

	separated with finger spaces. Capital letters are used for names and the use of the personal pronoun I.	separated with finger spaces. Capital letters are used for names and the use of the personal pronoun I.	separated with finger spaces. Capital letters are used for names and the use of the personal pronoun I.	separated with finger spaces. Capital letters are used for names and the use of the personal pronoun I.	separated with finger spaces. Capital letters are used for names and the use of the personal pronoun I.	separated with finger spaces. Capital letters are used for names and the use of the personal pronoun I.
Spelling/Phonics	<p>Letters and sounds - Phases 1&2</p> <p>Sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending and segmenting. Introducing Letter recognition (for reading) and recall(for spelling). Learn tricky words</p>	<p>Letters and sounds Phase 2</p> <p>Letter recognition (for reading) and recall (for spelling). Practicing oral blending and segmentation. Learn tricky words</p>	<p>Letters and sounds Phase 2 & phase 3</p> <p>Letter & digraph recognition (for reading) and recall (for spelling). Practicing oral blending and segmentation. Learn tricky words</p>	<p>Letters and sounds Phase 3</p> <p>Letter & digraph recognition (for reading) and recall (for spelling). Practising oral blending and segmentation Practise spelling and reading 2 syllable words. Learn tricky words.</p>	<p>Letters and sounds Phase 3 & phase 4</p> <p>Letter & digraph recognition. Practice reading ccvc and cvcc words. Practice writing ccvc and cvcc words. Reading and spelling words with adjacent constants. Practise spelling and reading 2 syllable words. Learn high frequency words.</p>	<p>Letters and sounds Phase 4</p> <p>Letter & digraph recognition. Practice reading ccvc and cvcc words. Practice writing ccvc and cvcc words. Reading and spelling words with adjacent constants. Practise spelling and reading 2 syllable words. Learn high frequency words. Practise reading</p>

					Practise reading and writing sentences.	and writing sentences.
Handwriting	Throughout the year - correct formation of letters. Use of finger spaces to separate words.	Throughout the year - correct formation of letters. Use of finger spaces to separate words.	Throughout the year - correct formation of letters. Use of finger spaces to separate words.	Throughout the year - correct formation of letters. Use of finger spaces to separate words.	Throughout the year - correct formation of letters. Use of finger spaces to separate words.	Throughout the year - correct formation of letters. Use of finger spaces to separate words.
Maths	Count reliably with numbers from 1-20. Place numbers 1-20 in order. Uses everyday language to talk about size. Uses everyday language to talk about position.	Count reliably with numbers from 1-20. Place numbers 1-20 in order. Uses everyday language to talk about size. Uses everyday language to talk about position.	Say which number is one more or one less than a given number to 20. Using quantities and objects, they add 2 single-digit numbers and count on to find the answer. Uses everyday language to talk about weight. Uses everyday language to talk about capacity. Uses everyday	Say which number is one more or one less than a given number to 20. Using quantities and objects, they add 2 single-digit numbers and count on to find the answer. Uses everyday language to talk about weight. Uses everyday language to talk about capacity. Uses everyday	Using quantities and objects, they subtract 2 single-digit numbers and count back to find the answer. Solve problems, including doubling, halving and sharing. Uses everyday language to talk about distance. Uses everyday language to talk about money. Compares	Using quantities and objects, they subtract 2 single-digit numbers and count back to find the answer. Solve problems, including doubling, halving and sharing. Uses everyday language to talk about distance. Uses everyday language to talk about money. Compares

			language to talk about time. Recognises, creates and describes patterns.	language to talk about time. Recognises, creates and describes patterns.	quantities and objects and uses to solve problems. Explores characteristics of everyday objects and shapes and uses mathematical language to describe them.	quantities and objects and uses to solve problems. Explores characteristics of everyday objects and shapes and uses mathematical language to describe them.
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Long Term Plan for English and Maths.- Year 1

	<u>Autumn</u>	<u>Autumn</u>	<u>Spring</u>	<u>Spring</u>	<u>Summer</u>	<u>Summer</u>
English						
Reading/Writing Genre	Recounts eg. holiday news					
	<ul style="list-style-type: none"> * Stories in familiar settings (Fiction) * Poems about the Senses (Poetry) * Poems with Pattern & Rhyme (Poetry) 	<ul style="list-style-type: none"> * Stories with repeating patterns (Fiction) * Labels, lists & signs (Non-Fiction) * Letters - Santa (Fiction) 	<ul style="list-style-type: none"> * Information texts (Non-Fiction) * Humorous Poems (Poetry) 	<ul style="list-style-type: none"> * Instructions (Non-Fiction) * Letters (Fiction) * Traditional Tales (Fiction) 	<ul style="list-style-type: none"> * Information Texts (Non-Fiction) * Fairy Stories (Fiction) * Poems about Nature (Fiction) 	<ul style="list-style-type: none"> * Fantasy stories (Fiction) * Traditional Poems (Poetry)
Punctuation/Grammar	<ul style="list-style-type: none"> * leaving spaces between words * fullstops * capital letters for names & sentence starters * adjectives to describe 					
	using basic sentence openers (I, My, The etc); conjunctions ('and' to join clauses); using exclamation mark; using capital letters for the names of people, places, days of the week, etc;		beginning to punctuate sentences correctly; write in complete sentences, using capital letters at the start of a sentence and a full stop, exclamation mark or question mark at		beginning to write complete sentences; using capital letters at the start of a sentence and a full stop, exclamation or question mark at the end; identifying and distinguishing	

	<p>using capital letters for the start of lines in poems; using grammatical terminology</p>	<p>the end; using capital letters for proper names; using full stops and capitals to demarcate sentences; using capital letters for the names of people, places, days of the week, etc; using capital letters for the start of lines in a poem; using conjunctions (and, because, so); using instructional sentence openers (First, Next, Then etc); using grammatical terminology</p>	<p>statements, questions and exclamations; beginning to punctuate sentences correctly; using capital letters for the start of lines in poems; using capital letters for proper names; using full stops and capitals to demarcate sentences; using different sentence openers (At, When, If etc); using conjunctions (if, but, when etc); using grammatical terminology</p>
Phonics	<p>Letters & Sounds Phase 3: individual letters (j, v, w, x, y, z) digraphs (zz, qu, ch, sh, th, ng, ai, ee, oa, oo, ar, or, ur, ow, oi, er) trigraphs (igh, ear, air, ure)</p>	<p>Letters & Sounds Phase 4: blends at the beginning and end of words</p>	<p>Letters & Sounds Phase 5a: digraphs (ay, ou, ie, ea, oy, ir, ue, aw, ew, oe, au, ey, wh, ph) plus split digraphs (a...e, e...e, i...e, o...e, u...e)</p>
Spelling	<p>Common exception key words are taught throughout the year. Spelling also goes hand-in-hand with Phonics:</p>		
	<p>Phase 3: ai, oi, ar ee, er,ur, oo, oa, ow, igh, or, air, ear,</p>	<p>Phase 4: blends plus consolidation of Phase 3 phonemes</p>	<p>Phase 5: ay, oy, split digraphs (a...e, e...e, i...e, o...e, u...e), ea, ir, oe, ou, ue, ew, ie, aw, au plus ore and are, words ending in -y ('i' sound), ph and wh, k for the /k/ sound, un as a prefix, compound words</p>

