

HISTORY			
	AUT	SPR	SUM
REC/Y1			
A	<u>TOYS</u> How do our favourite toys and games compare with those of children in the 1960s?	<u>GREAT FIRE OF LONDON</u> What happened during the Great Fire Of London?	<u>KINGS & QUEENS</u> The Queen's Crown
B	<u>USING STORIES TO DEVELOP AN UNDERSTANDING OF HISTORICAL CONCEPTS</u> Continuity & change, chronology, causation, similarity & difference, perspective, sources	<u>CASTLES</u> What is a castle?	<u>ENQUIRY</u> Rosie sends a signal enquiry
Y2/3			
A	<u>STONE AGE</u> How did the lives of ancient Britons change during the stone age?	<u>ROMANS</u> How did the arrival of Romans change Britain?	<u>VIKINGS</u> What did the Vikings want and how did Alfred help to stop them getting it?
B	<u>VICTORIANS -LOCAL STUDY</u> Why is the history of my locality significant? Cragside	<u>EGYPT</u> What happened to the boy behind the golden mask?	<u>CASTLES -LOCAL STUDY</u> EYFS/Y1 need basis Why were castles so important to the Normans?
Y4/5/6			
A	<u>IRON AGE</u> How do artefacts help us understand the lives of people in Iron Age Britain?	<u>BRITISH EMPIRE</u> Why did Britain once rule the largest empire the world has ever seen?	<u>TROJAN HORSE</u> The story of the Trojan Horse: Historical fact, legend or classical myth?
B	<u>ANGLO SAXONS</u> Who were the Anglo Saxons and how do we know what was important to them?	<u>GRACE DARLING LOCAL STUDY</u> What does it mean for someone or something to make history?	<u>BATTLE OF BRITAIN</u> Why was winning the Battle of Britain so important?
C	<u>RICHARD THE THIRD</u> Why has Richard got the reputation of being England's most infamous king?	<u>ANCIENT GREECE</u> What impact did the Ancient Greeks have on us?	<u>ISLAMIC CIVILIZATION – NON EUROPEAN</u> What was life like in Baghdad during the Golden Age of Islam?

GEOGRAPHY			
	AUT	SPR	SUM
REC/Y1			
A	<u>LOCAL STUDY</u> What is the geography of where I live like? A place called Home	<u>WEATHER</u> How does the weather affect our lives?	<u>SEA</u> Why do we love being by the sea so much?
B	<u>STREAMS, RIVERS & PUDDLES</u> When it rains where do the raindrops come from?	<u>LONDON /THE UNITED KINGDOM</u> Where shall we visit in the United Kingdom?	<u>RAINFOREST</u> How does the geography of Kampong Ayer compare with the geography of where I live?
Y2/3			
A	<u>WATER</u> Where is the most valuable thing in the world and who owns it?	<u>TORNADOES</u> Why are Michael and Jess digging a hole in their garage?	<u>OCEAN PLASTICS</u> Why does Sylvia have the largest collection of plastic bath ducks in the world?
B	<u>NATIONAL PARKS</u> Who are Britain's national parks for?	<u>FOOD – FAIRTRADE</u> Why is fair trade fair?	<u>COASTS</u> What do we find at places where the land meets the sea?
Y4/5/6			
A	<u>MOUNTAINS</u> Why are mountains so important?	<u>RIVERS</u> What is a river?	<u>CLIMATE CHANGE</u> How is climate change affecting the world?
B	<u>JUNGLES</u> Why are jungles so wet and deserts so dry?	<u>EROSION</u> Why is Jane's house only worth one pound?	<u>EARTHQUAKES</u> Why do some earthquakes cause more damage?
C	<u>SUSTAINABILITY</u> How can we live more sustainably?	<u>MEGACITIES</u> Why do so many people in the world live in megacities?	<u>VOLCANOES</u> How do volcanoes affect the lives of people?

Science						
	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
REC/Y1						
A	Seasonal changes (Y1)	Light & shadow (Y1)	Everyday materials (Y1)	Plants and their habitats?	Mini beasts	Animals inc humans (Y1)
B	Forces (Y1)	Weather	Everyday materials	Life cycles	Plants (Y1)	Living things & Habitats
Y2/3						
A	Forces & magnets (Y3)	Animals inc humans (Y2)	Light (Y3)	Plants (Y2)	Microhabitats - Biodiversity fie	Rocks (Y3)
B	Building circuits (Y2)	Animals inc humans (Y3)	Use of everyday materials (Y2)	Plants (Y3)	Living things and habitats (Y2)	Bio diversity & fieldwork
Y4/5/6						
Y4	Sound (Y4)2027/8 Animals inc humans Y4 2026/7	Light (Y3)2026/7 Animals inc humans (Y4) 2027/8	States of matter (Y4)	Electricity (Y4)	Living things and habitats (Y4)2027/8 Animals inc humans (Y4) 2026/7	Bio diversity & fieldwork
Y5/6 CYCLE A	Materials (Y5)	Animals inc humans - circulation (Y6)	Animals inc human development (Y5)	Living things & habitats (Y6)	Evolution (Y6)	Bio diversity & fieldwork
Y5/6 CYCLE B	Forces (Y5)	Electricity (Y6)	Earth & Space (Y5)	Light (Y6)	Living things & habitats (Y5)	)Bio diversity & fieldwork

MUSIC						
	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
REC/Y1						
A	Ourselves (Sound)	Our bodies (Beat)	Weather (Sound)	Seasons (Pitch)	Animals (Pitch)	Number (Beat)
B	Pattern (Beat)	Our school (Sound)	Machines (Beat)	Water (Pitch)	Storytime (Sound)	Travel (Performance)
Y2/3						
A	Our bodies 2 (Beat) Weather 2 (Sound)	Seasons 2 (Pitch)	Buildings 3 (Beat)	Animals 2 (Pitch) Sound 3 (Sound)	Pattern 2 (Beat)	China 3 (Pitch)

		Ancient worlds 3 (Structure)	Environment 3 (Composition)		Storytime 2 (Sound)	Travel 2 (Performance)
B	Ourselves 2 (Sound) Human Bodies 3 (Structure)	In the past 3 (Pitch) Toys 2 (Beat)	Time 3 (Beat) Communities 3 (Composition)	Water 2 (Pitch) Poetry 3 (Performance)	Number 2 (Beat) French 3 (Pitch)	Our land 2 (Sound) Food and Drink 3 (Performance)
Y4/5/6						
A	Environment 4 Recycle 4	Growth 6	Solar systems 5	Sound 4 Food and drink 4	Life cycle 5	Moving on 6
B	Community 4 Poetry 4	Celebrating 5	Keeping Healthy 5	World Unite 6	Time 4 Spanish 4	Class awards 6
C	At the movies 5	Roots 6	In the past 4 Buildings 4	Our community 5	Around the world 4 Ancient worlds 4	Journeys 6

