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| **LKS2 Cycle A** | **Autumn 1**  | **Autumn 2** | **Spring 1**  | **Spring 2** | **Summer 1**  | **Summer 2** |
| Topic Science | **Stone Age to Iron Age**Rocks and Animals | **Stone Age to Iron Age**Rocks and Animals | **Greeks** Forces and Magnets | **Greeks**Forces and Magnets | **Local Area**Animals, Humans and Plants | **Local Area**Animals, Humans and Plants |
| Text  | Stone Age Boy Satoski KotamuraUG by Ramond Briggs | Meet the Ancient Greeks by James Davies | You wouldn’t want to be a Victorian Miner!Digging a hole to heaven SD Nelson  |
| Text type (Focus) NarrativeNon-fictionPoetry | **Narrative with a historical setting-** re-write of Stone Age Boy using speech between characters. **Play script-** based on UG, children could perform the playscript in groups or using character puppets that they have made. **Explanation Text-** The process of survival in the stone age i.e. making tools, cooking etc. **Free verse-** poem about the Stone Age- Michael Rosen poem can be used as a stimulus.  | **Myths and Legends-** children create their own Greek myth- SEE PLANNING RESOURCES TES. **Fictional diary entry-** diary entry as an ancient Greek soldier.**Holiday brochure-** persuasive writing advertising a trip to Greece. **Library display writing- to be confirmed based on book week.**  | **Setting description narrative-** choose areas or buildings within the local area, children could illustrate these or use a photograph. In depth descriptions can be written to accompany the pictures.**Persuasive text-** persuading people to visit Wakefield.**Letter-** letter to local council regarding an issues within our local area.**Echo verse-** poem created with knowledge of local area.  |
| Objectives within…NarrativeNon-fictionPoetryAll writing  | QuestionsStatementsDirect speech, correctly punctuatedVarying pronounsSub-headings Correct use of ‘a’ and ‘an’PrepositionsAdverbials <including fronted Y4>Language for impactExclamation sentences Genre featuresMulticlause sentencesCorrect tenseCorrectly demarcated sentences Correct use of capital letters | Expanded noun phrases Character description Varying pronounsVary sentence openersPossessive apostrophe <Y4>Paragraphs to organise ideas around a theme. Bullet pointsPersuasive languageStatementsGenre featuresMulticlause sentencesCorrect tenseCorrectly demarcated sentences Correct use of capital letters | Setting description Verb inflections <Y4>Exclamation sentencesCorrect use of ‘a’ and ‘an’ Persuasive languageQuestionsFormal languageVarying pronounsDescriptive vocabularyExpanded noun phrasesGenre featuresMulticlause sentencesCorrect tenseCorrectly demarcated sentences Correct use of capital letters |
| Prior skills to recap(PaG) | Sentence structures (what makes a sentence: subject, verb)Word classes Noun phrasesCommas in a list Apostrophes for contraction and possession Subordination (when, if, because)Coordination (and, but, so) | Subordinate clausesExpanded noun phrasesPrepositionsSpeech to convey characterParagraphsTense – simple past, present, progressive, perfectSimiles/ metaphors | Subordinate clauses Past tenseSpeech Third/first PersonTense – simple past, present, progressive, perfectMulti clause sentences |