Handwriting	Forming letters in own name correctly; leaving finger spaces	As Autumn 1 plus <u>lower-case letters</u> : correct individual letter formation (including flicks) <u>capital letters</u> : correct individual letter formation		As Autumn 1&2 and Spring 1 plus <u>lower-case letters</u> : correct sizing, sitting letters correctly on the lines (tails, ascenders) capital letters: correct sizing		As Autumn 1& 2, Spring 1 & 2, Summer 1 plus <i>simple</i> joins for those who are ready						
Maths												
<table border="1"> <tr> <td data-bbox="176 544 517 1327"> <ul style="list-style-type: none"> * Counting on and back in 1s to 20 and beyond * Counting on and back in 10s to 100 (starting at 10) * Reading and writing teen numbers * Addition / subtraction to 5, then to 10 * Number bonds to 10 * Naming 2d shapes (circle, semi-circle, triangle, square, oblong, pentagon, hexagon, octagon) and 3d shapes </td> <td data-bbox="517 544 779 1327"> <ul style="list-style-type: none"> * Counting on and back in 2s to 30 (starting at 2) * Number order up to 50 * Place value and comparing quantities & numbers (up to 50) * Mental strategies for addition (learn-its - doubles, number bonds to 10, adding two 1-digit numbers) * Subtraction as difference * Measures (time - days / months) </td> <td data-bbox="779 544 1041 1327"> <ul style="list-style-type: none"> * Counting on in 2s to 50, then 100 * Reading and writing number patterns (to 20 and beyond) * Doubles / near doubles (to 5+5, then 10+10) * Grouping & sharing (between 2) * Measures (time - hours, minutes, seconds) * Addition & subtraction to 15 * Measures (time - today /tomorrow/ yesterday and </td> <td data-bbox="1041 544 1303 1327"> <ul style="list-style-type: none"> * Counting on in 2s - odds and evens * Counting in 10s, starting at any single-digit number * Place value and comparing quantities & numbers (up to 100) * Addition & subtraction to 20 (including 2-digits +/- 1-digit) * Grouping & sharing (between 3, 4 and 5) * Measure (lengths / </td> <td data-bbox="1303 544 1568 1327"> <ul style="list-style-type: none"> * Counting on in 5s (to 50, then 100) Number bonds to 10 * Addition & subtraction beyond 20 (2-digits +/- 1 digit) * Fractions (halves of shapes & objects up to 20) * Multiplication & division (see fractions) * Measures (time -o'clock and earlier / later) * Moving & turning (half </td> <td data-bbox="1568 544 1830 1327"> <ul style="list-style-type: none"> * Counting on and back in 5s (to 50, then 100) * Number and place value to 100 and beyond * Addition & subtraction beyond 20 (2-digits +/- 1 digit as well as 2-digits +/- 10/20) * Fractions (halves and quarters of shapes & objects up to 20) * Measures (time -half past and earlier / later) * Multiplication and division </td> </tr> </table>							<ul style="list-style-type: none"> * Counting on and back in 1s to 20 and beyond * Counting on and back in 10s to 100 (starting at 10) * Reading and writing teen numbers * Addition / subtraction to 5, then to 10 * Number bonds to 10 * Naming 2d shapes (circle, semi-circle, triangle, square, oblong, pentagon, hexagon, octagon) and 3d shapes 	<ul style="list-style-type: none"> * Counting on and back in 2s to 30 (starting at 2) * Number order up to 50 * Place value and comparing quantities & numbers (up to 50) * Mental strategies for addition (learn-its - doubles, number bonds to 10, adding two 1-digit numbers) * Subtraction as difference * Measures (time - days / months) 	<ul style="list-style-type: none"> * Counting on in 2s to 50, then 100 * Reading and writing number patterns (to 20 and beyond) * Doubles / near doubles (to 5+5, then 10+10) * Grouping & sharing (between 2) * Measures (time - hours, minutes, seconds) * Addition & subtraction to 15 * Measures (time - today /tomorrow/ yesterday and 	<ul style="list-style-type: none"> * Counting on in 2s - odds and evens * Counting in 10s, starting at any single-digit number * Place value and comparing quantities & numbers (up to 100) * Addition & subtraction to 20 (including 2-digits +/- 1-digit) * Grouping & sharing (between 3, 4 and 5) * Measure (lengths / 	<ul style="list-style-type: none"> * Counting on in 5s (to 50, then 100) Number bonds to 10 * Addition & subtraction beyond 20 (2-digits +/- 1 digit) * Fractions (halves of shapes & objects up to 20) * Multiplication & division (see fractions) * Measures (time -o'clock and earlier / later) * Moving & turning (half 	<ul style="list-style-type: none"> * Counting on and back in 5s (to 50, then 100) * Number and place value to 100 and beyond * Addition & subtraction beyond 20 (2-digits +/- 1 digit as well as 2-digits +/- 10/20) * Fractions (halves and quarters of shapes & objects up to 20) * Measures (time -half past and earlier / later) * Multiplication and division
<ul style="list-style-type: none"> * Counting on and back in 1s to 20 and beyond * Counting on and back in 10s to 100 (starting at 10) * Reading and writing teen numbers * Addition / subtraction to 5, then to 10 * Number bonds to 10 * Naming 2d shapes (circle, semi-circle, triangle, square, oblong, pentagon, hexagon, octagon) and 3d shapes 	<ul style="list-style-type: none"> * Counting on and back in 2s to 30 (starting at 2) * Number order up to 50 * Place value and comparing quantities & numbers (up to 50) * Mental strategies for addition (learn-its - doubles, number bonds to 10, adding two 1-digit numbers) * Subtraction as difference * Measures (time - days / months) 	<ul style="list-style-type: none"> * Counting on in 2s to 50, then 100 * Reading and writing number patterns (to 20 and beyond) * Doubles / near doubles (to 5+5, then 10+10) * Grouping & sharing (between 2) * Measures (time - hours, minutes, seconds) * Addition & subtraction to 15 * Measures (time - today /tomorrow/ yesterday and 	<ul style="list-style-type: none"> * Counting on in 2s - odds and evens * Counting in 10s, starting at any single-digit number * Place value and comparing quantities & numbers (up to 100) * Addition & subtraction to 20 (including 2-digits +/- 1-digit) * Grouping & sharing (between 3, 4 and 5) * Measure (lengths / 	<ul style="list-style-type: none"> * Counting on in 5s (to 50, then 100) Number bonds to 10 * Addition & subtraction beyond 20 (2-digits +/- 1 digit) * Fractions (halves of shapes & objects up to 20) * Multiplication & division (see fractions) * Measures (time -o'clock and earlier / later) * Moving & turning (half 	<ul style="list-style-type: none"> * Counting on and back in 5s (to 50, then 100) * Number and place value to 100 and beyond * Addition & subtraction beyond 20 (2-digits +/- 1 digit as well as 2-digits +/- 10/20) * Fractions (halves and quarters of shapes & objects up to 20) * Measures (time -half past and earlier / later) * Multiplication and division 							

	<p>(sphere, cone, cylinder, pyramid, cube, cuboid)</p> <p>*Number formation (0-9)</p>	<p>* Money (naming / ordering coins to £2)</p>	<p>o'clock / earlier / later)</p> <p>* Sequencing events in chronological order, including morning, afternoon, evening.</p>	<p>heights, using standard and non-standard measures)</p> <p>*Properties 2d shapes (circle, semi-circle, triangle, square, oblong, pentagon, hexagon, octagon) and 3d shapes (sphere, cone, cylinder, pyramid, cube, cuboid)</p>	<p>turns, then quarter turns)</p>	<p>(grouping into & sharing by 2, 3, 5, 10)</p> <p>* Measuring (mass / weight and capacity / volume using non-standard measures)</p>
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Long Term Plan for English and Maths.- Year 2