PE						
	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
REC/Y1						
A	Games -team games	Dance	Gymnastics - balance	Games – multi skills	Athletics - running	Athletics - jumping
B	Games – using space	Dance	Gymnastics - rolling	Games – throw and catch	Athletics - throwing	Athletics – obstacle courses
Y2/3						
A	Gymnastics – high and low	Dance	Swimming	Swimming	Games - Hockey - Attacking & defending	Athletics - running
B	Gymnastics - jumping	Dance	Swimming	Swimming	Games - Tennis Striking & Hitting	Athletics - jumping
Y4/5/6						
A	Games – Attacking & defending	Dance	Gymnastics – travelling & jumping	Sports Leadership	Games - invasion	Athletics - running
B	Games- team games	Dance	Gymnastics – linking movements	Sports Leadership	Games – striking fielding	Athletics – jumping & throwing
C	Games - Throwing & catching	Dance	Gymnastics – rolls vaults leaps	Sports leadership	Games – team games	Athletics – distance - leadership

COMPUTING						
	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
REC	Computer Systems – Technology at Home;	Computer Systems - Technology around us (Yr1)	Computer systems – use of mouse	Creating Media - Digital Painting (Yr1)	Programming introduction	Programming - Moving a Robot (Yr1)
Y1	Computer Systems - Technology around us	Computer Systems – Introduce Log ins	Creating Media - Digital writing (Yr1)	Creating media – paint packages	Data & Information - Grouping (Yr1)	Programming - Animations (Yr1)
Y2/3						
A	Computer systems – Technology around us (Yr2)	Creating media – Stop Frame Animation (Yr3)	Programming - Programming in Quizzes (Yr2)	Creating media - desktop publishing (Yr3)	Data information - Pictograms (Yr2)	Programming – Sequencing through Music (Yr3)
B	Computer systems – connecting computers (Yr3)	Creating media – digital photography (Yr2)	Programming - robotics - (Yr2)	Creating media – digital music (Yr2)	Data information – branches and databases (Yr3)	Programming – Events and Actions (Yr3)
Y4/5/6						
A	Computer systems - sharing information (Yr5)	Creating media – audio editing (Yr4)	Programming – Repetition in Games (Yr4)	Creating media - webpages (Yr6)	Data and information – flat file databases (Yr5)	Programming – Variable in Games (Yr6)
B	Computer systems - communication (Yr6)	Data information – data logging (Yr4)	Creating Media – Vector Drawing (Yr5)	Programming – Repetition in Shapes (Yr4)	Programming – Selection in Quizzes (Yr5)	Creating Media – 3D Modelling (Yr6)
C	Computer systems – the internet (Yr4)	Programming - Sensing - Mircobit (Yr6)	Creating Media – Video Editing (Yr5)	Creating media – photo editing (Yr4)	Programming – Selection in Physical Computing (Yr5)	Data - Spreadsheets (Yr6)

MATHS REC/ Y1

	WEEK1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
AUTUMN	Number: Place value Y1 Numbers to 20			Number: addition & subtraction Y1: Numbers within 20 (including recognising money)						Number: Place Value Y1 Numbers to 50 and multiplication		
SPRING	Number: Y1 division		Number: Place value Y1 to 100		Measurement: Y1 Length & Height	Geometry: Y1 shape			Number: Y1 Fractions		Consolidation	
SUMMER	Geometry: Y1 Position and direction	Measurement: Y1 Time		Number: Place value Y1: Recap		Measurement: Y1 Weight & volume			Number: Operations Y1 Four operation recap.		Consolidation	

MATHS Y2/3

	WEEK1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
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AUTUMN	Number: Place value		Number: Addition & subtraction			Number: Multiplication	
	Y2 - Numbers to 100		Y2- Numbers within 100 (including money)				
	Y3 Numbers to 1000		Y3- Numbers within 1000 (including money)				
SPRING	Number: Division	Statistics	Measurement: Length & height	Geometry: Y2- shape position & direction Y3- shape & perimeter	Number:		
					Y2 - Fractions & consolidation Y3 - Fractions		
SUMMER	Measurement: Time		Year 2 & 3: Four operations Problem solving	Measurement: Year 2- Mass, capacity & temperature Year 3 - Mass & capacity	Year 2	Year 2- Consolidation &	
					Consolidation & investigation	investigation	
					Year 2- Consolidation & investigation	Year 2- Consolidation & investigation	
					Year 3- Fractions recap	Year 3 - Shape, space measure consolidation	

MATHS Y4/5/6

MATHS Y4/5/6												
	WEEK1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
AUTUMN	Number: Place value			Number: addition & subtraction		Multiplication		Number: division		Fractions Fractions & Time (Y4)		
SPRING	Fractions Ratio & Proportion (Y6)		Decimals (Y4) Decimals & Percentages (Y5/6)			Decimals (Y4/5) Algebra (Y6)		Measures (Y5/6) Money (Y4)	Measurement		Statistics	
SUMMER	Geometry: Properties of shape			Geometry: Position & direction		Money (Y4) Measurement (Y5) Y6 - SATS		Consolidation				

ART			
	AUT	SPR	SUM
REC/Y1			
A	Draw marks. EYFS	Paint my world EYFS	Craft 1 - Woven
B	Drawing 1 Exploring line	Paint. 1 Colour splash	3D Creation. EYFS
Y2/3			
A	Painting & mixed media 3 – Prehistoric drawings	Drawing 2 Understanding tone and texture.	3D Sculpture 3 - Shape and space
B	Drawing 3 - Developing skills.	Craft & design 3 – ancient Egyptian scrolls	Painting 2 Life in colour
Y4/5/6			
A	Painting 5 Portraits	Drawing 5 Depth, emotion and movement	3D 5 Interactive installation.
B	Painting 6 - Artist study	Drawing 4 Exploring tone, texture and proportion.	Craft and design -5 Architecture.
C	Painting 4 Light and dark	Drawing 6 Expressing ideas .	Craft and design 4 Fabric of nature.

DT			
	AUT	SPR	SUM
REC/Y1			
A	Lever & mechanisms – sliders – moving pictures (Twinkl)	Graphic design– logo design and make (Y1)	Structures - Junk modelling project
B	Lever & mechanisms – pivots moving pictures (Y1)	Textiles - weaving simple stitches (Y1)	Food technology fruit salads (Y1)
Y2/3			
A	Computing – Wearable technology (Y3)	Food technology – bread making	Structures – photo frames

		Balanced diet - Wrap design (Y2)	
B	Mechanisms – wheels and axels - Pneumatic toys (Y3)	Textiles- Egyptian collars	Levers & mechanisms – wind up/Structures – constructing castles
Y4/5/6			
A	Electrical systems - doodlers	Mechanisms – cams	Food technology - Developing a recipe
B	Mechanisms - levers-catapults	Structures - bridges	Textiles - waistcoats
C	Structures - Playgrounds	Food technology – come dine with me	Textile- Book covers and pouches

