

Subject: English	Autumn 1 Vikings	Autumn 2	Spring 1 Space	Spring 2 Mountains	Summer 1 WWII: Battle of Britain	Summer 2 Modern Medicine
Text / Stimulus	Viking Boy – Tony Bradman  Various non fiction texts on Vikings	The Boy in the Girls' Bathroom - Louis Sachar	One giant leap – The story of Neil Armstrong. Don Brown  Various planet non chronological reports and space related texts.	The Ice Palace - Robert Swindells.  Frozen Man – Kit Wright.	Resist - Tom Palmer  Various non fiction texts on WWII and the Blitz	Plague. A cross on the door - Ann Turnbull.  Various non-fiction texts about the Great Plague.
Purpose for writing  Outcome	To entertain A historical narrative for Y6 for Seesaw	To inform An email offering advice to main character  To persuade	To inform A non chronological report on a planet for Y6  To inform A biography about Neil Armstrong for Seesaw	To entertain A blackout poem for Y4 An adventure narrative to Y6  To inform A newspaper report on the taking of a boy	To entertain A historical narrative for Y6  To inform Recounting in the form of a diary entry for a peer  To inform A non chronological report	To entertain A historical narrative for Seesaw  To inform: Recounting in a diary entry from different viewpoints for Seesaw  To explain An explanation text on the Great Plague - the misconceptions for Seesaw

<p>Grammar and Punctuation</p>	<p>Identify and write adverbs followed by present and past particles openers</p> <p>To identify and write expanded noun phrases that include a prepositional phrase</p> <p>Adverbs indicating degrees of possibility (perhaps, surely)</p> <p>Modal verbs (might, should, will, must)</p>	<p>Identify and write relative clauses (embedded and at the end of the main clause) as parenthesis</p> <p>To substitute commas for brackets and dashes when demarcating relative clauses as parenthesis</p> <p>Identify and write appositives (embedded and at the end of the main clause) as parenthesis</p> <p>Write relative clauses and appositives within compound and complex sentences</p>	<p>To identify and organise ideas into paragraphs to indicate a change in person, place or a jump in time</p> <p>Convert spoken word into direct speech (statement, question and exclamation) where the reporting clause is embedded</p> <p>Open, embed or end a paragraph with direct speech</p>	<p>Link ideas across paragraphs using adverbials of time, later), place (nearby) and number (secondly) or tense choices (he had seen her before)</p> <p>Commas to clarify meaning or avoid ambiguity</p> <p>Direct into indirect speech</p>	<p>To identify and write conjunctive adverbs to open sentences</p> <p>To identify and write conjunctive adverbs after semicolons to combine and then link two main clauses</p>	<p>Identify and write similes</p> <p>Identify and write metaphor</p> <p>Identify and write personification</p>
<p>Spelling</p>	<p>SPaG spelling review</p> <p>Spelling assessments of Y3/4 and Y5/6 words (zapper work)</p> <p>Y5/6 -tious, cious -tial, cial Homophones</p> <p>Y3/4 Prefix – inter, auto, super, auto</p>	<p>SPaG spelling review</p> <p>Y3/4 and Y5/6 spellings words (zapper work)</p> <p>Y5/6 -ance, –ancy, –ant, -ence, ency, ent</p> <p>Y3/4 suffix –ic, –ly</p>	<p>Y3/4 and Y5/6 spellings words (zapper work)</p> <p>Y5/6 able / ible ably / ibly</p> <p>Y5/6 Hypens</p> <p>Y5/6 suffix to fer</p> <p>Y3/4 Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian</p>	<p>Y3/4 and Y5/6 spellings words (zapper work)</p> <p>Y5/6 Homophones ee:ei</p> <p>Y3/4 Homophones and near homophones</p>	<p>Y5/6 silent letters</p> <p>Y5/6 ough letter string -ght letter string</p> <p>Words with an ‘ear’ sound spelt ‘ere’.</p> <p>Etymology and word families.</p>	<p>Homophones / near homophones.</p> <p>Adverbs of possibility and frequency.</p> <p>Convert nouns/verbs into adjectives using suffix ‘-ful’.</p>

	<p>Y3/4</p> <p>Prefixes –</p> <p>in - The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.</p> <p>im Before a root word starting with m or p, in- becomes im-.</p> <p>ir- Before a root word starting with r, in- becomes ir-.</p> <p>il - Before a root word starting with l, in- becomes il</p>		Y3/4 suffix -ous			
Handwriting	Warm up	Warm up	Warm up	Warm up	Warm up	Warm up
H/W sheet 4	KS2 joining letter pairs	KS2 joining letter pairs	KS2 joining letter pairs	KS2 joining letter pairs	KS2 joining letter pairs	KS2 joining letter pairs
				Join into words	Join into words	Join into words
						Words with multiple joins