	<u>Autumn</u>	<u>Autumn</u>	<u>Spring</u>	<u>Spring</u>	<u>Summer</u>	<u>Summer</u>
English						
Reading/Writing Genre	<p>Stories in familiar settings (e.g. A lion in the Meadow)</p> <p>Postcards and Letters (e.g. Dear Teacher by Amy Husband)</p> <p>Songs and Repetitive Poems (taken from The Works by Paul Cookson)</p>	<p>Traditional Tales e.g. The Frog and The Scorpion by Hamilton Trust)</p> <p>Information Texts (e.g. Dogs by Emily Gravett)</p> <p>Traditional Poems for Young Children (taken from The Works by Paul Cookson)</p>	<p>Traditional Tales from a variety of cultures (e.g. Baba Yaga and the Stolen Baby by Alison Lurie)</p> <p>Instructions (e.g. Instructions by Neil Gaiman)</p> <p>Poetry about the senses (taken from The Works by Paul Cookson)</p>	<p>Stories involving Fantasy (e.g. The Dragon Machine by Helen Ward)</p> <p>Recounts (e.g. Diary of a Wombat)</p> <p>Humorous Poems (taken from The Works by Paul Cookson)</p>	<p>Quest and Adventure Stories (e.g. Lost and Found by Oliver Jeffries)</p> <p>Information Texts (e.g. Harry and the Bucketful of Dinosaurs by Ian Whybrow)</p> <p>Favourite Poems (selection of classic poems)</p>	<p>Stories by the same author (e.g. Willy the Wimp by Anthony Browne)</p> <p>Recount (e.g. Maisie's Dragon by Philippa Danvers)</p> <p>Poems about birds (selected poems from Hamilton Trust)</p>

		Cookson)				
Punctuation/Grammar	<p>Learning how to use punctuation correctly, including capital letter, full stops, question or exclamation marks.</p> <p>Use sentences with different forms: statement, question, exclamation, command.</p> <p>Co-ordination: using conjunctions(and, or, but) to join simple sentences.</p> <p>Use sentences with different</p>	<p>Learning how to use punctuation correctly, including capital letter, full stops, question or exclamation marks.</p> <p>Use sentences with different forms: statement, question, exclamation, command.</p> <p>Use expanded noun phrases to describe and specify,e.g adjectives to describe nouns.</p> <p>Use and</p>	<p>Using conjunctions, 'and', 'or', 'but' to join sentences; using 'when', 'because','if','where' etc. to create subordinate clauses; demarcating sentences using stops.</p> <p>Learning to use question marks and exclamation marks. capital letters and full stops</p> <p>Use and understand grammar terminology including singular and plural</p>	<p>Using conjunctions, 'and', 'or', 'but' to join sentences; using 'when', 'because','if','where' etc. to create subordinate clauses; demarcating sentences using stops.</p> <p>Learning to use question marks and exclamation marks. capital letters and full stops</p>	<p>Using and distinguishing past and present tense;</p> <p>Learning how to use familiar and new punctuation including commas in lists and apostrophes for contractions e.g. didn't, won't, I'll, it's and the possessive apostrophe (singular noun- Megan's, the man's)</p>	<p>Using past tense consistently; using co-ordination and subordination writing sentences with two main clauses or with subordinate clauses; using expanded noun phrases</p> <p>Using expanded noun phrases in writing descriptions</p>

	forms: statement, question, exclamation, command.	understand grammar terminology e.g. noun, proper noun, noun phrase, verb, adjective				
Phonics	Letters and Sounds Phase 5a		Letters and Sounds Phase 5b		Letters and Sounds Phase 5c/5d Introduction to Phase 6	
Spelling/	<p>The /j/sound spelt as -ge (change) and -dge (badge)</p> <p>The /s/ sound spelt c before e, i and y</p> <p>The /n/ sound spelt as kn (know) and gn (gnat)</p> <p>The /r/ sound spelt as wr (wrong)</p> <p>The /l/ sound spelt -le at the end of words (table)</p> <p>The /l/ sound spelt -el at the end of words (camel)</p> <p>The /l/ sound spelt -al at the end of words (pedal)</p> <p>Words ending in -il (pencil)</p> <p>Words ending with 'y' (fly)</p> <p>Adding -es to nouns and verbs ending in -y (flies ,babies)</p> <p>Adding -ed, -ing, -er, -est to a root word ending in -y with a consonant before it (copied,copier,copying)</p> <p>Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it (hiking, hiked, hiker)</p> <p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (patting,patted,sadder,saddest)</p> <p>The /or/ sound spelt as 'a' before l and ll (all,ball,always)</p> <p>The /u/ sound spelt 'o' (other, brother)</p> <p>The /i/ sound spelt -ey (donkey)</p>					

	<p>The /o/ sound spelt 'a' after w and qu (want, watch) The /ur/ sound spelt 'or' (word, worth) The /or/ sound spelt 'ar' after w (war, towards) The /zh/ sound spelt 's' (television, treasure) The suffixes -ment, -ness, -ful, -less and -ly</p>		
Handwriting	Individual letter formation	Instrokes and outstrokes Introduction to the initial joins	Practising the initial joins
Maths	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
	<p><u>Number and Place Value</u> Order numbers to 100 Make sensible estimates to 100 Partition 2 digit numbers into multiples of ten and one Recognise odd and even numbers Find halves and quarters of shapes</p> <p><u>Addition and Subtraction</u> Number facts to 20 Counting on and back in tens from any number Recognise all coins Find totals of coins up to a £1 Use pairs to 10 to find the complement to the next multiple of ten Find change from 20p</p>	<p><u>Number and Place Value</u> Order numbers to 100 Make sensible estimates to 100 Partition 2 digit numbers into multiples of ten and one Recognise odd and even numbers Find halves and quarters of shapes</p> <p><u>Addition and Subtraction</u> Number facts to 20 Counting on and back in tens from any number Recognise all coins Find totals of coins up to a £1 Use pairs to 10 to find the complement to the next multiple of ten Find change from 20p Add and subtract 10, 11, 20</p>	<p><u>Number and Place Value</u> Count in 2's, 5's, 10's and 3's. Recognise multiples of 2, 5, 10 and 3. Find $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, and $\frac{3}{4}$ of amounts. Double and half using partitioning. Order and compare 3 digit numbers. Understand place value in 3 digit numbers. Halve or double a 2 digit number. Find halves, quarters and thirds of amounts.</p> <p><u>Addition and Subtraction</u> Add 2 digit numbers by partitioning. Subtract a 2 digit number from another by counting back. Subtract by counting up. Subtract by counting back.</p>

