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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 Kotamura  UG 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)  Narrative  Non-fiction  Poetry | **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…  Narrative  Non-fiction  Poetry  All writing | Questions  Statements  Direct speech, correctly punctuated  Varying pronouns  Sub-headings  Correct use of ‘a’ and ‘an’  Prepositions  Adverbials <including fronted Y4>  Language for impact  Exclamation sentences  Genre features  Multiclause sentences  Correct tense  Correctly demarcated sentences  Correct use of capital letters | | Expanded noun phrases  Character description  Varying pronouns  Vary sentence openers  Possessive apostrophe <Y4>  Paragraphs to organise ideas around a theme.  Bullet points  Persuasive language  Statements  Genre features  Multiclause sentences  Correct tense  Correctly demarcated sentences  Correct use of capital letters | | Setting description  Verb inflections <Y4>  Exclamation sentences  Correct use of ‘a’ and ‘an’  Persuasive language  Questions  Formal language  Varying pronouns  Descriptive vocabulary  Expanded noun phrases  Genre features  Multiclause sentences  Correct tense  Correctly demarcated sentences  Correct use of capital letters | |
| Prior skills to recap  (PaG) | Sentence structures (what makes a sentence: subject, verb)  Word classes  Noun phrases  Commas in a list  Apostrophes for contraction and possession Subordination (when, if, because)  Coordination (and, but, so) | | Subordinate clauses  Expanded noun phrases  Prepositions  Speech to convey character  Paragraphs  Tense – simple past, present, progressive, perfect  Similes/ metaphors | | Subordinate clauses  Past tense  Speech  Third/first Person  Tense – simple past, present, progressive, perfect  Multi clause sentences | |
| Spelling  (links to NNS)  Year 3  Year 4 | \* suffixes ‘-s’, ‘-es’, ‘-er’, ‘-ed’, ‘-ing’  \*prefixes ‘un’ ‘dis’  \*apostrophe for contraction  \*/eɪ/ sound spelt ‘ei’  \*homophones  \*Words ending /ʒə/  \*possessive apostrophe  \*homophones  Statutory 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  \*homophones  Statutory 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  \*homophones  Statutory 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)  Narrative  Non-fiction  Poetry | **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…  Narrative  Non-fiction  Poetry  All writing | Verb inflections <Y4>  Adverbials <including fronted Y4>  Character description  Questions  Headings  Direct and indirect speech  Prepositional phrases  Expanded noun phrases  Possessive apostrophe <Y4>  Exclamation  Humorous language  Genre features  Multiclause sentences  Correct tense  Correctly demarcated sentences  Correct use of capital letters | | Direct speech  Varying pronouns  Using ‘a’ and ‘an’ correctly  Conjunctions- co-ordinating and subordinating  Evaluate impact on the reader <Y4>  Statements  Headings  Bullet points  Variation of sentence types.  Genre features  Multiclause sentences  Correct tense  Correctly demarcated sentences  Correct use of capital letters | | Prepositions  Setting description  Commands  Varying pronouns  Possessive apostrophe <Y4>  Question  Conjunctions- co-ordinating and subordinating  Headings  Adverbials <including fronted Y4>  Hyphen  Descriptive vocabulary  Genre features  Multiclause sentences  Correct tense  Correctly demarcated sentences  Correct use of capital letters | |
| Prior skills to recap  (PaG) | Sentence structures (what makes a sentence: subject, verb)  Word classes  Noun phrases  Commas in a list  Apostrophes for contraction and possession Subordination (when, if, because)  Coordination (and, but, so) | | Subordinate clauses  Expanded noun phrases  Prepositions  Speech to convey character  Paragraphs  Tense – simple past, present, progressive, perfect  Similes/ metaphors | | Subordinate clauses  Past tense  Speech  Third/first Person  Tense – simple past, present, progressive, perfect  Multi clause sentences | |
| Spelling  (links to NNS)  Year 3  Year 4 | \* suffixes ‘-s’, ‘-es’, ‘-er’, ‘-ed’, ‘-ing’  \*prefixes ‘un’ ‘dis’  \*apostrophe for contraction  \*/eɪ/ sound spelt ‘ei’  \*homophones  \*Words ending /ʒə/  \*possessive apostrophe  \*homophones  Statutory 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  \*homophones  Statutory 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  \*homophones  Statutory 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) |