PSHE									
	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	AUTUMN TERM			SPRING TERM			SUMMER TERM		
REC/Y1 PSHE Assoc KS1	Families & friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
A	Roles of different people; families; feeling cared for Pol-Ed – EYFS – How can adults at school help me? Pol- Ed – EYFS – Who are the police and how do they help us? Pol Ed Y1 who are my trusted adults? Pol Ed Y1 What is 999?	Recognising privacy; staying safe; seeking Permission Pol-Ed – EYFS - What is respect? PSHE Assoc H15 H16 R3 R10 R11	How behaviour affects others; being polite and respectful Pol-Ed – EYFS – How can I make other children feel happy? Pol-Ed – EYFS – What is empathy? Pol Ed Y1 What if my friends are	What rules are; caring for others’ needs; looking after the environment Pol-Ed – EYFS – What is risk? Pol-Ed Y1 How can I be responsible? PSHE Assoc L1 L3 L5	Using the internet and digital devices; communicating Online Pol Ed Y1 what is private information?	Strengths and interests; jobs in the Community Pol Ed Y1 - what do the police do? PSHE Assoc H3	Keeping healthy; food and exercise, hygiene routines; sun safety Pol -Ed – EYFS – How can I be a germ buster? Pol-Ed – EYFS- How does exercise help me? PSHE Assoc H1 H2 H11	Recognising what makes them unique and special; feelings; managing when things go wrong Pol-Ed – EYFS – What can I do if I feel big emotions? Pol-Ed – EYFS What are emotions?	How rules and age restrictions help us; keeping safe online Pol-Ed – EYFS – How can I play safely at school? Pol-Ed EYFS - What are rules? Pol-Ed – EYFS – What are consequences?

	PSHE Assoc H13 H14 R9		making me sad? PSHE Assoc R2 R4 R6 R12					Pol-Ed – EYFS – What is resilience? Pol Ed Y1 How can I speak up? Pol Ed Y1 how can I be an empathy expert? Pol Ed Y1 what do feelings feel like? PSHE Assoc H4 R1	Pol Ed Y1 What can happen when rules are broken? Pol Ed Y1 why have different rules in different places PSHE Assoc H15 H12
B	Ourselves and others; similarities and differences; individuality; our bodies Pol Ed Y1 How can I share my feelings? Pol Ed Y1 what makes me special? PSHE Assoc R7 L8 L9	Friendships and bullying PolEd EYFS – How can I be a good friend? Pol Ed – Y1 -Why are safe hands important? Pol-Ed Y1 What is bullying? Pol Ed Y1 -How can I be an ally Pol-Ed Y1 – Why is name calling unkind? PSHE Assoc R13 R14	Playing and working cooperating, sharing opinions, respecting others Pol-Ed EYFS– How can I play nicely with others? Pol ed Y1 How can I make friends? PSHE Assoc R6 R7 R12	Ourselves and others; the world around us; caring for others; growing and Changing PSHE Assoc H5 H8 H9 H10 R5 L1 L2 L3 L4 L5	Understand, use, and create with technology safely and critically, cameras, beebots,	Money; making choices; needs and wants PSHE Assoc L6 L7	Being healthy; hygiene; medicines; people who help us with health Pol-Ed -EYFS – How does food help me? PSHE Assoc H6 H7 H11	How have they grown and changed since being a baby PSHE Assoc H5 H8 H9 H10	Keeping safe; people who help us Pol-Ed EYFS How can I play safely? How can I play safe at home? Pol Ed Y1 How can I use things at home safely? Pol Ed Y1 How can I stay safe in new places? PSHE Assoc H12 L10

Y2/3 PSHE Assoc KS1 PSHE Assoc KS2	Families & friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
A	Making friends; feeling lonely and getting help Pol Ed Y2 why are relationships important? Pol Ed Y3 what can I do when friendships go wrong? PSHE Assoc R1 R2 R3	Managing secrets; resisting pressure and getting help; recognising hurtful Behaviour Pol Ed Y3 what do we mean by consent in friendships? PSHE Assoc R3 R4 R10 R11 R12 R13 R14 PSHE Assoc R7 R8 R18	Recognising things in common and differences; playing and working cooperatively; sharing Opinions Pol Ed Y3 when should I break a secret PSHE Assoc R5 R6 R7 L8 L9 PSHE Assoc R10 R11 R12 R13	Belonging to a group; roles and responsibilities; being the same and different in the Community Pol Ed Y2 how are we the same how are we different? Pol Ed Y2 How can I work with different people? PSHE Assoc L1 L4 PSHE Assoc L7 L9 L11 L12 R13	The internet in everyday life; online content and information Pol Ed Y2 what is the internet? PSHE Assoc H4 H22	What money is; needs and wants; looking after money Pol Ed Y2 what are needs and wants? Pol Ed Y2 what is money PSHE Assoc L6 L7 PSHE Assoc L14 L15 L16	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help Pol Ed Y2 what are medicines? Pol Ed Y2 why is sleep important? Pol Ed – How can I share my worries? PSHE Assoc H1 H2 H11 PSHE Assoc H3 H12	Growing older; naming body parts; moving class or year Pol Ed Y2 what are private body parts? Pol Ed Y2 how can I look after my body? PSHE Assoc H8 H9 H10 PSHE Assoc H8	Safety in different environments; risk and safety at home; Emergencies Pol Ed Y2 What are different types of meetings? Pol Ed Y2 why does age matter? Pol Ed Y3 what are emergency services? PSHE Assoc H7 H12 L10 PSHE Assoc L10 H9 H10 H11 H15 H21 H25
B	What makes a family; features of family life Pol Ed Y2 how do I share family worries? Pol Ed Y2 What is a family? Pol Ed Y3 who are my key people? PSHE Assoc H13 R9 PSHE Assoc R19	Personal boundaries; safely responding to others; the impact of hurtful Behaviour Pol Ed Y3 what is bullying? PSHE Assoc H14 15 R2 R10 R11 R12 R13 R14 PSHE Assoc H13 H14 H20 H23 R8 R9 R21	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite Pol Ed Y2 self worth Pol Ed Y2 respect Pol Ed Y3 how should we treat people? PSHE Assoc R6 R7	The value of rules and laws; rights, freedoms and responsibilities PSHE Assoc L2 L3 L5 PSHE Assoc L2 L3 L4 L5 L8 L11 L12 R14	How the internet is used; assessing information online Pol Ed Y2 How can I stay safe online? Pol Ed Y2 what are the risks of video gaming? PSHE Assoc L17 L1 H22 H24	Different jobs and skills; job stereotypes; setting personal goals Pol Ed Y2 what is a job?	Health choices and habits; what affects feelings; expressing Feelings Pol Ed Y2 what does it mean to be healthy? Pol Ed Y2 when do I need to take a break?	Personal strengths and achievements; managing and re-framing setbacks Pol Ed Y2 how can I manage change? Pol Ed Y2 resilience PSHE Assoc H3 H5	Risks and hazards; safety in the local environment and unfamiliar places Pol Ed Y2 what is fire safety? Pol Ed Y3 what do we mean by risk?

