Long Term Plan for English and Maths.– EYFS Reception

	Autumn	Autumn	Spring	Spring	Summer	Summer
English						
Reading/Writing Genre	Ourselves -Non-fiction Names, captions and notices. Fiction – traditional tales. Rhymes	Stories about celebrations. Letters to Santa. Lists. Recounts. Fiction.	Fiction – stories in familiar settings. Fiction - fantasy. Lists Captions	Non fiction Letter writing Explanations – instructions. Information writing.	Non-fiction - water Lists Recounts Poetry and rhymes.	Fiction Recounts Non-fiction - animals Labels and captions. Information writing.
Punctuation/Grammar	Throughout the year the children will learn that a sentence is a group of words that make sense. It begins with a capital letter and ends with a full stop.	Throughout the year the children will learn that a sentence is a group of words that make sense. It begins with a capital letter and ends with a full stop.	Throughout the year the children will learn that a sentence is a group of words that make sense. It begins with a capital letter and ends with a full stop.	Throughout the year the children will learn that a sentence is a group of words that make sense. It begins with a capital letter and ends with a full stop.	Throughout the year the children will learn that a sentence is a group of words that make sense. It begins with a capital letter and ends with a full stop.	Throughout the year the children will learn that a sentence is a group of words that make sense. It begins with a capital letter and ends with a full stop.

	Words must be separated with finger spaces. Capital letters are used for names and the use of the personal pronoun I.	Words must be separated with finger spaces. Capital letters are used for names and the use of the personal pronoun I.	Words must be separated with finger spaces. Capital letters are used for names and the use of the personal pronoun I.	Words must be separated with finger spaces. Capital letters are used for names and the use of the personal pronoun I.	Words must be separated with finger spaces. Capital letters are used for names and the use of the personal pronoun I.	Words must be separated with finger spaces. Capital letters are used for names and the use of the personal pronoun I.
Spelling/Phonics	**Letters and sounds – Phases 1&2** Sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending and segmenting. Introducing Letter recognition (for reading) and recall(for spelling). Learn tricky words	**Letters and sounds Phase 2** Letter recognition (for reading) and recall (for spelling). Practicing oral blending and segmentation. Learn tricky words	**Letters and sounds Phase 2 & phase 3** Letter & digraph recognition (for reading) and recall (for spelling). Practicing oral blending and segmentation. Learn tricky words	**Letters and sounds Phase 3** Letter & digraph recognition (for reading) and recall (for spelling). Practising oral blending and segmentation Practise spelling and reading 2 syllable words. Learn tricky words.	**Letters and sounds Phase 3 & phase 4** 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	**Letters and sounds Phase 4** 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.

						frequency words. Practise reading and writing sentences.	Practise reading 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.	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.	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.	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.

			Uses everyday language to talk about time. Recognises, creates and describes patterns.	Uses everyday language to talk about time. Recognises, creates and describes patterns.	Compares quantities and objects and uses to solve problems. Explores characteristics of everyday objects and shapes and uses mathematical language to describe them.	Compares quantities and objects and uses to solve problems. Explores characteristics of everyday objects and shapes and uses mathematical language to describe them.

Long Term Plan for English and Maths.- Year 1

	Autumn	Autumn	Spring	Spring	Summer	Summer
1 Reading / Writing Genre	*** Fiction:** Stories in familiar settings The Gruffalo *** Poetry:** Poems about the Senses various poems *** Poetry:** Poems with Pattern & Rhyme Playing Rhymes (eg. Incy Wincy Spider)	*** Fiction:** Stories with repeating patterns We're Going on a Bear Hunt *** Fiction:** Letters – Santa (Fiction) The Jolly Postman / Christmas Postman *** Non-Fiction:** Labels, lists & signs various extracts	*** Fiction:** Fantasy stories tba *** Non-Fiction:** Information texts various 'Space' extracts / texts	*** Fiction:** Traditional Tales Three Little Pigs *** Non-Fiction:** Labels, lists & signs various 'London' extracts *** Non-Fiction:** Instructions tba	*** Non-Fiction:** Information Texts various 'Castles' extracts / texts *** Fiction:** Fairy Stories Jack & the Beanstalk, The Enormous Turnip	*** Fiction:** Letters Dear Mother Goose *** Poetry:** Traditional Poems various poems

