



Subject: English	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Megacities	The Earth	Stone Age	Bronze Age to Iron Age	Our planet	Romans
Text / Stimulus	Krindlekrax by Philip Ridley	There is a pebble in my pocket: A history of our Earth – Meredith Cooper	Stone Age Boy	Boudica's Army	Dear Greenpeace  One Plastic bag  Somebody swallowed Stanley	Artefacts  Secondary sources
Purpose for writing	Writing to inform Recount writing	Writing to inform Information text	Topic Writing Writing to inform - Instructions	Writing to inform Topic information Explanation text	Writing to inform - Newspaper Report	Writing to discuss - Topic writing/Leaflets
Outcome	Writing to entertain- Narrative	Writing to give opinion - Narrative	Writing for myself - Diary	Writing to entertain - Playscripts	Writing to persuade -Persuasion	
Grammar and Punctuation	Identify and write comparative adjectives  Identify and write superlative adjectives  Identify and write adverbs that modify adjectives  Present perfect verbs ( <i>he has gone out to play</i> )	Identify and write adverbs of place within simple sentences  Identify and write adverbial phrases of manner, time and place within simple sentences  Identify and write adverbial phrases of manner, time and place that begin simple sentences	Coordinating conjunctions: <i>yet</i>  Express time, place and cause using conjunctions ( <i>when, before, after, while, so, because</i> )  Distinguish between simple and compound sentences  Identify and write a combination of simple and compound sentences	Identify and write personal pronouns to replace nouns repeated as subjects in the second main clause of a compound sentence  Identify and write personal pronouns to replace nouns repeated as objects in the second main clause of a compound sentence  Prepositional phrases	Coordinating conjunction 'so'  Identify and write a combination of simple and compound sentences (joined with the conjunctions 'or' and 'so')	Convert spoken word into direct speech followed by a reporting clause  'a' or 'an' according to subsequent consonant or vowel  Express time, place and cause using prepositions ( <i>before, after, during, in, because of</i> )  Word families

		Use of paragraphs to group related material	(joined with the conjunctions <i>and</i> , <i>but</i> and <i>yet</i> )		beginning compound sentences.	
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<p>Spelling</p>	<p><b><u>The 'l' sound spelt with a y</u></b>          Myth          Gym          Egypt          Pyramid          Mystery</p> <p><b><u>The 'u' sound spelt with 'ou'</u></b>            Young          Southern          Touch          Double          Trouble          Country          Cousin</p> <p><b><u>The 'k' sound spelt 'ch'</u></b>          Scheme          Chorus          Stomach</p> <p><b><u>The 'sh' sound spelt with 'ch'</u></b>          Chef          Machine          Brochure</p>	<p><b><u>Words ending with 'g' sound spelt 'gue'</u></b>            Analogue          League          Colleague          Dialogue</p> <p><b><u>Words ending with the 'k' sound spelt 'que'</u></b>          Technique          Critique          Antique</p> <p><b><u>Words with the 's' sound spelt 'sc'</u></b>          Scenario          Scenery          Science</p>	<p><b><u>Words with the 'ay' sound spelt 'ei', eigh, or ey</u></b>            Vein          Abseil          Reign          Rein</p> <p><b><u>Possessive apostrophe with plural words</u></b>  <b>Girls' boys' babies'</b></p> <p><b><u>Prefixes at the beginning of a root word</u></b>            Unable          Unpack          Unbelievable          Unpopular</p> <p><b><u>Prefixes with dis</u></b>          Disagree          Disqualified          Disinterested</p> <p><b><u>Prefixes with mis</u></b>            Misbehave          Misplace          Misfortune</p> <p><b><u>re</u></b></p>	<p><b><u>The suffix ly</u></b>          Weekly          Wisely          Bravely          Proudly</p> <p><b><u>Y to an I</u></b>          Angrily          Clumsily          Happily          Heavily</p> <p><b><u>Le to ly</u></b>          If the root word ends in le it is changed to ly          Gently          Simply</p>	<p><b><u>The suffix- ous</u></b>          Poisonous          Tremendous          Adventurous</p> <p><b><u>Words ending with sounds like –sure</u></b>            Disclosure          Exposure          Reassure</p>	<p><b><u>Ending sound spelt -ture</u></b>            Measure          Treasure          Disclosure</p> <p><b><u>Ending with an sound like –sion</u></b>            Collision          Erosion          Explosion</p> <p>Consolidate          Revise-</p> <p><b><u>Possessive apostrophe with plural words</u></b>  <b>Girls' boys' babies'</b></p>
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			<b>refuse</b> <b>repeat</b> <b>rewind</b>			
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Handwriting	Warm up	Warm up	Warm up	Warm up	Warm up	Warm up
H/W sheet 3	Individual letters- lower case:  i l t j h n m b p k r c o a d g q e l e v w u y s f x z	Individual letters- upper case:  A B C D E F G H I K J L M N O P Q R S T U V W X Y Z	KS2 joining letter pairs	KS2 joining letter pairs	KS2 joining letter pairs	KS2 joining letter pairs