	<p>Add and subtract 10, 11, 20 Find doubles to 20 and corresponding halves Add and subtract 10, 20, 11, 21 Know pairs with a total of 20 and derive subtraction facts Recognise the use of a symbol to represent an unknown number Add/subtract a single digit to/from a 2 digit number using number facts and pattern Add/subtract a single digit to/from a 2 digit number by bridging multiples of ten using place value Add/subtract 20, 30, 40 to/from two digit numbers Add 11, 12, 13, 21, 22, 23, 31, 32, 33 to two digit numbers and subtract 11, 12, 21, 22 from 2 digit numbers Add two digit numbers by counting on in 10's and 1's Add near multiples of 10 by adding 10's and adjusting.</p> <p><u>Multiplication and Division</u> Recognise multiples of 10 Begin to use multiplication Count in twos</p> <p><u>Measurement</u> Read the time to the quarter of an</p>	<p>Find doubles to 20 and corresponding halves Add and subtract 10, 20, 11, 21 Know pairs with a total of 20 and derive subtraction facts Recognise the use of a symbol to represent an unknown number Add/subtract a single digit to/from a 2 digit number using number facts and pattern Add/subtract a single digit to/from a 2 digit number by bridging multiples of ten using place value Add/subtract 20, 30, 40 to/from two digit numbers Add 11, 12, 13, 21, 22, 23, 31, 32, 33 to two digit numbers and subtract 11, 12, 21, 22 from 2 digit numbers Add two digit numbers by counting on in 10's and 1's Add near multiples of 10 by adding 10's and adjusting.</p> <p><u>Multiplication and Division</u> Recognise multiples of 10 Begin to use multiplication Count in twos</p> <p><u>Measurement</u> Read the time to the quarter of an hour on analogue and digital clocks</p>	<p>Choose which the most appropriate method of subtraction is. Solve money problems using addition and subtraction. Use addition and subtraction to solve 2 step problems.</p> <p><u>Multiplication and Division</u> Working out multiplication using beaded lines and landmarked lines. Working out division using beaded lines and landmarked lines. Understanding multiplication as the inverse of division.</p> <p><u>Measurement</u> Tell the time to the nearest $\frac{1}{4}$ hour Begin to tell time to the nearest 5 minutes. Know days of the week and months of the year.</p> <p><u>Geometry-properties of shapes</u> Identify 3D shapes including cone, cylinder, sphere, cube, cuboids and square-based pyramid Identify properties of 3D shapes including edges, faces, and vertices. Use Venn diagrams as a method of classifying shapes</p>
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	<p>hour on analogue and digital clocks Measure the length of objects using cm, m</p> <p><u>Geometry-properties of shapes</u> Recognise common 2D shapes including square, rectangle, different triangles, circle, pentagon, hexagon and octagon Draw, sort and describe 2D shapes referring to properties including sides, symmetry and right angles Use Venn diagrams as a method of classifying shapes.</p>	<p>Measure the length of objects using cm, m</p> <p><u>Geometry-properties of shapes</u> Recognise common 2D shapes including square, rectangle, different triangles, circle, pentagon, hexagon and octagon Draw, sort and describe 2D shapes referring to properties including sides, symmetry and right angles Use Venn diagrams as a method of classifying shapes</p>	
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Long Term Plan for English and Maths.- Year3

	<u>Autumn</u>	<u>Autumn</u>	<u>Spring</u>	<u>Spring</u>	<u>Summer</u>	<u>Summer</u>
English						
Reading/Writing Genre	<p><u>Stories in Familiar Settings</u> Children will read short stories and serialised longer stories and review the main features of the characters, plot and setting. They will compare familiar settings and analyse words and phrases used for description. Following teacher demonstration, children will plan and write a story with a description</p>	<p><u>Dialogue and Plays</u> Children will read and discuss a range of stories and playscripts, identifying different voices and characters by using dramatised reading and puppets. 1. They will identify the features and conventions of playscript dialogue. Following the modelling of</p>	<p><u>Fables</u> Children will read, and listen to, a range of fables. They will identify common themes, such as good over evil, wise over foolish etc..., identifying and suggesting morals for the stories read. They will describe the main characters, with reference to the text. Guided writing will focus on how the</p>	<p><u>Myths and Legends</u> Children will read, and listen to, a range of myths and legends, identifying common themes. They will sequence key events, using lists, maps and storyboards and describe key characters. Using a familiar story theme, children will plan and write their own story in</p>	<p><u>Poems to Perform</u> Children will read and discuss a range of performance poems, identifying distinctive features such as repetition, rhyme, rhythm, alliteration and the use of oral language based on speech. Using a poem with a distinctive pattern as a framework, children will be</p>	<p><u>Adventure and Mystery (Pirates)</u> Children will find out about the history of Pirates and what life was like on board a pirate ship. They will read and analyse information texts about pirates as well as adventure stories, and use their findings to plan and write a Pirate Adventure story in chapters.</p>

	<p>of the setting to set the scene.</p> <p><u>Instructions</u> (Link with DT/Science Topic: Food.) Children will read and compare examples of instructional texts, reviewing common features and making critical judgements about how effective the instructions are. They will identify organisational devices that make instructions easier to follow. They will prepare, write and follow clear instructions for making a healthy sandwich</p>	<p>playscript composition, children will write their own playscript based on a familiar nursery rhyme. 2. They will identify the features and conventions of dialogue in stories, learning the rules for speech punctuation. Using a text they know well, the children will write their own version of the story, using speech punctuation accurately.</p> <p><u>Reports</u> (Link with History Topic: From The Stone</p>	<p>events, characters and settings can be varied, whilst keeping the same moral. Using a familiar theme, children will plan and write their own fable.</p> <p><u>Information Texts</u> (Link with Geography Topic: Countries of the UK.) Children will research a country of the United Kingdom, using reference materials, including ICT. They will read and evaluate a wide range of persuasive and informative texts.</p>	<p>the style of a myth or legend.</p> <p><u>Letters</u> Children will analyse letters written for different purposes, identifying language features and conventions. Children will plan, write and send a letter to someone they find inspirational.</p> <p><u>Reports</u> (Link with History Topic: Ancient Egypt) Children will work in pairs to research a given aspect of life in Ancient Egypt. They will collect information from a variety of</p>	<p>shown how to construct a poem using the same model, but with a different subject or focus. Children will plan, draft, edit and perform their own poem.</p> <p><u>Authors</u> (Michael Morpurgo) Children will read, and respond to, a selection of the work of the chosen author and another author of their choice. They will read and write book reviews, and plan and write a letter to their favourite author.</p>	<p><u>Language Play</u> Children will read, discuss and analyse poems that play with language, e.g. nonsense verse, riddles, puns, word games and puzzles. They will perform some of their favourite examples, considering volume, pace, expression and the use of different voices. Using a particular form, children will work in shared, guided writing to devise and write their own poem.</p>
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	<p>for a special occasion.</p> <p><u>Colour Poems</u> Children will read a selection of poems on the theme of colour. They will discuss vocabulary and capture ideas through response to visual imagery, reflection or first-hand experience. Through modelled and shared composition, children will compose their own colour poem, using language to create specific effects and making decisions about form.</p>	<p>Age to The Iron Age.) Children will learn research and note-taking techniques using information and ICT texts related to this topic. They will analyse report texts and write a non-chronological report using information from several sources. Link with ICT: Word Processing. Children will use ICT to produce a foldable leaflet of their report combining text and graphics.</p>	<p>They will work co-operatively to produce an information poster of their chosen country.</p>	<p>sources, including ICT. They will use the language and presentational features of non-chronological reports, organising related information into paragraphs. They will write their report on papyrus, illustrating it with hieroglyphs. They will then combine it with reports from the other children to produce a class book.</p>		
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<p>Punctuation/Grammar</p>	<p>Use and recognise nouns, adjectives and prepositional phrases. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Use powerful adjectives. Use adverbs. Use adverbs, conjunctions and prepositions to express time, place and cause. Use and understand grammatical terminology when discussing their reading and writing.</p>	<p>Understand and use adverbs. Use powerful verbs. Use the past tense and the perfect form of verbs. Use pronouns for cohesion and to avoid repetition and ambiguity. Learn to use dialogue punctuation. Use and understand grammatical terminology when discussing their reading and writing. Introduce paragraphs as a way to group related material.</p>	<p>Recognise simple sentences. Begin to recognise compound and complex sentences. Use conjunctions to express time or cause. Use dialogue punctuation. Use and understand grammatical terminology when discussing their reading and writing.</p>	<p>Use powerful verbs and adjectives. Use the present perfect rather than simple past tense. Understand that writing can be 1st or 3rd person. Use and punctuate direct speech. Indicate possession by using the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's). Use and understand grammatical terminology when</p>	<p>Extend sentences using adverbials and fronted adverbials. Use commas to separate fronted adverbials. Use and punctuate direct speech. Use a wide range of connectives to create sentences with more than one clause. Use and understand grammatical terminology when discussing their reading and writing.</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including if, because, although. Use conjunctions, adverbs and prepositions to express time and cause. Use and punctuate direct speech. Use and understand grammatical terminology when discussing their reading and writing: (adverb, adverbial phrase, fronted adverbial, apostrophe, article, clause, subordinate clause, common</p>
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				discussing their reading and writing.		noun, proper noun, collective noun, simple sentence, compound sentence, complex sentence, conjunction, connective, consonant, comparative and superlative adjectives, determiner, direct speech, inverted commas (speech marks), paragraph, phrase, predicate, prefix, preposition, pronoun, suffix, tense, verb, vowel, word family.)
Spelling/Phonics	Use and recognise nouns, adjectives and prepositional phrases. Choose nouns or pronouns	Understand and use adverbs. Use powerful verbs. Use the past tense and the	Recognise simple sentences. Begin to recognise compound and complex	Use powerful verbs and adjectives. Use the present perfect rather than simple past	Extend sentences using adverbials and fronted adverbials. Use commas to separate fronted	Extend the range of sentences with more than one clause by using a wider range of conjunctions,