	Autumn	Autumn	Spring	Spring	Summer	Summer
2 Punctuation / Grammar	* leaving spaces between words * full stops * capital letters for names & sentence starters * adjectives to describe * using grammatical terminology					
	GRAMMAR (OPENERS) Begin to use: * basic sentence openers (I, My, The etc.); **GRAMMAR (CONJUNCTIONS)** Begin to use: * 'and' to join clauses **PUNCTUATION** Begin to use capital letters: * at the start of sentences * for the start of lines in poems Begin to use: * full stops at the end of sentences		In addition to autumn … **GRAMMAR (OPENERS)** Begin to use: * more varied sentence openers (On, Last, etc.) * instructional sentence openers (First, Next, Then etc.) **GRAMMAR (CONJUNCTIONS)** Begin to use: * 'because' to join clauses **PUNCTUATION** Begin to use capital letters: * for names of people and places, days of the week, months of the year etc.		In addition to autumn and spring … **GRAMMAR (OPENERS)** Begin to use: * more varied sentence openers (If, When etc.) * use conjunctions (if, but, when etc.); **GRAMMAR (CONJUNCTIONS)** Begin to use: * 'if', 'but', 'so', 'when' etc. to join clauses **PUNCTUATION** Secure use of capital letters: * at the start of sentences * for the start of lines in poems	

			Begin to use: * exclamation marks at the end of sentences		* for proper nouns (names of people and places, days of the week, months of the year etc.) Begin to use: *question marks at the end of sentences Identifying and distinguishing statements, questions and exclamations	

	Autumn	Autumn	Spring	Spring	Summer	Summer
3 **Phonics**	Letters & Sounds:					
	Phase 3:	Phase 4:		Phase 5a:		
	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)	blends at the beginning and end of words		digraphs (ay, ou, ie, ea, oy, ir, ue, aw, ew, oe, au, ey, wh, ph	split digraphs (a_e, e_e, i_e, o_e, u_e)	Consolidation of spellings from across the phases

4 Spelling	Common exception key words are taught throughout the year. Spelling also goes hand-in-hand with Phonics:		
	Phase 3: ai, oi, ar ee, er, ur, oo, oa, ow, igh, or, air, ear	Phase 4: blends plus consolidation of Phase 3 phonemes	Phase 5a: Vowel digraphs: ay, oy, split digraphs ea, ir, oe, ou, ue, ew, ie, aw, au Split Digraphs: (a_e, e_e, i_e, o_e, u_e) Other digraphs (ph, wh) and trigraphs (ore and are) Plus ….. words ending in –y ('i' sound), k for the /k/ sound, un as a prefix, compound words
5 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) <u>capital letters</u>: correct sizing	As Autumn 1& 2, Spring 1 & 2, Summer 1 plus … *simple* joins for those who are ready

	Autumn	**Autumn**	**Spring**	**Spring**	**Summer**	**Summer**
Maths	* Count in multiples of twos, fives and tens. * Count forwards reliably to and across 100, count reliably backwards from 100, or from any given number. * Count, read and write numbers to 100 in numerals. * Given a number, identify one more and one less. * Read and write numbers from 1 to 20 in words. * Identify and represent numbers using objects and pictorial representations including the number line, and use the					

	language of: equal to, more than, less than (fewer), most, least					
	*Add one-digit and two-digit numbers to 20, including zero *Represent and use number bonds to 10		*Represent and use number bonds to 20 *Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ___ - 9		*Represent and use number bonds and related subtraction facts to 20 *Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	
	Autumn	**Autumn**	**Spring**	**Spring**	**Summer**	**Summer**
Maths	* Count forwards reliably to and across 20, count reliably backwards from 20, or from any given number to 20 * Count, read and write numbers to 20 in numerals. * Recognise and	* Sequence events in chronological order using language such as before/after, next, first, today, yesterday, tomorrow, morning afternoon and evening	* Recognise, find and name a half as one of two equal parts of an object, shape or quantity *Compare, describe and solve practical problems for time * Measure and	Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity * Compare, describe and solve practical problems for lengths and heights	* Compare, describe and solve practical problems for mass and weight * Measure and begin to write mass/weight * Describe position, directions and	*Compare, describe and solve practical problems for capacity and volume * Measure and begin to write capacity and volume

| | name common 2d shapes
* Recognise and name common 3d shapes | * Recognise and use language relating to dates, including days of the week, weeks, months and years | begin to write time (hours, minutes, seconds)
* Tell the time to the hour and half past the hour

