



Subject Curriculum Map years 1 to 4 2021-2022



Any adoptions still being made due to Covid19 over 2019-2021 highlighted yellow.

Subject	Term	Year 1	Year 2	Year 3	Year 4
Science	Autumn	Working scientifically: what's the weather like? Everyday materials Seasonal changes	Working scientifically: what do animals need for survival and what do humans need to stay healthy? Animals including humans	Working scientifically: observe and group rocks based on their properties Rocks Animals including humans	Working scientifically: what happens to the brightness of bulbs if we add more cells? Electricity Living things and their habitats Some year 3 objectives to be covered before moving on
	Spring	Working scientifically: observing and comparing animals to describe and group Animals including humans	Working scientifically: which is the best material to insulate the ice cube? Everyday materials	Working scientifically: how is water transported in plants? Plants Some year 2 objectives to be covered before moving on	Working scientifically: which will melt quicker the small or giant chocolate button? Can we find patterns in the sounds that are made by different objects? States of matter Sound
	Summer	Working scientifically: observing closely and comparing and contrasting plants through senses Animals including humans Plants	Working scientifically: describe the conditions in different habitats and microhabitats Living things and their habitats Plants Some year 1 objectives to be covered before moving on	Working scientifically: how far can a magnet pull objects on different surfaces? Light Light and sound Some year 3 objectives to be covered before moving on Forces and magnets	Working scientifically: comparing the teeth of carnivores and herbivores and suggesting reasons for differences Animals including humans Some year 3 light and sound objectives to be covered
Geography	Autumn	Geographical skills and fieldwork Use simple fieldwork and observational skills to study the geography of their school and its grounds, and the key human and physical features of its surrounding environment Devise a simple map, use and construct basic symbols Human and Physical Geography Identify seasonal and daily weather patterns in the United Kingdom Use the basic geographical vocabulary	Locational knowledge name and locate the world's seven continents and five oceans understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country (Africa/Australia) Human and Physical Geography Identify the location of hot areas of the world in relation to the Equator Use the basic geographical vocabulary	Human and Physical Geography Describe and understand key aspects of physical geography: volcanoes and earthquakes human geography, including types of settlements and land use.	Geographical skills and fieldwork Use maps, atlases, globes and Google Earth to locate countries studied and described features (human and physical) studied Use fieldwork to observe measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies (maps of Wimpole Farm/Air Quality monitoring in Ampthill) Some year 3 objectives to be covered before moving on Locational knowledge

			Geographical skills and fieldwork Some year 1 objectives to be covered before moving on to Use aerial photographs and plan perspectives to recognised landmarks and basic human and physical features		Name and locate countries and cities of the UK geographical regions and their identifying human and physical characteristic, including key features (hills, mountains, coasts and rivers)
	Spring	Locational knowledge name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Geographical skills and fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Human and Physical Geography Use the basic geographical vocabulary	Locational knowledge name and locate the world's seven continents and five oceans Human and Physical Geography Identify the location of cold areas of the world in relation to the Equator and the North and South Poles Use the basic geographical vocabulary	Locational knowledge Locate the world's countries using maps to focus on North and South America (Brazil topic) concentrating on their environmental regions, key physical and human characteristics, countries and major cities Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, and the Arctic and Antarctic Circle. Place Knowledge Understand geographical similarities and differences through the study of human and physical geography in a region of the UK, and a region within South America (Brazil) Human and Physical Geography Some year 2 objectives to be covered before moving on human geography, including types of settlements and land use.	Locational knowledge Locate the world's countries using maps to focus on Europe (via Viva Roma), including the location of Russia, concentrating on their environmental regions, key physical and human characteristics, countries and major cities Place Knowledge Understand geographical similarities and differences through the study of human and physical geography in a region of the UK, and a region in a European country (Italy – Viva Roma) Human and Physical Geography Describe and understand key aspects of physical geography: mountains (Italian mountains) human geography, including: types of settlement and land use, economic activity including trade links.
	Summer	Locational knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Coastal place linked to Seaside theme) Geographical skills and fieldwork Use locational and directional language, for example near and far, left and right, forwards, backwards, next to...etc. to describe position Human and Physical Geography Use the basic geographical vocabulary	Locational knowledge name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Human and Physical Geography Use the basic geographical vocabulary Geographical skills and fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Some year 1 objectives to be covered before moving on to Use	Locational knowledge Name and locate countries and cities of the UK geographical regions and their identifying human and physical characteristics, including key features (hills, mountains, coasts and rivers) Geographical skills and fieldwork Some year 2 objectives to be covered before moving on Use maps, atlases, globes and Google Earth to locate countries studied and described features (human and physical) Use fieldwork to observe measure and record and present the human and physical features in the local area using a range of methods, including sketch maps and simple graphs	Human and Physical Geography Describe and understand key aspects of physical geography: Rivers (Nile) Geographical skills and fieldwork Some year 3 objectives to be covered before moving on Use the 8 points of a compass and 4 figure grid references, symbols and keys to build their knowledge of the UK