| Spelling (links to NNS) Year 3Year 4  | \* suffixes ‘-s’, ‘-es’, ‘-er’, ‘-ed’, ‘-ing’ \*prefixes ‘un’ ‘dis’ \*apostrophe for contraction \*/eɪ/ sound spelt ‘ei’ \*homophones \*Words ending /ʒə/ \*possessive apostrophe\*homophonesStatutory spellings (Y3/4 list) | \*homophones \*prefix ‘mis’ ‘re’ \*/ɪ/ sound spelt ‘y’ \*words ending with the /g/ sound spelt ‘-gue’ \*words ending with the /k/ sound spelt ‘-que’ \*prefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’ \*the /eɪ/ sound \*the /ʃ/ sound spelt ‘ch’ \*the /ʌ/ sound spelt ‘ou’ \*suffixes ‘-ing’, ‘-er’, ‘-en’, ‘-ed’Statutory spellings (Y3/4 list) | *\*suffixes ‘-ness’ ‘-full’* *\*prefixes ‘sub’ ‘tele’* *\*apostrophe for contraction**\** /ʃ/ sound spelt ‘ch’ \* ‘s’, ‘ss(ion/ure)’ \* suffixes ‘-less’, ‘-ness’, ‘-ful’ and ‘-ly’: *\*the* /g/ sound spelt ‘gu’ \*endings sounding like /tʃə/ spelt ‘-ture’ \*possessive apostrophe plurals\*homophonesStatutory spellings (Y3/4 list) | \*prefixes ‘super’ ‘auto’ \*homophones\*/k/ sound spelt ‘ch’ \*prefixes ‘anti-’ and ‘inter-’ \*/ʃən/ spelt ‘-cian’, ‘-sion’, ‘-tion’ and ‘-ssion’ Statutory spellings (Y3/4 list) | \*suffixes ‘-ed’, ‘-ing’, ‘-s’, ‘-es’, ‘-ness’, ‘-ful’, ‘-less’ and ‘-ly’\*suffix ‘-ly’ with root words ending in ‘le’ and ‘ic’ \*rare GPCs /ɪ/ sound\*vowel digraphs\*the /s/ sound spelt ‘sc’ \*/ʃən/ spelt ‘sion’ \*apostrophe for possession\*homophonesStatutory spellings (Y3/4 list)  | *\**/ʌ/ sound spelt ‘ou’ \*homophones*\**Suffix ‘-ous’ *\*p*refixes ‘un-’, ‘dis-’, ‘in-’, ‘re-’, ‘sub-’, ‘inter-’, ‘super-’, ‘anti-’, ‘auto-’ \*Suffix ‘-ly’ added to words ending in ‘y’, ‘le’ and ‘ic’ Statutory spellings (Y3/4 list) |

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| **LKS2 Cycle B** | **Autumn 1**  | **Autumn 2** | **Spring 1**  | **Spring 2** | **Summer 1**  | **Summer 2** |
| Topic  | **Romans**States of Matter | **Romans**States of Matter | **Window on the World**Animals | **Window on the World**Animals  | **Saxons**Sound, Light and Electricity  | **Saxons**Sound, Light and Electricity |
| Text | Roman Invasion by Jim Eldridge  | David Hockney a Yorkshire Sketchbook | Beowulf Michel Morpurgo |
| Text type (Focus) NarrativeNon-fictionPoetry | **Historical narrative-** story about travelling back in time to the Roman era. **Character description-** descriptive writing about a roman soldier based on information retrieved during topic lessons. Children could complete a detailed illustration of the soldier to go with the descriptive piece. **Newspaper-** Roman Invasion newspaper article- SEE TWINKL RESOURCES. **Limerick-** about Ancient Rome.  | **Imaginative narrative-** Teacher’s choice- could be a story linked to information within topic sessions. Story set in Yorkshire as if told from David Hockney’s point of view. **Instructions- science-** how to care for an animal (teacher’s choice).**Library display writing- to be confirmed based on book week.**  | **Dilemma narrative-** imaginative story about being kidnapped by a Saxon. **Informative leaflet-** illustrated leaflet with factual information about Saxon people and Saxon life. **Non-chronological report-** electricity, sound and light fact file in non-chronological report form. **Kenning poem-** a riddle like poem created about a Saxon object children have discovered during topic.  |