*Recognise and know the value of different denominations of coins and notes | * Measure and begin to write lengths and heights

* Draw the hands on a clock face to show the time to the hour and half past the hour | movements, including half, quarter and three-quarter turns | |

Long Term Plan for English and Maths.– Year 2

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

	Mr. Funny **Mr. Messy**					
Punctuation/Grammar	Learning how to use punctuation correctly, including capital letter, full stops, question or exclamation marks. Use sentences with different forms: statement, question, exclamation, command. Co-ordination: using conjunctions(and, or, but) to join simple sentences. Use sentences with different forms:	Learning how to use punctuation correctly, including capital letter, full stops, question or exclamation marks. Use sentences with different forms: statement, question, exclamation, command. Use expanded noun phrases to describe and specify,e.g adjectives to describe nouns. Use and understand	Using conjunctions, 'and', 'or', 'but' to join sentences; using 'when', 'because','if','where' etc. to create subordinate clauses; demarcating sentences using stops. Learning to use question marks and exclamation marks. capital letters and full stops Use and understand grammar terminology including singular and plural	Using conjunctions, 'and', 'or', 'but' to join sentences; using 'when', 'because','if','where' etc. to create subordinate clauses; demarcating sentences using stops. Learning to use question marks and exclamation marks. capital letters and full stops	Using and distinguishing past and present tense; 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)	Using past tense consistently; using co-ordination and subordination writing sentences with two main clauses or with subordinate clauses; using expanded noun phrases Using expanded noun phrases in writing descriptions

	statement, question, exclamation, command.	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/	The /j/sound spelt as -ge (change) and -dge (badge) The /s/ sound spelt c before e, i and y The /n/ sound spelt as kn (know) and gn (gnat) The /r/ sound spelt as wr (wrong) The /l/ sound spelt-le at the end of words (table) The /l/ sound spelt –el at the end of words (camel) The /l/ sound spelt –al at the end of words (pedal) Words ending in –il (pencil) Words ending with 'y' (fly) Adding –es to nouns and verbs ending in -y (flies ,babies) Adding –ed, -ing, -er, -est to a root word ending in –y with a consonant before it (copied,copier,copying) Adding the endings –ing, -ed, -er, -est and -y to words ending in –e with a consonant before it (hiking, hiked, hiker) 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) The /or/ sound spelt as 'a' before l and ll (all,ball,always) The /u/ sound spelt 'o' (other, brother) The /i/ sound spelt –ey (donkey) 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		
Handwriting	Individual letter formation	Instrokes and outstrokes Introduction to the initial joins	Practising the initial joins
Maths	**Autumn**	**Spring**	**Summer**
	Number and Place Value 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 **Addition and Subtraction** 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	**Number and Place Value** 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 **Addition and Subtraction** 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 Find doubles to 20 and corresponding	**Number and Place Value** Count in 2's, 5's, 10's and 3's. Recognise multiples of 2, 5, 10 and 3. Find $\frac{1}{2}$,1/3,1/4, 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. **Addition and Subtraction** Add 2 digit numbers by partitioning. Subtract a 2 digit number from another by counting back. Subtract by counting up. Subtract by counting back. Choose which the most appropriate

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. **Multiplication and Division** Recognise multiples of 10 Begin to use multiplication Count in twos **Measurement** Read the time to the quarter of an hour on analogue and digital clocks	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. **Multiplication and Division** Recognise multiples of 10 Begin to use multiplication Count in twos **Measurement** Read the time to the quarter of an hour on analogue and digital clocks Measure the length of objects using cm,	method of subtraction is. Solve money problems using addition and subtraction. Use addition and subtraction to solve 2 step problems. **Multiplication and Division** 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. **Measurement** 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. **Geometry-properties of shapes** 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

| | Measure the length of objects using cm, m **Geometry-properties of shapes** 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. | m **Geometry-properties of shapes** 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 | |

	Autumn	Autumn	Spring	Spring	Summer	Summer
English						
Reading/Writing Genre	**Stories in Familiar Settings** 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 of the setting to set the scene. (Guided Reading book: Garlunk by Helen Cresswell)	**Dialogue and Plays** 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 playscript composition, children will write their own playscript based	**Fables** 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 events, characters and settings can be varied, whilst keeping the same	**Myths and Legends** 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 the style of a myth or legend. **Letters** Children will analyse letters	**Poems to Perform** 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 shown how to construct a poem using the same model, but with a different subject	**Adventure and Mystery (Pirates)** 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. **Language Play** Children will read, discuss and analyse poems

