Sue, Michael uses a sextant, takes compass bearings, plots a course and fills in the longitude / latitude in the ship's log. Can you learn how to do some (or all) of these tasks</p> <p>History Create a timeline that shows the main events in the story.</p>
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PAG

All PAG should be related to the text you are using and used to improve writing not just as standalone lessons.

<p>Y3</p> <ul style="list-style-type: none"> I can explain what verb tenses are. I can identify the tense of a verb. I can change verb tenses. <p>I can use the present perfect form of verbs.</p> <p>Y4</p> <ul style="list-style-type: none"> I can use standard forms of verbs. 	<p>Y3</p> <ul style="list-style-type: none"> I can identify the main clause and subordinate clause in sentences. I can write sentences with more than one clause, using different subordinating conjunctions such as when, if, because, although. I can use different conjunctions to show time, place and cause. I can use different adverbs to show time place and cause in my writing. <p>Y4</p> <ul style="list-style-type: none"> I can use a wide range of subordinating conjunctions at the beginning and within sentences to add details. I can use a wide range of conjunctions to show time, place and cause in my writing. I can use adverbial phrases to start some sentences followed by a comma 	<p>Y3</p> <ul style="list-style-type: none"> I can identify the main clause and subordinate clause in sentences. I can write sentences with more than one clause, using different subordinating conjunctions such as when, if, because, although. I can use different conjunctions and adverbs to show time, place and cause. I can use speech marks to show dialogue. I can use possessive apostrophes in words with a regular plural. <p>Y4</p> <ul style="list-style-type: none"> can use a wide range of subordinating conjunctions at the beginning and within sentences to add details. I can use a wide range of conjunctions and adverbs to show time, place and cause in my writing. I can use adverbial phrases to start some sentences followed by a comma. I can use speech marks and other punctuation when I am writing speech. I can use possessive apostrophes in words with irregular plurals. 	<p>Y3</p> <ul style="list-style-type: none"> I can use different conjunctions, adverbs and prepositions to show time, place and cause in my writing. I can spot and use pronouns. I can spot and use determiners. <p>Y4</p> <ul style="list-style-type: none"> I can use pronouns to avoid repeating the same noun in my writing. I can use a wide range of conjunctions, prepositions and adverbs to show time, place and cause in my writing. I can use different sentence structures for effect. 	<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"> I can write sentences with more than one clause, using different subordinating conjunctions such as <i>when, if, because, although</i>. I can use different conjunctions and adverbs to show time, place and cause. I can use speech marks to show dialogue. I can explain what verb tenses are. I can use the present perfect form of verbs. I can use possessive apostrophes in words with a regular plural. I can spot and use pronouns. I can spot and use determiners <p>Y4</p> <p>FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING</p> <ul style="list-style-type: none"> I can use pronouns to avoid repeating the same noun in my writing. I can use a wide range of subordinating conjunctions at the beginning and within sentences to add details. I can use a wide range of conjunctions, prepositions and adverbs to show time, place and cause in my writing. I can use adverbial phrases to start some sentences followed by a comma. I can use standard forms of verbs. I can use speech marks and other punctuation when I am writing speech. I can use possessive apostrophes in words with irregular plurals. 	<p>Y3</p> <p>EMBEDDING LEARNING OF ALL EXPECTATIONS – USING AND APPLYING</p> <ul style="list-style-type: none"> I can identify main and subordinate clauses. I can write sentences with more than one clause, using different subordinating conjunctions such as when, if, because, although. I can use different conjunctions and adverbs to show time, place and cause. I can use speech marks to show dialogue. I can explain what verb tenses are. I can use the present perfect form of verbs. I can use possessive apostrophes in words with a regular plural. I can spot and use pronouns. I can spot and use determiners <p>Y4</p> <ul style="list-style-type: none"> I can use pronouns to avoid repeating the same noun in my writing. I can use a wide range of conjunctions, prepositions and adverbs to show time, place and cause in my writing. I can use standard forms of verbs. I can use a and an correctly.
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<p>Spelling Read, Write Inc</p>	<p>Y3</p> <ul style="list-style-type: none"> Review children to identify those who require additional phonics input Y3 Unit 1 Adding prefixes dis- and in- Unit 2 adding im to root words beginning with m or p Special focus tricky words Unit 3 adding the suffix -ous Revision <p>Y4</p> <ul style="list-style-type: none"> Unit 1 adding the prefix mis- and revising un-, in-, dis- Unit 2 words ending in zhuh, spelt -sure Special focus The short u sound spelt ou Revision 	<p>Y3</p> <ul style="list-style-type: none"> Unit 4 adding the suffix -ly Unit 5 words ending in -ture Special focus Homophones Unit 6 adding -ation to verbs to form nouns Revision <p>Y4</p> <ul style="list-style-type: none"> Unit 3 adding the prefix auto- Unit 4 adding the suffix -ly Unit 5 adding the prefix inter- Special focus Homophones Revision 	<p>Y3</p> <ul style="list-style-type: none"> Unit 7 Words with the c sound spelt ch Unit 8 Words with the sh sound spelt ch Special focus The short l sound spelt y Unit 9 adding the suffix -ion Revision - <p>Y4</p> <ul style="list-style-type: none"> Unit 6 words with the ay sound spelt eigh, ei, ey Unit 7 words ending with -ous Unit 8 Words with s sound spelt sc 	<p>Y3</p> <ul style="list-style-type: none"> Unit 10 adding the suffix -ian Unit 11 adding the prefix re- Special focus Homophones Unit 12 adding the prefix anti Revision <p>Y4</p> <ul style="list-style-type: none"> Unit 9 words ending with zhun spelt sion Unit 10 Adding il and revising un-, in-, mis-, dis- Unit 11 The c sound spelt -que and the g sound spelt -gue Special focus Homophones Revision 	<p>Y3</p> <ul style="list-style-type: none"> Unit 13 adding the prefix super- Unit 14 adding the prefix sub- Revision Y 3/4 key words <p>Y4</p> <ul style="list-style-type: none"> Unit 12 adding ir- to words beginning with r Unit 13 adding the suffix -ion Unit 14 adding the suffix -ion Revision 	<p>Y3</p> <ul style="list-style-type: none"> Revision Assessment <p>Y4</p> <ul style="list-style-type: none"> Revision assessment
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