	<p>appropriately for clarity and cohesion and to avoid repetition. Use powerful adjectives. Use adverbs. Use adverbs, conjunctions and prepositions to express time, place and cause. Use and understand grammatical terminology when discussing their reading and writing.</p>	<p>perfect form of verbs. Use pronouns for cohesion and to avoid repetition and ambiguity. Learn to use dialogue punctuation. Use and understand grammatical terminology when discussing their reading and writing. Introduce paragraphs as a way to group related material.</p>	<p>sentences. Use conjunctions to express time or cause. Use dialogue punctuation. Use and understand grammatical terminology when discussing their reading and writing.</p>	<p>tense. Understand that writing can be 1st or 3rd person. Use and punctuate direct speech. Indicate possession by using the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's). Use and understand grammatical terminology when discussing their reading and writing.</p>	<p>adverbials. Use and punctuate direct speech. Use a wide range of connectives to create sentences with more than one clause. Use and understand grammatical terminology when discussing their reading and writing.</p>	<p>including if, because, although. Use conjunctions, adverbs and prepositions to express time and cause. Use and punctuate direct speech. Use and understand grammatical terminology when discussing their reading and writing: (adverb, adverbial phrase, fronted adverbial, apostrophe, article, clause, subordinate clause, common noun, proper noun, collective noun, simple sentence, compound sentence, complex sentence,</p>
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						<p>conjunction, connective, consonant, comparative and superlative adjectives, determiner, direct speech, inverted commas (speech marks), paragraph, phrase, predicate, prefix, preposition, pronoun, suffix, tense, verb, vowel, word family.)</p>
Handwriting	<p><u>Ongoing throughout the year:</u> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best</p>	<p><u>Ongoing throughout the year.</u> Diagonal joins to letters without ascenders, e.g. ai, ar, un. Horizontal joins to letters without ascenders, e.g. ou, vi, wi. Diagonal joins to</p>	<p><u>Ongoing throughout the year.</u> Increase the legibility, consistency and quality of their handwriting, for example, by ensuring that the downstrokes of letters are</p>			

	left unjoined.	letters without ascenders, e.g. ab, ul, it. Horizontal joins to letters with ascenders, e.g. ol, wh, ot.	parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.			
Maths						
	<p>* Reading, writing and ordering two-digit and three-digit numbers</p> <ul style="list-style-type: none"> • To recognise the place value of each digit in a three-digit number (hundreds, tens, ones). • To compare and order numbers up to 1000. • To read and 	<p>* Counting and estimating</p> <ul style="list-style-type: none"> • To add and subtract numbers mentally, including: <ul style="list-style-type: none"> • a three-digit number and ones • a three-digit number and tens • a three-digit number and hundreds. • To solve problems, including missing 	<p>* Number, place value and rounding</p> <p>To count from 0 in multiples of 4, 8, 50 and 100; finding 10 or 100 more or less than a given number.</p> <ul style="list-style-type: none"> • To recognise the place value of each digit in a three-digit number (hundreds, tens, 	<p>* Addition and subtraction of two-digit numbers using columns</p> <ul style="list-style-type: none"> • To add and subtract numbers with up to three digits, using the efficient written methods of columnar addition and subtraction. • To estimate the answer to a calculation and 	<p>* Read, write, order and round two-digit and three-digit numbers</p> <ul style="list-style-type: none"> • To count from 0 in multiples of 4, 8, 50 and 100; finding 10 or 100 more or less than a given number. • To recognise the place value of each digit in a three-digit 	<p>* Addition and subtraction of two-digit and three-digit numbers using number lines and columns</p> <ul style="list-style-type: none"> • To add and subtract numbers with up to three digits, using the efficient written methods of columnar addition and subtraction. • To estimate the