	Instructions (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 for a special occasion.	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. (Guided Reading book: Beware of Boys by Tony Blundell) **Reports (Link with History Topic: From The Stone Age to The Iron**	moral. Using a familiar theme, children will plan and write their own fable. **Information Texts (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. They will work co-operatively to produce an information poster of their	written for different purposes, identifying language features and conventions. Children will plan, write and send a letter to someone they find inspirational. **Reports (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 sources, including ICT. They will use the language and presentational features of non-	or focus. Children will plan, draft, edit and perform their own poem. **Authors (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.	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.

	Colour Poems 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. (Guided Reading book: A Song of Colours by Judy Hindley)	**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. (Guided Reading book: Changes in Britain from the Stone Age to the Iron Age, pub. By Raintree Perspectives)	chosen country.	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.		

Punctuation/Grammar	Alphabetical order	Verbs – present and past simple tense (N. unit 8)	Verbs – past present and future tenses (N. unit 14)	Comparative and superlative adjectives (N. unit 9)	Apostrophes (singular possession)	Perfect form of verbs (e.g. has gone, have listened) (N. unit 27)
	Vowels and consonants	Inverted commas (speech) (N. unit 10)	Prefixes (un, re, pre)	Determiners (the, a, an, this, that)	Apostrophes (singular and plural possession)	Prefixes (super, anti, auto)
	Articles (the, a an) (N. unit 1)	Synonyms of 'said'	Capital letters (N. unit 19)	Direct speech (N. unit 20)	Commas to mark grammatical boundaries.	Prefixes (sub, tele)
	Common nouns and proper nouns	Collective nouns	Prepositions (with, around, behind, during, above, through, far, before, below, after, because of, without, near, off) (N. unit 18)	Adjective phrases (N. unit21)	Adverbial phrases (N. unit 23)	Paragraphs (time change) (N. unit 26)
	Adjectives	Adjectives - comparative and superlative (N. units 3 and 9)		Prefixes (mis, dis)	Nouns and verbs (chosen for precision and impact)	Main and subordinate clauses (N. unit 28)
	Sentence construction, including capital letters and full stops (N. unit 4)	Adverbs – comparative and superlative (N. units 6 and 12)		Homophones		Use new terminology: (preposition, conjunction, word family, prefix, clause, subordinate
	Plurals (s, es, ies) (N. unit 5) Conjunctions (and, but, because, so, when)	Conjunctions (but, so, because, when, before, after, while)	Personal Pronouns (I, you, he, she, it, we, they, me, you, him, her, us, them) (N. unit 11)			

	Prepositions (up, in, on, over, under, down, off, out, outside, inside) (N. unit 7) Homophones Sentence types and associated punctuation - exclamation marks question marks and commas in a list	Homophones	Conjunctions (because, but, or, yet, so, when, before, after) (N. unit 25) Apostrophes (contraction)			clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas, speech marks, paragraph, comparative adjective, superlative adjective,
Spelling/Phonics	Plurals - adding 's', 'es' or 'ies' Homophones Suffix - ly **Revisit & Review:** Y 2 Common exception words **Introduce:** Y3&4 Common	**Rarer GPC's:** The ou sound (the /ʌ/ sound spelt ou eg young, touch) Plurals – words ending in f or fe. Homophones Suffix – ful The **ei** sound (eɪ	Prefixes –un, re, pre. **Rarer GPC's:** -sure, -ture Apostrophe (contraction) Topic words **Revisit & Review:** Y3&4 Common	Prefixes -dis, mis. The **y** sound (the /ɪ/ sound spelt y elsewhere than at the end of words eg gym, myth). Soft 'c' (city, cycle) Soft 'g' (gentle,	Apostrophe (possession, singular & plural) Prefix - co **Rarer GPC's:** The **ch** sound (the /k/ sound spelt ch (Greek in origin) eg scheme, chorus).	Prefixes– super, anti, auto, sub, tele Topic words Suffix - ment **Revisit & Review:** Y3&4 Common exception words

