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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Theme** | **Stone Age** | **Volcanoes and Oceans** | **Animals** |
| **Writing** | **Text: How to wash a wooly mammoth** InstructionsStory writingSpeech writingLeaflet | **Stig of the Dump**Character descriptionsDiary entriesLetters | **Escape from Pompeii**Adventure storyNon-chronological reportPoetrySetting descriptionLetter writing formal and informal | **Text: Oliver and the Seawigs**PoetryPersuasive writing Playscripts | **Text: Varjack Paw/The Oel who was afraid of the dark**Character descriptions Explanation textsNarrative descriptionsPoetry with onomatopoeia | **Aesop’s Fables**Fables. MythsLimericks |
| **FBV** | Democracy-School Council |  | Individual Liberty |  | Respect and tolerance | Rule of Law |
| **Reading** | Retrieval | Retrieval/ Vocabulary | Inference/ Vocabulary  | Prediction/Fact and opinion | Summarising | Explanation/ Inference  |
| **Spelling** | *Review work from Year 1 and 2 – especially focusing on rules for adding suffixes: plural nouns and verbs and Adding -ed, ing, er and est.*Adding suffixes beginning with vowel letters to words of more than one syllable – er, en, ed, ing.Busy/business, address, decide, describe, different, interest, difficult | Prefixes – re, sub, inter, super, anti and auto. Bi, cent.Bicycle, century, heard, heart, guide, fruit and build., exercise, experience, experiment, extreme | The suffixes -ment, ness, ful, less and ly.Suffix -ationAccident/ally, actual/ly, occasion/ally, probably, material, natural, special, early, earth,  | Homophones and near homophonesPrefixes – un, dis and mis.Prefix – in, il, im and ir.Appear, disappear, calendar, peculiar, particular, grammar, forward, February, library, ordinary, popular, regular, separate | Words with a ‘sh’ sound spelt with ‘ch’ - Chef, machineWords ending in the ‘g’ sound spelt ‘gue’ and the ‘k’ sound spelt ‘que’ - League, uniqueI sound spelt y in the middle – myth. Continue, question, answer, centre, consider, perhaps, remember, quarter | Possessive apostrophe with plural words.Woman/women, often, sentence, history, |
| **P & G** | *Review Year 2 P & G: statement, question, exclamation and command. Apostrophe for contraction and commas for lists. Consonants, vowels nouns, noun phrase, adjectives, verbs and adverbs.* Determiners. Introduction to paragraphs, headings and sub-headings – NF. *Tense – past, present and progressive*– narrative.Adverbs for instructions.  | Formation of nouns using a range of prefixes. Word Families based on common words – solve, solution, dissolve etc. Prepositions.Inverted commas to **punctuate direct speech.** | Simple and compound sentences – clauses and conjunctions.Apostrophes to show possession. | Complex sentences – subordinate clauses and subordinate conjunctions.Dictionary work and using a Thesaurus to extend vocabulary | Simple and past review. Present perfect form of verbs. | Adverbs - fronted adverbials. |
| **Maths** | Place ValueAdditionSubtractionStatistics | GeometryMultiplicationDivision | MultiplicationDivisionMeasure – moneyStatistics | Measure – length and perimeter Fractions | FractionsTime | Geometry - Properties of ShapeMeasurement – mass and capacity |
| **Science** | Soil and Rocks  | Forces and Magnets | Light  | Plants | Animals including humans |
| **Geography** | To understand environmental, physical and human characteristics of countries and major citiesClimate Zones, biomes and vegetation belts | Make plans and maps using symbols and keysEarthquakes and volcanoes-physical geography | Locate worlds countries using mapsUse maps, atlases and globes to locate countries and describe features |
| **History** | Stone Age to Iron Age | The Roman Empire and its impact on Britain |  |
| **Music** | Play and perform in solo and ensemble contextsPlay tuned and untuned instruments  | Improvise and compose music for different purposes. | Listen with attention and recall sounds with increasing aural memory | Use and understand musical notations | Appreciate wider range of recorded music from different traditions and genres | Develop and understand the history of music  |
| **Art** | Self Portrait – using photos taken by a partner Stone Age painting - using DIY brushes and paintBegin to record observations in a sketch book Revisit and review ideas recorded in sketchbook. | Vegetable printing - repeat patterns for accuracyDrawing with charcoal - techniques practiced in sketchbooks | Mixing paints – primary and secondary colours | Sketch and review - drawing of a Seawig mask from description in text Beginning to draw and paint with some skill—marbling techniques | Pencil, chalk, pastels – drawing skills with each in sketchbooks | Great artists in history – the animal art of Henir Rousseau |
| **DT** | Design, make and evaluate - Stone Age items with clay, straw and wood | Apply understanding of how to stiffen, strengthen and reinforce more complex structures – menorah for Chanuak competitionStone Age Meal-understand and apply the principles of a healthy and varied diet - prepare a meal of vegetables, herbs and green  | Design, make and evaluate - layers of the Earth model/ Diorama with pre-cut circular foam shapes | Generate ideas for an item –collect items to upcycle for a 3D Seawig  | Design, make and evaluate a city -- design and draw nets before cutting and constructingTextiles – draw, pin and sew stuffed owl toys |
| **PE** | Games Activities | Gymnastic Activities | Dance Activities | Outdoor Activities | Games Activities | Summer Sports |
| **Special Events** | Black History WeekAnti-Bullying Day | Winter School Play | E-Safety Day Poetry competition |  |  | Sports DayY6 Play |
| **Computing** | Computing Systems and Networks connecting computers. | Creating MediaStop frame animation. Online safety. | PROGRAMMING ASequence in music | DATA AND INFORMATIONBranching databases | CREATING MEDIADesktop publishingOnline safety | PROGRAMMING BEvents and actions |
| **Languages** | To listen attentively to spoken language.To show understanding by joining in and responding. | To read Loshon Hakodesh. \*To show understanding of words, phrases and simple writing in Loshon Hakodesh.To understand feminine and masculine in Loshon Hakodesh. | To begin to conjugate high-frequency verbs.To begin to know key features and patterns of Loshon Hakodesh. |
| **PSHE** | Together everyone achieves more Friendship and conflictBeing considerateRecognising bullying | Recognising feelingsExpressing yourselfStanding up for yourself and othersMaking it right! | My body, my choiceGood night, good dayGood hygiene Healthy eating and nutritionChoosing healthy habits | Trust and appreciation for special relationshipsCelebrating difference and remaining friendsMaking new friends | How to call the emergency servicesJobs and skillsDrugs, healing or harmful | Environmental changeLiving in BritainDemocracyRules, Laws and responsibilitiesTolerance and respectMoney matters |
| **Trips** |  | Camley Nature Reserve | Natural History Museum | London Aquarium | Design MuseumZoo or farm |