

Subject: English/Writing	Autumn 1 Where in the world?(Australia) <i>Geography</i>	Autumn 2 Great Fire of London <i>History</i>	Spring 1 The weather and our environment <i>Geography</i>	Spring 2 Titanic <i>History</i>	Summer 1 From field to Fork- where does our food come from? <i>Geography</i>	Summer 2 Castles <i>History</i>
Text / Stimulus	Traditional tales from around the world: Little Red Riding Hood (French) Aladdin (Middle East, potentially Syria) Hansel & Gretel (Germany)	Diaries including Samuel Pepys' diary.	The Owl Who Was Afraid of the Dark Non-fiction text about Owls.	Model text- moving monster text. Titanic related texts	Charlie & the Chocolate Factory	<u>Fiction</u> Castle Adventure The Castle the King built <u>Non-fiction</u> DK Find Out Castles! See Inside Castles
Purpose for Writing Outcome	<u>Entertain</u> - narratives- write a fairy tale.	<u>Inform</u> - recounting a real event (Great Fire of London) in the form of a diary.	<u>Inform</u> - Information texts about nocturnal animals. (Owls) <u>Discuss/ persuade</u> - write a book review/ recommendation about: The Owl who was afraid of the dark.	<u>Inform</u> - instructions on how to make a moving monster <u>Persuade</u> - poster to persuade people to go on the Titanic. <u>Inform</u> - letter writing from the perspective of a titanic passenger.	<u>Entertain</u> - narrative <u>Entertain</u> - poetry rhyming words and alliterative patterns	<u>Inform</u> - information text about castles. <u>Discuss</u> - viewpoint about their castle and other (which they make)

<p>Grammar and Punctuation</p>	<p>Distinguish between common and proper nouns</p> <p>Identifying and rewriting capital letters for proper nouns</p> <p>Identify and write lists of nouns joined with conjunctions (and, or)</p> <p>Identify and write commas to list nouns</p> <p>Use capital letters, full stops and question marks to demarcate sentences</p> <p>Use the past/present tense consistently</p> <p>Compound nouns</p>	<p>Identify and write a present tense action verb</p> <p>Use the present tense consistently</p> <p>Distinguish between statements and commands</p> <p>Identify and write commands</p> <p>Coordinating conjunctions (3.3 and, but) (3.5 or)</p>	<p>Distinguish between singular and plural nouns</p> <p>Maintain the correct subject/verb agreement when writing with singular and plural subjects</p> <p>Identify and write adjectives before nouns acting as the object</p> <p>Identify and write commas to list adjectives</p> <p>Noun phrases</p>	<p>Apostrophes for contraction</p> <p>Prepositions of time, place and movement</p> <p>Identifying main clauses and phrases</p> <p>Identify and write prepositional phrases of time, place and movement within simple sentences</p> <p>Writing a paragraph with prepositional phrases of time, place and movement that begin sentences</p>	<p>Adverbs of manner and time within a sentence</p> <p>Questions</p> <p>Apostrophes for singular possession (3.6)</p> <p>Past and Present progressive tense (she is drumming, he was shouting)</p>	<p>Identify and write adverbs of manner that begin sentences</p> <p>Exclamations (3.1)</p> <p>Use exclamation marks to demarcate sentences</p> <p>Subordination (when, if, that, because)</p>
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<p>Spelling</p>	<p>Common exception words Springspell Y2 spelling patterns: j sound s spelled c before e, l, y n spelled gn or kn r spelled wr</p>	<p>Common exception words Springspell Y2 spelling patterns: L spelled le, el, il, al lgh spelled y at end of the word ler iest ied at end of word les at end of nouns Formation of nouns -ness -er</p>	<p>Common exception words Zappers Ing e der est y to consonant and e ending Ending words of 1 syllable with single consonant A before l or ll Ee spelled as ey</p>	<p>Common exception words Zappers U spelled with o Er and or after w Dz sound e.g. television O sound as a after w or qu Suffixes ful, less, ly, ment, ness</p>	<p>Common exception words Zappers contractions Recap spelling patterns as needed The possessive apostrophe (singular nouns)</p>	<p>Common exception words Zappers Recap spelling patterns as needed Homophones</p>
<p>Handwriting</p> <p>H/W sheet 2</p>	<p>Pencil skills</p> <p>Upper case letters:</p> <p>P B R D U L E F M A T I J H K N C G O Q S X V W Y Z</p>	<p>Pencil skills</p> <p>Joining pairs:</p> <p>al ab ia va ib ob lp mp ck cy nc oc</p>	<p>Pencil skills</p> <p>Joining pairs:</p> <p>de dr da nd em ke ej oj fo fa uf of ng dg iq oq</p>	<p>Pencil skills</p> <p>Joining pairs:</p> <p>ht ha wh th ki mi cl wl ky kn ok rk wm am ny en</p>	<p>Pencil skills</p> <p>Joining pairs:</p> <p>qu nq us os lt it lit cu up ev nv wo we vy zi ze iz</p>	<p>Pencil skills</p> <p>Joining pairs:</p> <p>Reinforce all joins</p>