	exception words Topic words	*sound spelt ei, eigh, or ey (ey - they, ei - vein, eigh – eight)* Topic words **Revisit & Review:** Y3&4 Common exception words	exception words	giraffe) Topic words **Revisit & Review:** Y3&4 Common exception words	The **sc** sound (the s sound in science). Homophones **Revisit & Review:** Y3&4 Common exception words	
Handwriting	<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 left unjoined.	<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 letters without ascenders, e.g. ab, ul, it. Horizontal joins to letters with	<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 parallel and equidistant; that lines of writing are spaced sufficiently so			

		ascenders, e.g. ol, wh, ot.	that the ascenders and descenders of letters do not touch.			
	Autumn	**Autumn**	**Spring**	**Spring**	**Summer**	**Summer**
Maths	* Reading, writing and ordering two-digit and three-digit numbers • 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 write numbers up to 1000 in numerals and in words.	* Counting and estimating • To add and subtract numbers mentally, including: • a three-digit number and ones • 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	* Number, place value and rounding 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 number (hundreds, tens, ones). • To compare and order numbers up to 1000.	* Addition and subtraction of two-digit numbers using columns • 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	* Read, write, order and round two-digit and three-digit numbers • 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 number (hundreds, tens, ones). • To compare and	* Addition and subtraction of two-digit and three-digit numbers using number lines and columns • 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

	* Counting and estimating • 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. *** Number facts to 20 and to 100** *** Addition and subtraction of 1 and 2-digit numbers** • To add and subtract numbers mentally, including: • a three-digit number and ones • a three-digit number and tens • a three-digit	addition and subtraction. *** Addition and subtraction of two and three-digit numbers, using a number line and columns** • 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 number problems, using number facts, place value, and more complex	• 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. *** Use partitioning to add and subtract two-digit numbers** • To add and subtract numbers mentally, including: • a three-digit number and ones • a three-digit number and tens • a three-digit	problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. *** Multiplication and division: multiplying by multiples of 10, and dividing with remainders** *** Multiplication and division: multiplying and dividing larger numbers** • To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. • To write and calculate mathematical statements for	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. *** Multiplication and division problems** • To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. • To write and calculate	check answers. • To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. *** Multiplication and division problems: written methods** • 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

number and hundreds. • To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. *** Multiplication and division facts** • 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	addition and subtraction. *** Multiplication and division: doubling, halving and TU x U** • 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 mental and progressing to formal written methods.	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. *** Multiplication and division: multiplying one-digit numbers by multiples of 10** *** Multiplication and division: practical and informal written methods** • To recall and use multiplication	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 connected to *m* objects. *** Measuring using grams and**	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 connected to *m* objects.	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 connected to *m* objects. *** Short multiplication and division** • To recall and use multiplication and division facts for the 3, 4 and 8

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 connected to *m* objects.

* Measuring using mm, cm and metres

• To measure, compare, add and subtract: lengths (m/cm/mm).

• To measure the

• 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.

* Fractions: representing, comparing and ordering unit fractions of shapes and numbers

• To recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with

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 division, including integer scaling

kilograms

• To measure, compare, add and subtract: mass (kg/g).

* Fractions: representing, comparing and ordering unit and non-unit fractions of shapes and numbers

• 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 fractions of a discrete set of objects: unit fractions

* Addition and subtraction of three-digit numbers and 1s, 10s and 100s

• To add and subtract numbers mentally, including:

• 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 number problems, using number facts, place value, and more complex

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 division, including integer scaling problems and correspondence

	perimeter of simple 2D shapes. *** Recognising, describing and making 2D and 3D shapes** • 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.	small denominators. • 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. *** Read and write time to 5 minute intervals** • To tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-	problems and correspondence problems in which *n* objects are connected to *m* objects. *** Measures: adding and subtracting money** • To add and subtract amounts of money to give change, using both £ and p in practical contexts. *** Recognising and drawing right angles in 2D shapes** • To recognise angles as a property of shape and associate angles with turning. • To identify right angles,	and non-unit fractions with small denominators. • 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 problems that involve all of the above. *** Read and**	addition and subtraction. *** Addition and subtraction of two-digit and three-digit numbers using columns** 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 number problems, using number facts, place value, and more complex	problems in which *n* objects are connected to *m* objects. *** Fractions: equivalence, addition and subtraction within 1, finding tenths** • 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 with small denominators. • To recognise and show, using

		hour clocks. • 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 events, for example to calculate the time taken by	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.	**interpret bar charts, using scales** • 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 *** Reasoning in Maths** * To find all possibilities and investigate general statements.	addition and subtraction. *** Shape: identifying horizontal, vertical and perpendicular lines** • 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. • To identify right angles, recognise that	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. *** Read and write time using 12 and 24 hour clock** • To tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. • To estimate and read time with

particular events or tasks. *** Read, present and interpret pictograms and tables** • 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.			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. *** Measuring using millilitres and litres** • To measure, compare, add and subtract: volume/capacity (l/ml).	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 particular events or tasks. *** Construct and interpret bar**

						charts using scales ● 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.