			PSHE Assoc L6 R7 R15				PSHE Assoc H1 H2 H4 H6 R1 PSHE Assoc H1 H2 H16 H17	PSHE Assoc H5	Pol Ed Y3 what are emergency situations PSHE Assoc H12 PSHE Assoc L10 H9 H10 H11 H15 H21 H25
Y4/5/6 PSHE Assoc KS2	Families & friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
A	Positive friendships, including online Pol Ed Y4 what is a healthy friendship pol Ed Y5 what are online friendships PSHE Assoc R1 R2 R3 R4	Responding to hurtful behaviour; managing confidentiality; recognising risks online Pol Ed Y5 what is grooming Pol Ed Y5 how do words have power? PSHE Assoc H13 H14 H23 R7 R8 R9 R18 R21	Respecting differences and similarities; discussing difference sensitively Pol Ed Y4 what is diversity Pol Ed Y4 how does school build my character PSHE Assoc R11 R12 R13 R16 R17	What makes a community; shared Responsibilities Pol Ed Y4 who makes up my community Pol Ed Y5 how do rules help our community PSHE Assoc L2 L3 L4 L5 L7 L9 L11 L12	How data is shared and used Pol Ed Y5 what is media literacy Pol Ed Y5 what can and cant I do on the internet Pol Ed Y6 how is my data shared PSHE Assoc H4 H22	Making decisions about money; using and keeping money Safe Pol Ed Y5 what are the risks with money PSHE Assoc L14 L15 L16	Maintaining a balanced lifestyle; oral hygiene and dental Care Pol Ed Y4 how can I be a hygiene hero Pol Ed Y4 how do my choices help me to be healthy Pol Ed Y4 – why is food fuel PSHE Assoc H1 H2 H3 H12 H16	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty Pol Ed Y5 how might puberty impact the way I feel PSHE Assoc H6 H7 H8 H18	Medicines and household products; drugs common to everyday life Pol Ed Y4 what is my body trying to tell me Pol Ed Y5 what do I know about drugs Pol Ed Y5 how might drugs and alcohol make people feel Pol Ed Y6 what is the issue with addiction - vaping Pol Ed Y6 what is spiking PSHE Assoc H17 H21
B	Managing friendships and peer Influence	Physical contact and feeling safe	Responding respect-	Protecting the environment; compas-	How information online is targeted; different media	Identifying job interests and aspirations; what influences	Healthy sleep habits; sun safety;	Personal identity;	Keeping safe in different situations,

	Pol Ed Y4 how can we be role models Pol Ed Y4 what is peer influence Pol Ed Y5 how can my adult relationships affect my future? Pol Ed Y6 what is my relationship to authority	Pol Ed Y4 who do I encounter? PSHE Assoc H14 H20 H23 R8 R9	fully to a wide range of people; recognising prejudice and Discrimination Pol Ed Y4 what is discrimination? Pol Ed Y4 what are protected characteristics PSHE Assoc L6 L8 R11 R12 R13 R14 R15 R16 R17	sion towards others Pol Ed Y4 how can I protect the environment? Pol Ed Y6 what are the different types of crime PSHE Assoc L7	types, their role and Impact Pol Ed Y5 what is media influence Pol Ed Y6 why does media have age restrictions PSHE Assoc L17 L18 H4 H22	career choices; workplace stereotypes Pol Ed Y4 what can I be?	medicines, vaccinations, immunisations and allergies Pol Ed Y4 what is first aid? Pol Ed Y4 what are healthy habits Pol Ed Y5 what is gambling Pol Ed Y6 what does the law say about legal drugs PSHE Assoc H1 H2 H3 H12 H16	recognising individuality and different qualities; mental Wellbeing Pol Ed Y5 what is my personal identity s PSHE Assoc H5	including responding in emergencies, first aid and FGM pol Ed Y4 how can we keep safe on the road? Pol Ed Y4 how can we keep safe in our local area? Pol Ed Y4 what are hazards in the home PSHE Assoc L10 H9 H10 H11 H15 H17 H21 H25
C	Attraction to others; romantic relationships; civil partnership and marriage Pol Ed Y5 why are our special people important Pol Ed Y6 how can we respect different relationships Pol Ed Y6 what does the law say about marriage PSHE Assoc R4 R5 R6 R19 R20	Recognising and managing pressure; consent in different Situations Pol Ed Y5 what are my personal boundaries Pol Ed Y5 what is peer pressure Pol Ed Y6 what is shop theft? Pol Ed Y6 what is anti social behaviour PSHE Assoc H14 H20 R8 R9	Expressing opinions and respecting other points of view, including discussing topical issues Pol Ed Y6 what is a debate Pol Ed Y6 informed decision making PSHE Assoc L1 L8 R11 R12 R16 R17	Valuing diversity; challenging discrimination and stereotypes Pol Ed Y4 what is hate crime Pol Ed Y6 how can we be allies against racism Pol Ed Y6 how can we challenge sexism PSHE Assoc R13	Evaluating media sources; sharing things online Pol Ed Y5 what are deep fakes Pol Ed Y5 how might being online impact the way I feel PSHE Assoc L17 L18 H22	Influences and attitudes to money; money and financial Risks PSHE Assoc L14 L15 L16	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online Pol Ed Y5 how might my activity level impact the way I feel Pol Ed Y5 how might school impact the way I feel PSHE Assoc L10 H1 H2	Human reproduction and birth; increasing independence; managing Transition Pol Ed Y6 how can I get ready for secondary relationship PSHE Assoc H8 H18 H19	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media Pol Ed Y5 how can we use phones sensibly Pol Ed Y5 how can we keep our things safe Pol Ed Y6 what is a weapon PSHE Assoc H15 H21 H24 H25

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
REC/Y1						
A	F4: Being special: Where do we belong?	1.3: Why does Christmas matter to Christians ? (UC: <u>Incarnation</u>)	F1: Why is the word 'God' so important to Christians (UC: <u>God</u>)	1.7: Who is Jewish and how do they live? (Part 1)	F6: What times/stories are special and why?	1.8: What makes some places sacred to believers?
B	1.2: Who do Christians say made the world? (UC: <u>Creation</u>)	F2: Why is Christmas special for Christians ? (UC: <u>Incarnation</u>)	1.6: Who is Muslim and how do they live? (Part 1)	F3: Why is Easter special to Christians ? (UC: <u>Salvation</u>)	1.4: What is the 'Good News' Christians believe Jesus brings? (UC: <u>Gospel</u>)	F5: What places are special and why?
Y2/3						
A	1.1: What do Christians believe God is like? (UC: <u>God</u>)	1.7. Who is Jewish and how do they live? (Part 2)	1.10: What does it mean to belong to a faith community?	1.5: Why does Easter matter to Christians ? (UC: <u>Salvation</u>)	1.6: Who is Muslim and how do they live? (Part 2)	1.9: How should we care for the world and for others and why does it matter?
B	L2.1 What do Christians learn from the Creation story? (UC: <u>Creation/Fall</u>)	L2.3: What is the 'Trinity' and why is it important for Christians ? (UC: <u>Incarnation/God</u>)	L2.9 How do festivals and worship show what matters to Muslim people?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.4: What kind of world did Jesus want? (Christians : UC: <u>Gospel</u>)	L2.11: How and why do people mark the significant events of life?
Y4/5/6						
A	L2.2: What is it like for someone to follow God? (Christians) (UC: <u>People of God</u>)	L2.7: What do Hindus believe God is like?	L2.8: What does it mean to be a Hindu in Britain today?	L2.5: Why do Christians call the day Jesus died 'Good Friday'? (UC: <u>Salvation</u>)	L2.6: For Christians , when Jesus left, what was the impact of Pentecost? (UC: <u>Kingdom of God</u>)	L2.12: How and why do people try to make the world a better place?
B	U2.2: Creation and Science: Conflicting or Complementary? (Christians) (UC: <u>Creation/Fall</u>)	U2.3: Why do Christians believe Jesus was the Messiah? (UC: <u>Incarnation</u>)	U2.8: What does it mean to be a Muslim in Britain today?	U2.9: Why is the Torah so important to Jewish people?	U2.4: Christians and how to live: 'What would Jesus do?' (UC: <u>Gospel</u>)	U2.12: Who does faith help people when life gets hard?
C	U2.1: What does it mean if Christians believe God is Holy? (UC: <u>God</u>)	U2.11: Why do some people believe in God and some not?	U2.7: Why do Hindus want to be good?	U2.5: What do Christians believe Jesus did to 'save' people? (UC: <u>Salvation</u>)	U2.6: For Christians , what kind of king is Jesus? (UC: <u>Kingdom of God</u>)	U2.10: What matters most to Humanists and Christians?