	<p>write numbers up to 1000 in numerals and in words.</p> <p>* Counting and estimating</p> <ul style="list-style-type: none"> To count from 0 in multiples of 4, 50 and 100; finding 10 or 100 more or less than a given number. To identify, represent and estimate numbers using different representations. <p>* Number facts to 20 and to 100</p> <p>* Addition and subtraction of 1 and 2-digit numbers</p> <ul style="list-style-type: none"> To add and subtract numbers mentally, including: <ul style="list-style-type: none"> a three-digit 	<p>number problems, using number facts, place value, and more complex addition and subtraction.</p> <p>* Addition and subtraction of two and three-digit numbers, using a number line and columns</p> <ul style="list-style-type: none"> To add and subtract numbers with up to three digits, using the efficient written methods of columnar addition and subtraction. To estimate the answer to a calculation and use inverse operations to check answers. To solve problems, including missing 	<p>ones).</p> <ul style="list-style-type: none"> To compare and order numbers up to 1000. To identify, represent and estimate numbers using different representations. To read and write numbers up to 1000 in numerals and in words. To solve number problems and practical problems involving these ideas. <p>* Use partitioning to add and subtract two-digit numbers</p> <ul style="list-style-type: none"> To add and subtract numbers mentally, including: <ul style="list-style-type: none"> a three-digit 	<p>use inverse operations to check answers.</p> <ul style="list-style-type: none"> To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. <p>* Multiplication and division: multiplying by multiples of 10, and dividing with remainders</p> <p>* Multiplication and division: multiplying and dividing larger numbers</p> <ul style="list-style-type: none"> To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. 	<p>number (hundreds, tens, ones).</p> <ul style="list-style-type: none"> To compare and order numbers up to, and beyond, 1000. To identify, represent and estimate numbers using different representations. To read and write numbers up to, and beyond, 1000 in numerals and in words. To solve number problems and practical problems involving these ideas. <p>* Multiplication and division problems</p> <ul style="list-style-type: none"> To recall and use multiplication and division facts for the 3, 4 and 8 	<p>answer to a calculation and use inverse operations to check answers.</p> <ul style="list-style-type: none"> To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. <p>* Multiplication and division problems: written methods</p> <ul style="list-style-type: none"> To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. To write and calculate mathematical statements for multiplication and
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	<p>number and ones</p> <ul style="list-style-type: none"> • a three-digit number and tens • a three-digit number and hundreds. • To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. <p>* Multiplication and division facts</p> <ul style="list-style-type: none"> • To recall and use multiplication and division facts for the 3 and 4 multiplication tables. • To write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using 	<p>number problems, using number facts, place value, and more complex addition and subtraction.</p> <p>* Multiplication and division: doubling, halving and TU x U</p> <ul style="list-style-type: none"> • To recall and use multiplication and division facts for the 3 and 4 multiplication tables. • To write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using 	<p>number and ones</p> <ul style="list-style-type: none"> • a three-digit number and tens • a three-digit number and hundreds. • To estimate the answer to a calculation and use inverse operations to check answers. • To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. <p>* Multiplication and division: multiplying one-digit numbers by multiples of 10</p> <p>* Multiplication and division: practical and</p>	<ul style="list-style-type: none"> • To write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. • To solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are 	<p>multiplication tables.</p> <ul style="list-style-type: none"> • To write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. • To solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence 	<p>division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</p> <ul style="list-style-type: none"> • To solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects. <p>* Short multiplication and division</p>
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	<p>multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</p> <ul style="list-style-type: none"> To solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects. <p>* Measuring using mm, cm and metres</p> <ul style="list-style-type: none"> To measure, 	<p>mental and progressing to formal written methods.</p> <ul style="list-style-type: none"> To solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects. <p>* Fractions: representing, comparing and ordering unit fractions of shapes and numbers</p> <ul style="list-style-type: none"> To recognise, find and write fractions of a discrete set of 	<p>informal written methods</p> <ul style="list-style-type: none"> To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. To write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. To solve problems, including missing number problems, 	<p>connected to m objects.</p> <p>* Measuring using grams and kilograms</p> <ul style="list-style-type: none"> To measure, compare, add and subtract: mass (kg/g). <p>* Fractions: representing, comparing and ordering unit and non-unit fractions of shapes and numbers</p> <ul style="list-style-type: none"> To count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. To recognise, find and write 	<p>problems in which n objects are connected to m objects.</p> <p>* Addition and subtraction of three-digit numbers and 1s, 10s and 100s</p> <ul style="list-style-type: none"> To add and subtract numbers mentally, including: <ul style="list-style-type: none"> a three-digit number and ones a three-digit number and tens a three-digit number and hundreds. To estimate the answer to a calculation and use inverse operations to check answers. To solve problems, including missing 	<ul style="list-style-type: none"> To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. To write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. To solve problems, including missing number problems, involving multiplication and
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	<p>compare, add and subtract: lengths (m/cm/mm).</p> <ul style="list-style-type: none"> To measure the perimeter of simple 2D shapes. <p>* Recognising, describing and making 2D and 3D shapes</p> <ul style="list-style-type: none"> To draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them with increasing accuracy. To identify horizontal, vertical, perpendicular and parallel lines in relation to other lines. 	<p>objects: unit fractions and non-unit fractions with small denominators.</p> <ul style="list-style-type: none"> To recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. To compare and order unit fractions, and fractions with the same denominators. To solve problems that involve all of the above. <p>* Read and write time to 5 minute intervals</p> <ul style="list-style-type: none"> To tell and write the time from an analogue 	<p>involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.</p> <p>* Measures: adding and subtracting money</p> <ul style="list-style-type: none"> To add and subtract amounts of money to give change, using both £ and p in practical contexts. <p>* Recognising and drawing right angles in 2D shapes</p> <ul style="list-style-type: none"> To recognise angles as a property of shape and associate 	<p>fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</p> <ul style="list-style-type: none"> To recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. To recognise and show, using diagrams, equivalent fractions with small denominators. To compare and order unit fractions, and fractions with the same denominators. To solve 	<p>number problems, using number facts, place value, and more complex addition and subtraction.</p> <p>* Addition and subtraction of two-digit and three-digit numbers using columns</p> <p>To add and subtract numbers with up to three digits, using the efficient written methods of columnar addition and subtraction.</p> <ul style="list-style-type: none"> To estimate the answer to a calculation and use inverse operations to check answers. To solve problems, including missing 	<p>division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.</p> <p>* Fractions: equivalence, addition and subtraction within 1, finding tenths</p> <ul style="list-style-type: none"> To count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. To recognise and use fractions as numbers: unit fractions and non-unit fractions
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	<p>clock, including using Roman numerals from I to XII, and 12-hour clocks.</p> <ul style="list-style-type: none"> • To estimate and read time with increasing accuracy to the nearest 5 minutes; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as am/pm, morning, afternoon, noon and midnight. • To know the number of seconds in a minute and the number of days in each month, year and leap year. • To compare durations of 	<p>angles with turning.</p> <ul style="list-style-type: none"> • To identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. 	<p>problems that involve all of the above.</p> <p>* Read and interpret bar charts, using scales</p> <ul style="list-style-type: none"> • To interpret and present data using bar charts, pictograms and tables. • To solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables. 	<p>number problems, using number facts, place value, and more complex addition and subtraction.</p> <p>* Shape: identifying horizontal, vertical and curved lines</p> <ul style="list-style-type: none"> • To draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them with increasing accuracy. • To recognise angles as a property of shape and associate angles with turning. 	<p>with small denominators.</p> <ul style="list-style-type: none"> • To recognise and show, using diagrams, equivalent fractions with small denominators. • To add and subtract fractions with the same denominator within one whole ($5/7 + 1/7 = 6/7$). • To solve problems that involve all of the above. <p>* Read and write time using 12 and 24 hour clock</p> <ul style="list-style-type: none"> • To tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-
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		<p>events, for example to calculate the time taken by particular events or tasks.</p> <p>* Read, present and interpret pictograms and tables</p> <ul style="list-style-type: none"> • To interpret and present data using bar charts, pictograms and tables • To solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables. 			<ul style="list-style-type: none"> • To identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. • To identify horizontal, vertical, perpendicular and parallel lines in relation to other lines. <p>* Measuring using millilitres and litres</p> <ul style="list-style-type: none"> • To measure, compare, add and subtract: volume/capacity (l/ml). 	<p>hour and 24-hour clocks.</p> <ul style="list-style-type: none"> • To estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as am/pm, morning, afternoon, noon and midnight. • To know the number of seconds in a minute and the number of days in each month, year and leap year. • To compare durations of events, for example to calculate the time taken by

						<p>particular events or tasks.</p> <p>* Construct and interpret bar charts using scales</p> <ul style="list-style-type: none">• To interpret and present data using bar charts, pictograms and tables.• To solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts, pictograms and tables.
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Long Term Plan for English and Maths.- Year 4

	<u>Autumn</u>	<u>Autumn</u>	<u>Spring</u>	<u>Spring</u>	<u>Summer</u>	<u>Summer</u>
English						
Reading/Writing Genre	<p><u>Non-Fiction - Newspapers (recounts)</u> The children begin by looking at a wide variety of different newspaper articles and news programmes, looking at the features of this text type and developing knowledge of language used in this type of writing. This topic is</p>	<p><u>Fiction - Stories with historical settings</u> Texts - Street Child (Berlie Doherty) and The Time Travelling Cat and The Great Victorian Stink (Julia Jarman) The children study the stories above and watch clips from TV shows and films with Historical settings. Discuss how the authors</p>	<p><u>Fiction - Stories in imaginary settings</u> This unit is based around Harry Potter and the Philosopher's Stone, as well as shorter texts set in imaginary worlds. The children will practice describing settings and imaginary characters in detail and at the</p>	<p><u>Non-fiction - Explanation texts</u> This unit is based around the texts 'Dragonology', 'A Really Short History of Nearly Everything' and 'Until I met Dudley' The children look at the features of information texts and then more closely at a text called 'Why Are Dragons</p>	<p><u>Fiction - Stories that raise issues or dilemmas</u> Krindlekrax Tyler's Smile The children begin the unit by discussing a range of stories which deal with issues and dilemmas, by the end of the unit they will have written their own story based around a (not very serious) dilemma</p>	<p><u>Non-fiction - persuasive writing</u> This unit will focus on Film trailers and reviews as a form of persuasive writing. The children will begin by watching a number of trailers and finding important features of them that will encourage people to watch the film (such as showing</p>