Long Term Plan for English and Maths.– Year 4

	Autumn	Autumn	Spring	Spring	Summer	Summer
English						
Reading/Writing Genre	Non-Fiction - Newspapers (recounts) 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 linked to either our history topic or our science topic. For their own	Fiction - Stories with historical settings Texts – Sea Monsters by Terry Deary and Hetty Feather by Jacqueline Wilson The children study the stories above and watch clips from TV shows and films with Historical settings. Discuss how the authors and directors show that the story is set in the past. They write a letter in role as	Fiction - Stories in imaginary settings This unit is based around The Lion, The Witch and The Wardrobe by CS Lewis. The children will read an abridged version of the story together and write their own versions of events within the story. They will then use Fiction – playscripts The children will	Non-fiction - Explanation texts This unit is based around the texts 'A Really Short History of Nearly Everything' and 'Until I met Dudley' The children look at the features of information texts. They will then write their own information text to explain the water cycle. Fiction - Stories from other cultures	Fiction – Stories that raise issues or dilemmas Jack's Choice 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 that they have experienced (or have known someone else to experience) in	Non- fiction - persuasive writing 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 the best parts of the film in the trailer.) They will then

	longer piece of writing in this topic, the children investigate a crime and then write a recount of the investigation as a newspaper report.

Poetry – Creating images

Explore a variety of different poems which use simple imagery. For example similes and onomatopoeia. Perform the poems using sounds and actions to increase engagement with the texts. | one of the characters from Sea Monsters to tell their mother about the race across the Atlantic. Following our visit to Quarry Bank Mill, the children will write their own story set within the mill.

Non-fiction - Information texts
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 | 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.

Guided Read George's Marvellous Medicine: Roald Dahl | 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 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.

Guided Read: Tower Block Blowdown | their own lives.

Poetry – Exploring form

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.

Guided Read: The Leopard on the Mountain: Ruskin Bond | make their own trailer using imovie to advertise a film that we have recently seen.

Guided Read: The Butterfly Lion: Michael Morpurgo |

	The children will write their own version of a poem using similes. Guided Read: Never Meddle with Magic Mirrors: Kaye Umansky	information writing. The children will use their own (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, specifically in a workhouse. Guided Read Hetty Feather: Jacqueline Wilson				
Punctuation/Grammar	Use adverbs to modify verbs First and 3rd person	Use adverbs and adverbials	Using dialogue in narrative	Using pronouns to avoid repetition or ambiguity	Use prepositions to express time or place (prepositional phrases)	Use conjunctions to express time or cause. Use commas before and after clauses and

	Use the possessive apostrophe					phrases
Spelling/Phonics	words ending in 'sure' (measure, treasure, enclosure) Words ending in 'ture' (creature, feature, furniture, adventure) Revise and review homophones + words from Y4 spelling list	prefixes – il, im, ir, inter, anti (illegal, impossible, irregular, international, antiseptic) + words from Y4 spelling list	Words ending in 'sion' like division, invasion, confusion Suffix 'ous' poisonous, mountainous, famous, obvious + words from Y4 spelling list	'tion', 'sion', 'ssion' 'cian' invention, confession, expansion, politician Add suffixes beginning with vowel letters to words of more than one syllable (forgetting, limiting, forgotten, limitation) + words from Y4 spelling list	Words with 'sc' science, scene, discipline, fascinate + words from Y4 spelling list	The suffix 'ation' information, adoration, sensation, preparation, admiration Revise possessive apostrophes + words from Y4 spelling list
Handwriting	Revise handwriting techniques covered in Year 3					All children to be using a handwriting pen for non-maths work from May half-term holiday.
Maths						