| Objectives within…NarrativeNon-fictionPoetryAll writing  | Verb inflections <Y4> Adverbials <including fronted Y4>Character descriptionQuestionsHeadingsDirect and indirect speechPrepositional phrasesExpanded noun phrasesPossessive apostrophe <Y4>ExclamationHumorous languageGenre featuresMulticlause sentencesCorrect tenseCorrectly demarcated sentences Correct use of capital letters | Direct speechVarying pronounsUsing ‘a’ and ‘an’ correctlyConjunctions- co-ordinating and subordinatingEvaluate impact on the reader <Y4>StatementsHeadingsBullet pointsVariation of sentence types. Genre featuresMulticlause sentencesCorrect tenseCorrectly demarcated sentences Correct use of capital letters | PrepositionsSetting description CommandsVarying pronounsPossessive apostrophe <Y4> QuestionConjunctions- co-ordinating and subordinatingHeadingsAdverbials <including fronted Y4> HyphenDescriptive vocabularyGenre featuresMulticlause sentencesCorrect tenseCorrectly demarcated sentences Correct use of capital letters |
| Prior skills to recap(PaG) | Sentence structures (what makes a sentence: subject, verb)Word classes Noun phrasesCommas in a list Apostrophes for contraction and possession Subordination (when, if, because)Coordination (and, but, so) | Subordinate clausesExpanded noun phrasesPrepositionsSpeech to convey characterParagraphsTense – simple past, present, progressive, perfectSimiles/ metaphors | Subordinate clauses Past tenseSpeech Third/first PersonTense – simple past, present, progressive, perfectMulti clause sentences |
| Spelling (links to NNS) Year 3Year 4  | \* suffixes ‘-s’, ‘-es’, ‘-er’, ‘-ed’, ‘-ing’ \*prefixes ‘un’ ‘dis’ \*apostrophe for contraction \*/eɪ/ sound spelt ‘ei’ \*homophones \*Words ending /ʒə/ \*possessive apostrophe\*homophonesStatutory spellings (Y3/4 list) | \*homophones \*prefix ‘mis’ ‘re’ \*/ɪ/ sound spelt ‘y’ \*words ending with the /g/ sound spelt ‘-gue’ \*words ending with the /k/ sound spelt ‘-que’ \*prefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’ \*the /eɪ/ sound \*the /ʃ/ sound spelt ‘ch’ \*the /ʌ/ sound spelt ‘ou’ \*suffixes ‘-ing’, ‘-er’, ‘-en’, ‘-ed’Statutory spellings (Y3/4 list) | *\*suffixes ‘-ness’ ‘-full’* *\*prefixes ‘sub’ ‘tele’* *\*apostrophe for contraction**\** /ʃ/ sound spelt ‘ch’ \* ‘s’, ‘ss(ion/ure)’ \* suffixes ‘-less’, ‘-ness’, ‘-ful’ and ‘-ly’: *\*the* /g/ sound spelt ‘gu’ \*endings sounding like /tʃə/ spelt ‘-ture’ \*possessive apostrophe plurals\*homophonesStatutory spellings (Y3/4 list) | \*prefixes ‘super’ ‘auto’ \*homophones\*/k/ sound spelt ‘ch’ \*prefixes ‘anti-’ and ‘inter-’ \*/ʃən/ spelt ‘-cian’, ‘-sion’, ‘-tion’ and ‘-ssion’ Statutory spellings (Y3/4 list) | \*suffixes ‘-ed’, ‘-ing’, ‘-s’, ‘-es’, ‘-ness’, ‘-ful’, ‘-less’ and ‘-ly’\*suffix ‘-ly’ with root words ending in ‘le’ and ‘ic’ \*rare GPCs /ɪ/ sound\*vowel digraphs\*the /s/ sound spelt ‘sc’ \*/ʃən/ spelt ‘sion’ \*apostrophe for possession\*homophonesStatutory spellings (Y3/4 list)  | *\**/ʌ/ sound spelt ‘ou’ \*homophones*\**Suffix ‘-ous’ *\*p*refixes ‘un-’, ‘dis-’, ‘in-’, ‘re-’, ‘sub-’, ‘inter-’, ‘super-’, ‘anti-’, ‘auto-’ \*Suffix ‘-ly’ added to words ending in ‘y’, ‘le’ and ‘ic’ Statutory spellings (Y3/4 list) |