ENGLISH **LKS2 – ROTATION 1**	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
Writing **GENRES**	Key Text: THE IRON MAN By: Ted Hughes Including 1 session per week free write NARRATIVE – SCIENCE FICTION *NON-CHRONOLOGICAL REPORTS*	Key Text: GEORGES SECRET KEY TO THE UNIVERSE By: Lucy Hawking Including 1 session per week free write NARRATIVE – SCIENCE FICTION/ ADVENTURE PLAYSCRIPTS *INSTRUCTIONS/PROCEDURAL*	Key Text: THE FIREWORK MAKER'S DAUGHTER By: Phillip Pullman Including 1 session per week free write NARRATIVE – ADVENTURE *EXPLANATIONS*	Key Text: Beowulf by Michael Morpurgo Including 1 session per week free write NARRATIVE – TRADITIONAL TALES *RECOUNTS – LETTERS/DIARIES/ NEWSPAPER REPORTS*	Key Text: THE LEGEND OF PODKIN ONE-EAR BY: Kieran Larwood Including 1 session per week free write Poetry: Metaphor Poems NARRATIVE – FANTASY POETRY	Key Text: PUGS OF THE FROZEN NORTH BY: Phillip Reeves Including 1 session per week free write CONSOLIDATION AND REVIEW – RE-VISITING A RANGE OF DIFFERENT GENRES FROM THE YEAR *DISCUSSION AND PERSUASION*
Reading	**Fluency** • Increasing sight vocabulary, as appropriate for age and stage **Prosody** • Applying SPAG knowledge and understanding, as appropriate for age and stage • Applying comprehension skills, as appropriate for age and stage **Comprehension** • *I can read and join in discussions about a range of longer texts, expressing what I think and like.* • *I can independently retell lots of age appropriate stories* • *I can find some simple facts from a non-fiction text.* • 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** • Increasing sight vocabulary, as appropriate for age and stage **Prosody** • Applying SPAG knowledge and understanding, as appropriate for age and stage • Applying comprehension skills, as appropriate for age and stage **Comprehension** • *I can talk about how words can have different meanings.* • *I can usually make simple predictions of what will happen next using clues in the text.* • *I can find words and phrases in the text that capture my imagination and explain why.* • 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** • Increasing sight vocabulary, as appropriate for age and stage **Prosody** • Applying SPAG knowledge and understanding, as appropriate for age and stage • Applying comprehension skills, as appropriate for age and stage **Comprehension** • *I can spot and talk about key themes in a story.* • *I can usually self-evaluate my own understanding of stories, for instance, reflecting on how a character might react in a different situation.* • *I can usually make simple inferences when I'm reading a story.* • 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 –: 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	**History** **Stone age to iron age** 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.	**History** **Roman invasion** DT *extension* Torches *linked to science* Art recreate artefacts and mosaics	**Geography - European Comparison** Art + DT The children will create firework paintings and bamboo paintings History emersion The children will explore the history of China during the period of the story	**Geography - European Comparison** Emersion History: What changes did the Anglo Saxon bring to Britain? DT create a model mythical creature	**Design and Technology - Pizza Instructions** Emersion Geography – Exploring the Arctic	**Art** **Clay tiles**

	The family who have a picnic on the hill feel an earthquake. Can you find out what causes earthquakes?					
PAG All PAG should be related to the text you are using and used to improve writing not just as standalone lessons.	Y3 • I can explain what verb tenses are. • I can identify the tense of a verb. • I can change verb tenses. I can use the present perfect form of verbs. Y4 • I can use standard forms of verbs.	Y3 • 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. Y4 • 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	Y3 • 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. Y4 • 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. .	Y3 • 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. Y4 • 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.	Y3 FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING 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 Y4 • FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING • 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.	Y3 • EMBEDDING LEARNING OF ALL EXPECTATIONS – USING AND APPLYING • 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 Y4 • 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.

Spelling Read Write Inc	Y3 • 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 Y4 • 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	Y3 • 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 Y4 • Unit 3 adding the prefix auto- • Unit 4 adding the suffix –ly • Unit 5 adding the prefix inter- • Special focus Homophones • Revision	Y3 • Unit 7 Words with the c sound spelt ch • Unit 8Words with the sh sound spelt ch • Special focus The short I sound spelt y • Unit 9 adding the suffix –ion • Revision – Y4 • 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	Y3 • Unit 10 adding the suffix –ian • Unit 11 adding the prefix re- • Special focus Homophones • Unit 12 adding the prefix anti • Revision Y4 • 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	Y3 • Unit 13 adding the prefix super- • Unit 14 adding the prefix sub – • Revision • Y 3/4 key words Y4 • Unit 12 adding ir- to words beginning with r • Unit 13 adding the suffix –ion • Unit 14 adding the suffix –ion • Revision	Y3 • Revision • Assessment Y4 • Revision • assessment