	* Number, place value and rounding * Mental addition and subtraction * Multiplication and division * Geometry: properties of shapes * Measures	* Mental and written addition and subtraction * Multiplication and division * Fractions * Geometry * Measures and Time	* Number, place value and rounding * Roman Numerals * Mental and written addition and subtraction where appropriate. * Mental and written multiplication * Mental and written division * Fractions and decimals	* Mental calculation * Written addition and subtraction * Time * Written multiplication and division * Geometry * Data handling and measurement	* Place value ideas * Mental addition and subtraction * Measures (use measures as a context for problems) * Written addition and subtraction and measures * Mental and written multiplication and division * Fractions * Area and perimeter of rectilinear shapes and capacity	* Mental calculations * Measures * Mental and written multiplication and division * 2D shape, angles and * coordinates * Statistics

Long Term Plan for English and Maths.- Year 5

	Autumn	Autumn	Spring	Spring	Summer	Summer
English						
Reading/Writing Genre	Narrative Writing (significant authors) Poetic Style **Guided Reading: The Lottie Project**	Traditional Stories, Myths and Legends Instructions **Guided Reading: The Suitcase Kid**	Narrative Poems Recounts **Guided Reading: Space Blog**	Film Narrative Persuasive Writing **Guided Reading: Charlotte's Web**	Choral and Performance Older literature	Stories from other cultures Dramatic Conventions
Punctuation/Grammar	Adverbials of time, place and number Interrogative determiners (which, who, where, when, why) Cohesion: use words such as: then, after that	Colon: can be used to introduce a list. Commas (lists) Commas (mark clauses) Time connectives (then, after that, this, firstly)	Prepositions Conditional sentences Relative pronouns (recap) Relative clauses Indirect speech	Conjunctions (for, nor, or, but, or, yet, so) Bullet points Modal verbs Concrete nouns Abstract nouns	Synonyms Antonym: words that have the opposite meaning Subject and object of sentence Brackets	Subordinating conjunctions (although, even though, since, until) Adjectives Nouns and verbs Active sentences

	etc Relative pronouns Ellipsis	(.A!? ', " ")	Regular verbs Apostrophe (contractions, singular and plural possession)	Irregular verbs Past and Present tense Homographs	Dashes Past and Present tense	Auxiliary verb Punctuation (.A!?,""-)
Spelling/Phonics	**Revisit & Review:** Y5&6 Common Exception Words Prefixes & Suffixes: Revisit *im, in, il, ir, anti, mis* prefixes from Y4 Word endings – *ough, able, ible* Teaching Rarer GPC's: Silent letters – *mb, kn, gn, wr* Spelling Rules: Revisit plurals from Y4 Homophones		**Revisit & Review:** Y5&6 Common Exception Words **Prefixes & Suffixes:** Word endings – *ent, ency, ant, anc, ary, ing* Adding Suffixes with words ending with *fer* **Teaching Rarer GPC's:** The *ie/ei* words (exception to the rule) Silent letters – random **Spelling Rules:** Homophones		**Revisit & Review:** Y5&6 Common Exception Words **Prefixes & Suffixes:** Prefixes– *dis, un* Suffixes – *ment, fully, ice, ly* **Teaching Rarer GPC's:** Common root words soft *c* words **Spelling Rules:** Homophones	
	Plurals **Revisit from Y4** *Prefixes* **Revisit from Y4** *Prefixes* **Revisit from Y4**	Homophones Homophones *ough* letter string Common Exception Words *able* ending	*Silent Letters* *ie/ei* words *cious/tious* endings Common Exception Words	*word endings* *ent, ency* word endings *ant, ancy* word endings *ing* Common	common roots The suffix *ment* The suffix *fully* Common Exception Words The suffix *ice*	The soft *c* word endings *ate, ise, ify* The suffix *ly* Common Exception Words

	Common Exception Words Silent Letters *kn, mb* Silent Letters *wr sw, gn*	*ible* ending	adding suffixes with *fer* ending with *ial*	Exception Words Homophones word endings *ary*	Homophones	The prefix *u, dis* Common Exception Words
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