MFL						
Y2/3	AUTUMN TERM 13 Lessons		SPRING TERM 12 lessons		SUMMER TERM 12 lessons	
A	VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR

	Greetings - Bonjour, Monsieur, Madame, Au revoir Classroom commands x 8 Colours x 5 Christmas nouns x 6 Voici/Et	Introduction to verbs, nouns, adjectives Gender of nouns – masculine Imperative – er formal vous	Name -Je m'appelle, Comment t'appelles-tu?, Comment tu t'appelles? Colours x 6 Numbers – 0- 6 Pencil case items x 4 S'il vous plait, Merci Oui, Non Voici/Et	An introduction to the gender of nouns – masculine and feminine Pronouns – je/tu Formal use of vous Plural form of nouns	Numbers 7 - 12 Masculine animal x 5 Qu'est-ce que c'est? C'est Ce n'est pas Voyelle/Consonne	Gender of nouns – masculine Position of colour adjectives Negative sentence – ne...pas
	STRUCTURES/FEATURES	PHONICS - GRAPHEMES	STRUCTURES/FEATURES	PHONICS - GRAPHEMES	STRUCTURES/FEATURES	PHONICS - GRAPHEMES
	Simple sentence with connective	Introduction to sounds of language c before i/et/i/j/oi/on/ou	Simple sentence with connective Use of apostrophe for elision	Silent letters a/ai/au/c before i/e + 2 cons./ e in 1 syllable/è/en/et/eu/g/g before e/ i/ in/ j/ o/oi/on/ou/q/qu/r/u/un/ y/z	Simple question form – rising intonation C'est + noun + colour adjective – positive and negative sentences Use of apostrophe for elision Liaison	Silent letters a/ch/c before e/e in 1 syllable/e + 2 cons./e + final t/é/eu/g before e/ i/ien/ll after i/ o/oi/on/ou/qu/r /u/un/
	STORIES/RHYMES/SONGS	DICTIONARY/CULTURE	STORIES/RHYMES/SONGS	DICTIONARY/CULTURE	STORIES/RHYMES/SONGS	DICTIONARY/CULTURE
	Stories Toutes les couleurs Silence Père Noël Rhymes Voici ma main Monsieur Pouce	French speaking countries of the world	Rhymes 2 petits oiseaux		Story Par une sombre nuit de tempête Songs Numbers 1 to 12 Une souris verte	Introduction to a bilingual dictionary + meaning of French nouns
B	AUTUMN TERM 13 Lessons		SPRING TERM 12 lessons		SUMMER TERM 12 lessons	
	VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR

	Greetings - Bonjour, Monsieur, Madame, Au revoir Expressions for feelings x 6 Colours x 6 Christmas nouns x 6 Voici/et	Introduction to nouns and adjectives Gender of nouns – feminine	Colours x 6 Items of clothing x 5 Voici/Et Je mets/Tu mets Oui/Non Numbers 0 - 6	An introduction to the gender of nouns – masculine and feminine Pronouns – je/tu Plural form of nouns	Numbers – 7-12 Masculine animals x 5 De quelle couleur est-ce? C'est J'ai/Tu as?/Je n'ai pas de Voyelle/Consonne	Gender of nouns – masculine Indefinite article Position of colour adjectives Negative sentence – ne ... pas + de Pronouns – je/tu
	STRUCTURES/FEATURES	PHONICS - GRAPHEMES	STRUCTURES/FEATURES	PHONICS - GRAPHEMES	STRUCTURES/FEATURES	PHONICS - GRAPHEMES
	Simple sentence with connective Simple question with rising intonation	Introduction to sounds of language c before i/et/i/j/oi/on/ou	Simple sentence with connective Making a question by inflection of voice	Silent letters a/an/ c before i /ch/é/e + 2 cons./e + final t/e in 1 syllable/et/eau/eu/g before e/ i/ in/ j/ o/o not at end/oi/on/ou/q/qu/r/s between vowels/u/un/z	Simple question form – rising intonation Question word De after a negative Use of apostrophe for elision	Silent letters a/ am /an/e + 2 cons./e + final t/ e before 1 cons/e in 1 syllable/eu/g before e/ i/ien/in/ j/ll after i/o not at end/oi/on/ou/qu/r/s/u /un/z
	STORIES/RHYMES/SONGS	DICTIONARY/CULTURE	STORIES/RHYMES/SONGS	DICTIONARY/CULTURE	STORIES/RHYMES/SONGS	DICTIONARY/CULTURE
	Stories L'automne arrive Roule galette Rhymes Voici mes mains Song J'aime la galette	French Speaking Countries of Europe	Stories Je m'habille et je te croque Rhymes Une poule sur un mur		Stories Pourquoi? Rhymes Un, deux, trois je m'en vais au bois	Introduction to a bi-lingual dictionary – to find gender of noun
Y4/5/6	PROJECT 1 Design a shape book – 5 lessons		PROJECT 2 Write a colour poem – 5 lessons		PROJECT 3 Monster description swap – 8 lessons	
A	VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR
	Shapes x 4 Colours x 11	Indefinite article – a Gender of nouns	Colours x 14 Le, la, l', les	Definite article – the Gender of nouns	Colour adjectives x 11 Adjectives of size x 4	Indefinite article – a Plural nouns