	<p>linked to either our history topic or our science topic. For their own longer piece of writing in this topic, the children investigate a crime and then write a recount of the investigation as a newspaper report.</p> <p><u>Poetry - Creating images</u></p> <p>Explore a variety of different poems which use simple imagery. For example similes and onomatopoeia. Especially The Sound Collector by Roger</p>	<p>and directors show that the story is set in the past. Following our visit to Quarry Bank Mill, the children will write their own story set within the mill.</p> <p><u>Non-fiction - Information texts</u></p> <p>The children will be looking at a number of different information texts and discussing what features (headings, diagrams, language features) make an effective piece of information writing. The children will use their own</p>	<p>end of the unit, will produce their own story set in an imaginary world.</p> <p><u>Fiction - playscripts</u></p> <p>The children will study a variety of different playscripts and look at the features of plays including speech and stage directions. They will then write their own section of a playscript based on a story we have been reading in class.</p>	<p>Extinct?' They look in detail at the causal conjunctions and the purposes of the different paragraphs in this text before altering it by coming up with their own reason for dragons being extinct.</p> <p><u>Fiction - Stories from other cultures</u></p> <p>This unit is based around a short film called 'Ride of Passage' which is about a young boy who is a member of a tribe in the rainforest. The film has no dialogue so a lot</p>	<p>that they have experienced (or have known someone else to experience) in their own lives.</p> <p><u>Poetry - Exploring form</u></p> <p>Text -The Works</p> <p>This unit will focus on the study of a range of different types of poem (limerick, kenning, haiku) and finding out the differences in their structures. Children will have the opportunity to write their own poems for each of the types studied.</p>	<p>the best parts of the film in the trailer.)</p> <p>They will then make their own trailer using imovie to advertise a film that we have recently seen.</p>
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	<p>McGough. Perform the poems using sounds and actions to increase engagement with the texts. The children will write their own version of a poem using similes.</p>	<p>(teacher-guided) research and information learnt on the trip to Quarry Bank Mill to produce a non-chronological report about life for poorer children living in the North West in Victorian times.</p>		<p>of this unit is spent on improving the children's skills in using dialogue to move a story on. They will write their own version of the story at the end of the unit.</p>		
Punctuation/Grammar	<p>Use adverbs to modify verbs</p> <p>First and 3rd person</p> <p>Use the possessive apostrophe</p>	<p>Use conjunctions to express time or cause.</p> <p>Use commas before and after clauses and phrases</p>	<p>Using dialogue in narrative</p>	<p>Using pronouns to avoid repetition or ambiguity</p>	<p>Use prepositions to express time or place (prepositional phrases)</p>	<p>Use adverbs and adverbials</p>
Spelling/Phonics	<p>words ending in 'sure' (measure, treasure,</p>	<p>prefixes - il, im, ir, inter, anti (illegal,</p>	<p>Words ending in 'sion' like division, invasion,</p>	<p>'tion', 'sion', 'ssion' 'cian' invention,</p>	<p>Words with 'sc' science, scene,</p>	<p>The suffix 'ation' information,</p>

	<p>enclosure)</p> <p>Words ending in 'ture' (creature, feature, furniture, adventure)</p> <p>Revise and review homophones</p> <p>+ words from Y4 spelling list</p>	<p>impossible, irregular, international, antiseptic)</p> <p>+ words from Y4 spelling list</p>	<p>confusion</p> <p>Suffix 'ous' poisonous, mountainous, famous, obvious</p> <p>+ words from Y4 spelling list</p>	<p>confession, expansion, politician</p> <p>Add suffixes beginning with vowel letters to words of more than one syllable (forgetting, limiting, forgotten, limitation)</p> <p>+ words from Y4 spelling list</p>	<p>discipline, fascinate</p> <p>+ words from Y4 spelling list</p>	<p>adoration, sensation, preparation, admiration</p> <p>Revise possessive apostrophes</p> <p>+ words from Y4 spelling list</p>
Handwriting	<p>Revise handwriting techniques covered in Year 3</p>					<p>All children to be using a handwriting pen for non-maths work from May half-term holiday.</p>
Maths	<p>* Number, place value and rounding</p> <p>* Mental addition and subtraction</p> <p>* Multiplication and division</p>	<p>* Mental and written addition and subtraction</p> <p>* Multiplication and division</p> <p>* Fractions</p>	<p>* Number, place value and rounding</p> <p>* Roman Numerals</p> <p>* Mental and written addition and subtraction</p>	<p>* Mental calculation</p> <p>* Written addition and subtraction</p> <p>* Time</p>	<p>* Number, place value and rounding</p> <p>* Mental addition and subtraction</p> <p>* Multiplication and division</p>	<p>* Mental and written addition and subtraction</p> <p>* Multiplication and division</p> <p>* Fractions</p>

	<p>* Geometry: properties of shapes</p> <ul style="list-style-type: none"> To compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. To identify lines of symmetry in 2D shapes presented in different orientations. To complete a simple symmetric figure with respect to a specific line of symmetry. <p>* Measures To convert between different units of measure (for example,</p>	<ul style="list-style-type: none"> To count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten. To solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. To recognise and show, using diagrams, families of common equivalent fractions. <p>* Geometry</p>	<p>where appropriate.</p> <p>* Mental and written multiplication</p> <p>* Mental and written division</p> <p>* Fractions</p> <ul style="list-style-type: none"> To count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten. To solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide 	<ul style="list-style-type: none"> To read, write and convert time between analogue and digital 12- and 24-hour clocks. To solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. <p>* Written multiplication and division</p> <p>* Geometry</p> <ul style="list-style-type: none"> To compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. To identify acute and obtuse 	<p>* Geometry: properties of shapes</p> <ul style="list-style-type: none"> To compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. To identify lines of symmetry in 2D shapes presented in different orientations. To complete a simple symmetric figure with respect to a specific line of symmetry. <p>* Measures To convert between different units of measure (for example,</p>	<ul style="list-style-type: none"> To count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten. To solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. To recognise and show, using diagrams, families of common equivalent fractions. <p>* Geometry</p>
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	<p>kilometre to metre; hour to minute).</p> <ul style="list-style-type: none"> • To measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. • To solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. • To estimate, compare and calculate different measures, including money in pounds and pence. 	<ul style="list-style-type: none"> • To describe positions on a 2D grid as coordinates in the first quadrant. • To plot specified points and draw sides to complete a given polygon. • To compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. • To identify acute and obtuse angles and compare and order angles up to two right angles by size. <p>* Measures and Time</p>	<p>quantities, including non-unit fractions where the answer is a whole number.</p> <ul style="list-style-type: none"> • To recognise and show, using diagrams, families of common equivalent fractions. • To recognise and write decimal equivalents of any number of tenths or hundredths. • To recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$. 	<p>angles and compare and order angles up to two right angles by size.</p> <ul style="list-style-type: none"> • To describe positions on a 2D grid as coordinates in the first quadrant. • To describe movements between positions as translations of a given unit to the left/right and up/down. • To plot specified points and draw sides to complete a given polygon. <p>* Data handling and measurement</p> <ul style="list-style-type: none"> • To interpret and present discrete data using bar charts and 	<p>kilometre to metre; hour to minute).</p> <ul style="list-style-type: none"> • To measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. • To solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. • To estimate, compare and calculate different measures, including money in pounds and pence. 	<ul style="list-style-type: none"> • To describe positions on a 2D grid as coordinates in the first quadrant. • To plot specified points and draw sides to complete a given polygon. • To compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. • To identify acute and obtuse angles and compare and order angles up to two right angles by size. <p>* Measures and Time</p>
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			<ul style="list-style-type: none">• To find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths.• To round decimals with one decimal place to the nearest whole number.• To compare numbers with the same number of decimal places up to two decimal places.	continuous data using time graphs. <ul style="list-style-type: none">• To solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and simple line graphs.		
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			<ul style="list-style-type: none">• To solve simple measure and money problems involving fractions and decimals to two decimal places.			
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Long Term Plan for English and Maths.- Year 5