	Autumn	Autumn	Spring	Spring	Summer	Summer
English						
Reading/Writing Genre	Fiction genres e.g. historical, fantasy, science fiction. Journalistic Writing The power of imagery Whole class guided reading: The Boy in the Stripped Pyjamas	Writing Extending Narrative Biographies and autobiographies Whole class guided reading: Kensuke's Kingdom	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	Nouns, Adjectives, Verbs, Adverbs Fronted Adverbials *(on*	Phrases & Clauses Comparative & Superlative adjectives Past & Present	Commas – Lists, Sub-ordinate Clauses & Direct Speech Apostrophes – Contractions,	Plurals *(all rules, irregular & regular)* Modal verbs Synonyms and	SATs Grammar Recap Punctuation (. A ! ? ' , " " : ; - /) Verb Tenses (inc.	Conjunctions Word classes Prefixes Suffixes Formal and

	the other hand, in contrast, as a consequence) Capital Letters, Full stops, Exclamation Marks & Question Marks (Tags) Inverted Commas *(direct & indirect speech)* Conjunctions & Connectives Prepositions Determiners – Distributive & Interrogative	Tense including I and Me & subjunctive moods Expanded Noun, Verb & Prepositional Phrases Subject & Verb Agreement including passive & active voice Pronouns – Personal & Possessive	Singular & Plural Possessions Colon & Semi Colons Brackets, Dashes & Hyphens Homophones & Homographs	Antonyms Sub-ordinating and Co-ordinating conjunctions & connectives	subjunctive)	Informal Speech Punctuation (. A ! ? ' , " " : ; - /)
Spelling/Phonics	**Revisit & Review:** Y5&6 Common Exception Words

Prefixes & Suffixes:
Revisit *il, im, in, anti, mis* prefixes from Y5
Prefixes – *aero, trans, port,* | | **Revisit & Review:** Y5&6 Common Exception Words

Prefixes & Suffixes:
Word endings – *tion, sion, ssion, our, ous*
Suffixes – *ful, less, ness, hood, ship, ial*
Prefixes – *de, re, pre* | | **Revisit & Review:** Y5&6 Common Exception Words

Prefixes & Suffixes:
auto, graph, ology, phone, dict, struct trans, bi, ly | |

	Word endings – *able, ably, ible, ibly* Suffixes – *en, ify, ate, or, auto* **Teaching Rarer GPC's:** Changing root words Silent Letters **The *I before e except after c*** **Spelling Rules:** Use of hyphen	**Spelling Rules:** Homophones **SATs Spelling Revision**	**SATs Spelling Revision**
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	Mental and written methods for multiplication and division Comparing,	Negative numbers, and solving problems involving numbers Mental and written addition and	Calculating with large numbers Multiplying and dividing decimals Problems	SATs revision Problems involving number Adding and subtracting large	Solving problems involving money Number puzzles Problems involving

	of large numbers Multiples, factors and prime numbers Multiplying decimals by 10, 100 and 1000 Written methods for multiplication and division: e.g., HTU × TU and HTU × U/ HTU ÷ U and HTU ÷ TU Circles and angles Units of measure e.g.,length, mass, time	ordering and simplifying fractions Percentages, decimals and fractions Order of operations (BODMAS) 2D and 3D shapes Pie charts	subtraction of decimals and money Calculating with fractions inc. with different denominators Reflections and translations on coordinate axes Perimeter	involving percentages and decimals Simple formulae Area and volume Line graphs Calculate and interpret the mean as an average. SATs revision	and small numbers Working with fractions Problems involving percentages, fractions and decimals Ratio and proportion	measures inc. time Using data e.g., interpret and construct pie charts and line graphs and use these to solve problems

Word list – years 5 and 6

accommodate	community	existence	necessary	sacrifice
accompany	competition	explanation	neighbour	secretary
according	conscience*	familiar	nuisance	shoulder
achieve	conscious*	foreign	occupy	signature
aggressive	controversy	forty	occur	sincere(ly)
amateur	convenience	frequently	opportunity	soldier
ancient	correspond	government	parliament	stomach
apparent	criticise (critic + ise)	guarantee	persuade	sufficient
appreciate	curiosity	harass	physical	suggest
attached	definite	hindrance	prejudice	symbol
available	desperate	identity	privilege	system
average	determined	immediate(ly)	profession	temperature
awkward	develop	individual	programme	thorough
bargain	dictionary	interfere	pronunciation	twelfth
bruise	disastrous	interrupt	queue	variety
category	embarrass	language	recognise	vegetable
cemetery	environment	leisure	recommend	vehicle
committee	equip (–ped, –ment)	lightning	relevant	yacht
communicate	especially	marvellous	restaurant	
	exaggerate	mischievous	rhyme	
	excellent	muscle	rhythm	