	Petit/grand C'est Ce n'est pas Un/une	Position of colour adjectives and size adjectives Agreement of adjectives in feminine singular Negative – ne...pas	Comme	Singular and plural nouns	Parts of the body x 15	Agreement of adjectives in singular, plural , masculine and feminine Position of adjectives Avoir – 3rd person singular
	STRUCTURES/FEATURES	PHONICS - GRAPHEMES	STRUCTURES/FEATURE S	PHONICS - GRAPHEMES	STRUCTURES/FEATURE S	PHONICS - GRAPHEMES
	C'est/Ce n'est pas + size adjective+ noun+ colour adjective Question form using rising intonation Liaison Elision	Silent letters e + 1 cons/e + 2 cons/é/g/i/r/un	Elision Liaison	Silent letters â/a/an /ch/e + 1 cons./e + 1 syllab./ eau/en/ -es/ et/ eu/g/g before e/i/ ill after vowel /j/o/o not at end/ on/ou/r/ s between vowels /un	Noun + has + adjective of size(sing. & pl.) + noun + colour adjective (sing. & pl.) Liaison	Silent letters a/ ai/ain/am /c before i/ch/ ê /e + 1 cons./e + 1 syllab./ é/ei /en/ -ed /-es/- ez/i/il after a vowel /ill after vowel/j/ll after i/o not at end/ qu/ou/ r/s/s between vowels/y
	STORIES/RHYMES/SONG S	DICTIONARY	STORIES/RHYMES/SON GS	DICTIONARY/CULTURE	STORIES/RHYMES/SON GS	DICTIONARY
		Bi-lingual dictionary to find gender of nouns in French and meanings in French	Stories Qui conduit? Song Le, la song	Bi-lingual dictionary to find gender of nouns in French and definite article	Stories Va- t'en grand monstre vert Song Mon monstre a Une patate	Bi-lingual dictionary to find gender of nouns in French and adjectives
B	Project 4 Moi et toi mini-book fact file – 9 lessons		Project 5 Lift the flap animal description – 8 lessons		Project 6 Birthday book – 5 lessons	
	VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR
	Animals x 8 Family members x 4 Hair, eyes and colour x 11 Adjectives for character x 3 S'appeler Avoir/Être	Indefinite article – a Definite article - the Gender of nouns and plurals Position of colour adjective	Colours x 11 Animals x 12 Verbs for animal activity x 6 Habitats x 9 Parts of body of animal x 4	ER verbs – 3rd person singular and plural Negative sentences ne...pas Indefinite article – a	Months of year x 12 Numbers 1 – 31 Joyeux anniversaire Premier	Dates

	Aimer Je, Tu, Vous, Il, Elle, Ils, Elles Ou/des/assez/très/mais	Position of size adjective Agreement of adjectives in feminine singular Negative – ne...pas + de Pronouns	Adjectives to describe animals x 2	Agreement of adjectives in singular masculine and feminine Position of adjectives		
	STRUCTURES/FEATURES	PHONICS - GRAPHEMES	STRUCTURES/FEATURES	PHONICS - GRAPHEMES	STRUCTURES/FEATURES	PHONICS - GRAPHEMES
	Question form using rising intonation Pronoun + have + noun (singular and plural) Pronoun + have + noun + adjective (singular and plural) Pronoun + be + adjective Pronoun + like + definite article + noun (singular + plural) Liaison Elision	Silent letters a/ai/c/ch/ê/e + 1 cons./e + 1 syllab./e + 2 cons./é/è/en/-es/et/eu/-ez/in/j/o not at end/ ô/œu /oi/on/qu /ou/ r/s between vowels/u/y	It is + noun + adjective + noun + which + verb + preposition Liaison Elision	Silent letters a/an/ai/ch/ é/ -er /-es/eu/g before e/o not at end/qu/ou/s between vowels	Question form with question word It is + date Elision	Silent letters a/ai/an/c before e/e + 2 cons./e in 1 syllab./é/ e + final t /en/ em /-er/i/ll after i/in/o not at end/on/ ôu /qu/r/u
	STORIES/RHYMES/SONGS	DICTIONARY	STORIES/RHYMES/SONGS	DICTIONARY	STORIES/RHYMES/SONGS	DICTIONARY
	Song Couleurs – Arc-en-ciel	Bi-lingual dictionary to find gender of nouns in French French handwriting	Rhyme Que fait ma main?	Bi-lingual dictionary to find gender of nouns in French and adjectives	Song Quelle est la date de ton anniversaire?	
C	Project 1 Des animaux extraordinaires – 8 lessons	Project 2 Bon appétit Monsieur Lapin cartoon – 9 lessons		Project 3 Le monstre a faim mini-book – 8 lessons		
	VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR
	Colour adjectives x 14 Animals x 9 Nouns x 8 C'est/Ce n'est pas	Indefinite article – a Gender of nouns Position of colour adjective	Food items x 13 Er verbs x Je/Tu Du/de la/de l'/des	Partitive article – some 1st and 2nd person -er verbs Singular and plural nouns Negative - ne..pas + de	Days of week x 7 Colours x 11 Objects x 5 Size adjectives x 2	Indefinite article – a Agreement of adjectives in singular and plural Position of adjectives

		Agreement of adjectives in masculine and feminine singular Negatives ne..pas				Plural nouns
	STRUCTURES/FEATURES	PHONICS - GRAPHEMES	STRUCTURES/FEATURES	PHONICS - GRAPHEMES	STRUCTURES/FEATURES	PHONICS - GRAPHEMES
	It is/it is not + singular noun + adjective (masculine and feminine) Question form using rising intonation Liaison Elision	Silent letters a/ c before e /ch/ e + 1 cons. /e + 2 cons./e in 1 syllab./é/è/eau/ en /g/i// ill after vowel /o not at end/ o /oi/on/ou/r/s/u/y	Using a question word and inversion of verb and subject Noun + verb + partitive article De after a negative Liaison Elision	Silent letters a/ ai /an/ ç /ch/e + 1 cons./e + 2 cons./e in 1 syllab./é/è/ ei/-er/-es /i/ im /in/ il after vowel /ill after vowel/ gn /j/o not at end/ oeu /oi/on/ou/qu/r/s between vowels/u/	Elision Liaison Le monstre mange + size + noun (singular and plural) + colour	Silent letters a/an/ c before e /ch/e + 1 cons./e + 2 cons./e in 1 syllab./eau/en/eu/g/g before e/i/j/o/oi/on/qu/r/s/un
	STORIES/RHYMES/SONGS	DICTIONARY	STORIES/RHYMES/SONGS	DICTIONARY	STORIES/RHYMES/SONGS	DICTIONARY
	Song Une souris verte De quelle couleur est-ce?	Bi-lingual dictionary to find gender of nouns in French	Story Bon appétit Monsieur Lapin	Bi-lingual dictionary to find gender of nouns in French	Song Les jours de la semaine	Bi-lingual dictionary to find gender of nouns in French

Additional Project 5 UKS2- Sequence poem – 5 lessons if required to supplement summer term

ENGLISH						
Rec/ Y1	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR
	Y1 Word Level: Use capital letters for days of the week. Y1 Word Level: Use capital letters for the personal	Y1 Sentence Structure: Compose a sentence orally before writing it and recognize that	Y1 Word Level: Use the prefix 'un-' to change the meaning of verbs and adjectives (e.g., unkind, untie).	Y1 Punctuation: Introduce and use question marks (?) and exclamation marks (!) to demarcate sentences.	Y1 Word Level: Add suffixes to verbs where no change is needed to the root word: '-ing', '-ed', '-er'.	Form letters correctly and write sentences that can be read by others.