	<u>Autumn</u>	<u>Autumn</u>	<u>Spring</u>	<u>Spring</u>	<u>Summer</u>	<u>Summer</u>
English						
Reading/Writing Genre	Narrative Writing (significant authors) Poetic Style	Traditional Stories, Myths and Legends Instructions	Narrative Poems Recounts	Film Narrative Persuasive Writing	Choral and Performance Older literature	Stories from other cultures Dramatic Conventions
Punctuation/Grammar	Relative clause: Cohesion: use words such as: then, after that etc Ellipsis	Colon: can be used to introduce a list. Homophone	Relative clause: Indirect speech Regular verbs: Relative pronoun	Bullet points Concrete noun. Irregular verbs	Antonym: words that have the opposite meaning. Object.	Synonym Active sentences Auxiliary verb
Spelling/Phonics	Endings which sound like /ʃəl/ official, special, artificial, partial,	Words ending in -ant, -ance/-ancy, -ent, -ence/-ency Homophones and	Words ending in -able and -ible Words ending in -ably and -ibly	Adding suffixes beginning with vowel letters to words ending in -	Words containing the letter-string ough	Words with 'silent' letters (i.e. letters whose presence cannot

	confidential, essential	other words that are often confused		fer		be predicted from the pronunciation of the word)
Handwriting	Children should have a neat, joined and legible style. They may use for e.g. italics for specific words or phrases or in texts where appropriate.					
Maths						
	Place value to 1,000,000 Mental addition and subtraction Factors of numbers and prime numbers Using multiplication and division facts Angles (acute, obtuse, reflex) Length (km, m, cm, mm and miles), perimeter and area (squares and rectangles)	Written methods for multiplication Divide 4-digit numbers Fractions and decimals: tenths and hundredths Decimals: tenths, hundredths, thousandths 2D and 3D shapes Tables and bar charts	Negative numbers, and solving problems involving numbers Addition and subtraction of large numbers and money Long multiplication, square numbers and cube numbers Adding and subtracting fractions Reflections and translations Mass (g, kg)	Addition and subtraction: mental and written methods for large numbers Multiplication and division: written methods Calculating with fractions Percentages Capacity (ml, cl, l) Line graphs/ comparative graphs	Negative numbers and Roman numerals Adding and subtracting large and small numbers Long multiplication and division with remainders Working with fractions Diagonals and problems involving angles (acute, obtuse, reflex) Volume, time and money	Addition and subtraction of money Multiplication and division of money Decimals and fractions Problems involving percentages Perimeter, area and scale drawing Using tables, and line graphs



Long Term Plan for English and Maths.- Year 6

	<u>Autumn</u>	<u>Autumn</u>	<u>Spring</u>	<u>Spring</u>	<u>Summer</u>	<u>Summer</u>
English						
Reading/Writing Genre	Fiction genres e.g. historical, fantasy, science fiction. Biographies and autobiographies	The power of imagery Journalistic Writing Extending Narrative	Formal/impersonal writing Short stories with flashbacks	Finding a voice Argument writing SATs Revision	Authors and texts SATs revision	Play scripts and Drama
Punctuation/Grammar	<i>Abstract noun Adjectival phrase Brackets, dashes or commas Cohesion Synonym</i>	<i>Passive sentence Synonyms Antonyms Brackets, dashes or commas Parenthesis Cohesion Relative pronoun</i>	<i>Cohesion Hyphen Irregular verbs Modal verb Synonym</i>	<i>Colon, semi-colon and dash: can be used to mark the boundary between independent clauses Parenthesis Cohesion Modal verb Synonym</i>	<i>Cohesion Homophones Synonym</i>	<i>Cohesion Homophones Synonyms Parenthesis</i>
Spelling/Phonics		Words with the	Use of the hyphen	Homophones and	SATs Revision	On-going,

	Endings which sound like spelt -cious or -tious vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious	/i:/ sound spelt ei after c	e.g. co-ordinate, re-enter	other words that are often confused SATs Revision		individual spellings
Handwriting	Children should have a neat, joined and legible style. They may use e.g., italics for specific words or phrases in texts where appropriate.					
Maths						
	Place value and rounding off Mental and written addition and subtraction of large numbers Multiples, factors and prime numbers Written methods	Written methods for multiplication and division Comparing, ordering and simplifying fractions Multiplying decimals by 10, 100 and 1000 Order of	Negative numbers, and solving problems involving numbers Mental and written addition and subtraction of decimals and money Mental and written multiplication and division Calculating with	Negative numbers, and solving problems involving numbers Mental and written addition and subtraction of decimals and money Mental and written	Problems involving number Adding and subtracting large and small numbers Long multiplication and division Working with fractions	Solving problems involving money Number puzzles Fractions with different denominators Problems involving percentages and decimals Problems

	<p>for multiplication and division: HTU × TU and HTU × U</p> <p>Circles and angles</p> <p>Units of measure e.g., length, mass, time</p>	<p>operations (BODMAS)</p> <p>2D and 3D shapes</p> <p>Pie charts</p>	<p>fractions</p> <p>Reflections and translations on coordinate axes</p> <p>Perimeter, area and volume</p>	<p>multiplication and division</p> <p>Calculating with fractions</p> <p>Reflections and translations on coordinate axes</p> <p>Perimeter, area and volume</p>	<p>Problems involving percentages, fractions and decimals</p> <p>Ratio and proportion</p>	<p>involving measures</p> <p>Using data e.g., interpret and construct pie charts and line graphs and use these to solve problems, calculate and interpret the mean as an average.</p>
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Word list - years 5

and 6

accommodate

accompany

according

achieve

aggressive

amateur

ancient

apparent

appreciate

attached

available

average

awkward

bargain

bruise

category

cemetery

committee

communicate

community

competition

conscience*

conscious*

controversy

convenience

correspond

criticise (critic + ise)

curiosity

definite

desperate

determined

develop

dictionary

disastrous

embarrass

environment

equip (-ped, -ment)

especially

exaggerate

excellent

existence

explanation

familiar

foreign

forty

frequently

government

guarantee

harass

hindrance

identity

immediate(ly)

individual

interfere

interrupt

language

leisure

lightning

marvellous

mischievous

muscle

necessary

neighbour

nuisance

occupy

occur

opportunity

parliament

persuade

physical

prejudice

privilege

profession

programme

pronunciation

queue

recognise

recommend

relevant

restaurant

rhyme

rhythm

sacrifice

secretary

shoulder

signature

sincere(ly)

soldier

stomach

sufficient

suggest

symbol

system

temperature

thorough

twelfth

variety

vegetable

vehicle

yacht