	pronoun 'I' and names of people or places.	words combine to make sentences. Y1 Sentence Structure: Join words and join clauses using the coordination conjunction 'and'. Y1 Punctuation: Introduce the separation of words using finger spaces. Y1 Punctuation: Begin to use capital letters and full stops to demarcate simple sentences. Y1 Terminology: Introduce terms: word, sentence, letter, capital letter, full stop..	Y1 Word Level: Use regular plural noun suffixes '-s' or '-es' (e.g., dog/dogs, wish/wishes). Y1 Punctuation: Introduce and use question marks (?) and exclamation marks (!) to demarcate sentences. Y1 terminology: punctuation, question mark, exclamation mark	Y1 terminology: punctuation, question mark, exclamation mark	Y1 Word Level: Use the suffix '-est' to form superlatives (e.g., grandest). EYFS Express ideas and feelings using varied vocabulary, including "because" and "and". Read aloud accurately consistent with phonic knowledge (Phase 4/5) and recognize 10+ common exception words.	
	WRITING STRUCTURES/FEATURES	PHONICS – GRAPHEMES- SPELLING	WRITING STRUCTURES/FEATURES	PHONICS – GRAPHEMES- SPELLING	WRITING STRUCTURES/FEATURES	PHONICS – GRAPHEMES-SPELLING
	Captions, lists Simple set of sequenced instructions Retell familiar stories Text Structure: Sequence sentences to form short narratives (e.g., retelling a familiar story)	EYFS - Begin Set 1 RWInc Phonics: Identify single letter sounds (GPCs) and begin simple blending	EYFS Retell familiar stories using some exact repetition and story language. Anticipate key events in stories and make simple predictions. Begin to write simple labels, captions, and short lists.	EYFS Phonics: Learn digraphs (e.g., sh, ch, th) and read "tricky" common exception words. Write simple CVC words (e.g., cat, dog) using phonics.	Story maps, narrative texts - beginning, middle and end.	EYFS - Spell phonetically regular words and use some consistent, simple spelling patterns.

	EYFS - Learn and join in with familiar rhymes and songs. Follow simple one- and two-step instructions Recognise own name and familiar environmental print. Develop fine motor skills through "mark-making" and "finger gym" activities. Begin to form recognizable letters, focusing on those in their own name.					
	TEXTS	ORACY	TEXTS	ORACY	TEXTS	ORACY
	CYCLE A Traditional tales – Three Little Pigs, Goldilocks, Gingerbread Man CYCLE B Lists, instructions Julia Donaldson texts – Gruffalo, Gruffalo’s child, Stick Man		CYCLE A Non fiction texts Non-fiction texts relating to genre Hungry Caterpillar CYCLE B The Jolly Postman Going to hospital Zoo Vet Police Farmer Duck Charlie the firefighter.		CYCLE A Fairy Tales – Cinderella, Sleeping Beauty, Hansel & Gretel Cultural texts. CYCLE B Traditional tales Little Red Hen, Billy Goat Gruff Texts from other cultures. The Grouchy Ladybird	

			Dragons in the city When I grow up Detective dog Hospital Dog Jack & the Beanstalk Ugly Duckling Life Cycles – frog Mr Wolf's pancakes The runaway pancake Easter story The Tiny Seed Superworm		Noah's Ark Let's Go Once upon a time Handa's Surprise William's wish wellingtons Lighthouse Keepers Lunch.	
Y2/3	AUTUMN TERM		SPRING TERM		SUMMER TERM	
A	VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR
	Y2: Word Level: Use compounding to form nouns (e.g., whiteboard, superman). Y3 : Word Level: Introduction to determiners (e.g., a vs an based on whether the next	Y2: Sentence Structure: Learn the four functions of a sentence: statement, question, exclamation, and command. Y2: Sentence Structure: Use expanded noun	Y2 : Word Level: Use suffixes to form nouns (e.g., -ness, -er) and adjectives (e.g., -ful, -less). Y2 : Word Level: Use suffixes -er and -est in adjectives for comparison (e.g., faster, fastest).	Y2: Sentence Structure: Use co-ordination (using or, and, but) and subordination (using when, if, that, because) to link ideas.	Y2 : Word Level: Use the suffix -ly to turn adjectives into adverbs. Y3: Word Level: Form nouns using a range of prefixes (e.g., super-, anti-, auto-).	Y2 : Punctuation: Use apostrophes to mark where letters are missing (contracted forms like don't, can't) and for singular possession (e.g., the girl's name)

	word starts with a vowel or consonant). phrases for description and specification (e.g., the blue butterfly, plain flour). Y2: Punctuation: Consistently use full stops, capital letters, exclamation marks, and question marks to demarcate sentences. Y2; Terminology: Introduce terms: noun, noun phrase, statement, question, exclamation, command, compound Y3: Clause Structure & Determiners Focusing on building more descriptive and grammatically varied sentences. Y3: Sentence Structure: Use prepositions to express time and cause (e.g., before, after, during, in, because of). Y3: Sentence Structure: Use conjunctions to express time, place, and cause (e.g., when,	Y3: Word Level: Understand and use word families based on common words (e.g., solve, solution, solver, dissolve).	Y2: Text Structure: Use the progressive form of verbs in the present and past tense to mark actions in progress (e.g., she is drumming, he was shouting). Punctuation: Introduce commas to separate items in a list. Terminology: Introduce terms: suffix, adjective, adverb, verb, tense (past, present). Y3: Sentence Structure: Use adverbs to express time and cause (e.g., then, next, soon, therefore). Y3: Sentence Structure: Extend the range of sentences with more than one clause by using a wider range of conjunctions. Y3 : Perfect Tense & Word Families Consolidating verb forms and exploring the relationships between words Punctuation: Introduction to inverted		Y2 : Terminology: Introduce terms: apostrophe, comma. Y3 : Text Structure: Use the present perfect form of verbs instead of the simple past (e.g., He has gone out vs He went out). Y3 : Punctuation: Consolidate the use of inverted commas and begin to look at additional punctuation within speech. Y3 : Introduce terms: consonant, vowel, present perfect tense. Y3: Terminology: Introduce terms: preposition, conjunction, word family, prefix, clause, subordinate clause.
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		before, after, while, so, because).		commas to punctuate direct speech. Terminology: Introduce terms: direct speech, inverted commas (or speech marks).		
	WRITING STRUCTURES/FEATURES	PHONICS – GRAPHEMES-SPELLING	WRITING STRUCTURES/FEATURES	PHONICS – GRAPHEMES-SPELLING	WRITING STRUCTURES/FEATURES	PHONICS – GRAPHEMES-SPELLING
	Poetry – nonsense Diary writing Non chronological reports Y3: Text Structure: Introduction to paragraphs as a way to group related material.		Y2: Text Structure: Maintain consistent use of the present and past tense throughout a piece of writing.		Y3 : Text Structure: Use headings and sub-headings to aid presentation and organise writing.	
	TEXTS	ORACY	TEXTS	ORACY	TEXTS	ORACY
	CYCLE A Stig Of The Dump – Clive King Cave baby Stone age boy & girl Lion Witch, Wardrobe – CYCLE B CS Lewis Victorian author Texts: Oliver Twist Charles Dickens Alice In Wonderland – Lewis Carol Black Beauty		CYCLE A Goodnight Mr Tom Roald Dahl texts Escape from Pompeii Bouddicca CYCLE B Egyptian Cinderella Timeslip scareb Wizard Of Oz		CYCLE A The Borrower’s – Norton Iron Man – Ted Hughes Cultural texts How to train your dragon ? Harry Potter ? Cultural texts CYCLE B Sheep Pig Dick King Smith Charlotte’s webb – E.White Castle Paper Bag Princes	
Y4/5/6	AUTUMN TERM		SPRING TERM		SUMMER TERM	
A	VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR

	Y4: Word Level: Use the grammatical difference between plural and possessive -s. Y5: Word Level: Convert nouns or adjectives into verbs using suffixes (e.g., -ate, -ise, -ify; activate, magnetise, solidify). Y6 : Word Level: Use informal and formal vocabulary (e.g., find out vs discover; ask for vs request).	Y4: fronted adverbials, expanded noun phrases, and the correct use of apostrophes for possession Y4: Sentence Structure: Use fronted adverbials to explain how, when, or where something happens (e.g., Later that day, Quietly, In the distance,). Y4: Sentence Structure: Create expanded noun phrases by adding modifying adjectives, nouns, and prepositional phrases (e.g., the strict teacher with the curly hair). Y4: Punctuation: Use commas after fronted adverbials to clarify meaning. Y5: Cohesion & precision, expanding sentences Y5: Sentence Structure: Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun (e.g., The boy, who was wearing a red hat, ran away.).	Y4: Word Level: Use Standard English forms for verb inflections instead of local spoken forms (e.g., we were instead of we was, I did instead of I done) Y5: Word Level: Use verb prefixes (e.g., dis-, de-, mis-, over-, re-; disbelieve, deactivate).	Y4: Punctuation: Use apostrophes for plural possession (e.g., the girls' coats versus the girl's coat). Terminology: Introduce terms: pronoun, possessive pronoun. Y5: Punctuation: Use brackets, dashes, or commas to indicate parenthesis (extra information). Y5: Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash Y5: Sentence Structure: Use modal verbs to indicate degrees of possibility (e.g., might, should, will, must) Y5: Punctuation: Use commas to clarify meaning or avoid ambiguity in complex sentences. Terminology: Introduce terms: cohesion, ambiguity	Y4 Word Level: Use a wider range of prefixes and suffixes, including those that indicate negation (e.g., ir-, im-, il-) and forming nouns from verbs. Y4: Word Level: Explore more complex word families to expand vocabulary and improve spelling accuracy. Y5 Word Level: Explore antonyms and synonyms to avoid repetition and add shades of meaning Y6: Word Level: Explore synonyms and antonyms to refine meaning and avoid repetition in long-form narratives.	Y4: Consolidating punctuation for dialogue and refining vocabulary through morphology. Y4: Punctuation: Use inverted commas and other punctuation (commas, full stops, question marks) to punctuate direct speech accurately (e.g., "Wait!" shouted the man.). Terminology: Introduce terms: direct speech, inverted commas Y5 Punctuation: Consolidate all previous punctuation, ensuring dashes and brackets are used effectively for effect. Terminology: Consolidate all prior terms in preparation for Year 6 Y6 Sentence Structure: Use the subjunctive form in very formal writing or to express a wish/command (e.g., If I were you... or I suggest that he arrive on time). Y6Terminology: Review all terminology from KS1 and KS2 to ensure readiness for the
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		Y5Terminology: Introduce terms: determiner, pronoun, possessive pronoun, adverbial Y6: Sentence Structure: Use the passive voice to affect the presentation of information in a sentence (e.g., The window was broken by the ball). Y6: Punctuation: Use colons to introduce a list and semi-colons within lists. Y6:Terminology: subject, object, active, passive, colon, semi- colon		Y6: Punctuation: Use semi-colons, colons, or dashes to mark the boundary between independent clauses (e.g., It was raining; the game was cancelled.). Y6: Punctuation: Use the hyphen to avoid ambiguity (e.g., man- eating shark vs man eating shark). Y6: Punctuation: Use punctuation for parenthesis (brackets, dashes, commas) with total consistency Y6 Terminology: Introduce terms: hyphen, bullet points, ellipsis		Spelling, Punctuation and Grammar (SPaG) test
	WRITING STRUCTURES/FEATURES	PHONICS – GRAPHEMES- SPELLING	WRITING STRUCTURES/FEATURES	PHONICS – GRAPHEMES- SPELLING	WRITING STRUCTURES/FEATURES	PHONICS – GRAPHEMES-SPELLING
	Biography Balanced Argument Speech/Eulogy Narrative Explanation Text		Persuasive Leaflet Letter		Narrative - Adventure Persuasive Writing	

	Biography Balanced Argument Speech/Eulogy Narrative Explanation Text Narrative - Mystery Persuasive Argument Short Dialogue Non Chron Report Fable - Traditional Tale Letter Writing Instructions Newspaper Report Balanced Argument Narrative - Suspense Persuasive Leaflet Poetry Y4: Text Structure: Organise paragraphs around a central theme or idea. Y5:Text Structure: Build cohesion within a paragraph		Newspaper Report Suspense Story Instructions Poetry Tale of Fear - Narrative Recount - Letter Non Chron Report Setting Description Poetry Greek Myth Non Chronological Report Balanced Argument Narrative Using Speech Poetry Information Text Y4: Text Structure: Use pronouns and nouns appropriately across sentences to aid cohesion and avoid repetition (e.g., The boy becomes he). Y5:Text Structure: Use adverbs to indicate degrees of possibility (e.g., perhaps, surely).		Newspaper Report Setting Description Non Chronological Report Poetry Diary Entry Persuasive Writing Narrative Newspaper Report Biography Poetry Non Chron Report Setting Description Instructions Narrative Explanation Text Y5: Text Structure: Use organisational and presentational devices to structure text (e.g., headings, bullet points, underlining). Y5 : Text Structure: Ensure consistent use of tense throughout a longer	
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	using devices such as then, after that, this, or firstly. Y6: Text Structure: Use layout devices such as sub-headings, columns, bullets, or tables to structure complex information.		Y6: Text Structure: Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g., the use of adverbials such as 'on the other hand' or 'finally'), and ellipsis		piece of writing, including the perfect form of verbs. Y6 Text Structure: Review and consolidate the perfect form of verbs to mark relationships of time and cause.	
	TEXTS	ORACY	TEXTS	ORACY	TEXTS	ORACY
	Queen of Darkness – Tony Bradman Julius Caesar (A Shakespeare Story) - Andrew Matthews& Tony Ross Boy with a Bronze Axe – Kathleen Fidler Treason - Berlie Doherty Macbeth (A Shakespeare Story) - Andrew Matthews & Tony Ross		Clockwork – Phillip Pullman Floodland – Marcus Sedgwick The Girl With Ink Stars - Kiran Millwood Hargrave		Kensuke’s Kingdom - Michael Murpurgo War Horse - Michael Morpurgo Secrets of a Sun King – Emma Carroll	