			<p>simple compass directions (North, South, East and West) to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognised landmarks and basic human and physical features</p>		
History	Autumn	<p>Changes within Living Memory Toys in the past</p> <p>The Lives of significant individuals Guy Fawkes, James I and the Houses of Parliament</p>	<p>Events beyond living memory that are significant nationally or globally 'What are we remembering on Remembrance Day?</p>	<p>Changes in Britain from The Stone Age to The Iron Age The Stone Age - Hunter-gathers/early farming, family life, defence and weaponry, clothing and food</p>	<p>A study of an aspect of British history – a significant turning point in British history World War 1</p>
	Spring	<p>The Lives of significant individuals Famous Queens</p>	<p>Events Beyond Living Memory that are significant nationally or globally The Great Fire of London and The Plague</p> <p>The Lives of significant individuals Scott, Shackleton, Fiennes, Samuel Pepys, Florence Nightingale, Mary Seacole</p>	<p>Changes in Britain from The Stone Age to The Iron Age The Bronze Age developments Some year 2 objectives to be covered before moving on</p>	<p>The Roman Empire and its Impact on Britain Viva Roma</p>
	Summer	<p>Changes within living memory Seaside holidays in the past</p>	<p>Significant Historical People and Places in their own locality Henry VIII, Catherine of Aragon and Ampthill Great Park</p>	<p>Changes in Britain from The Stone Age to The Iron Age The Iron Age forts, tribal kingdoms, farming, art and culture Some year 2 objectives to be covered before moving on</p>	<p>The Achievements of the Earliest Civilisations Ancient Egypt</p>
Design and Technology	Autumn	<p>Textiles Delightful decorations</p>	<p>Cooking and nutrition Picnic skewers</p>	<p>Mechanical systems (levers and linkages) Printing blocks Pop-up book of a cave man story Design - Some year 2 objectives to be covered before moving on</p>	<p>Electrical Systems (simple circuits and switches) Lighting up WW1 Cooking and Nutrition Some year 3 objectives to be covered before moving on</p>
	Spring	<p>Leavers and sliders Moving minibeasts</p>	<p>Mechanisms and stable structures Make a fire engine (with ladder and light) to save London</p>	<p>Shell/frame structure Structures and bridges Make - Some year 2 objectives to be covered before moving on</p>	<p>Cooking and Nutrition Pizza making</p>
	Summer	<p>Cooking and Nutrition Seaside snacks</p>	<p>Textiles Puppets - countryside critters</p>	<p>Cooking and Nutrition Sandwich snacks Some year 2 objectives to be covered before moving on</p>	<p>Mechanical systems(gears and cams) Transport materials to build a pyramid Textiles Combining Fabric Shapes and quilting to make an Egyptian scene</p>
Art and Design	Autumn	<p>Drawing Art history and Artists - Andy Warhol</p>	<p>Drawing (some year 1 objectives to be covered) /Collage/Painting/Digital Media</p>	<p>Painting/Sculpture/Form Art history and Artists – prehistoric art</p>	<p>Drawing/Painting Art history and Artists – Paul Nash</p>

		Painting Primary/secondary colour mixing Tints and shades	Art history and Artists – Carl Warner/Claud Monet Print to cover year 1 objectives from last year	Some year 2 objectives to be covered before moving on Digital media to cover year 2 objective from last year	
	Spring	Print/Digital media Art history and Artists – Henri Rousseau Sculpture/Form Clay animal patterned tiles (linked to printing)	Drawing/Painting/Textiles Art history and Artists - David Hockney	Drawing/Sculpture/Form Art history Some year 2 objectives to be covered before moving on and Artists – Antony Gormley/Henry Moore/Barbara Hepworth/Alexander Calder/Dale Chihuly	Collage Art history and Artists – Eric Carle/Henri Matisse
	Summer	Painting/Sculpture/Form Art history and Artists - Giuseppe Arcimboldo	Digital media/Textiles/Collage Art history and Artists – Siobhan Healey & Mairead Burke	Print/Digital media Art history and Artists – William Morris	Digital media/Textiles Art history and Artists – Egyptian scenes
Music CHARANGA	Autumn	Hey You! Rhythm In The Way We Walk and The Banana Rap	Hands, Feet, Heart Ho Ho Ho linked to Christmas performance	Let Your Spirit Fly Glockenspiel Stage 1	Samba through inspiring music support Glockenspiel Stage 2 Mamma Mia linked to Christmas concert
	Spring	In The Groove Round and Round	I Wanna Play In A Band Zootime	Three Little Birds The Dragon Song Some year 2 objectives to be covered before moving on	Stop! Lean On Me Glockenspiel Stage 2 Mamma Mia linked to Christmas concert
	Summer	Your Imagination Reflect, Rewind and Replay linked to end of year performance	Friendship Song Reflect, Rewind and Replay	Bringing Us Together Reflect, Rewind and Replay linked to end of year performance	Blackbird Reflect, Rewind and Replay linked to end of year performance Stop! Lean On Me
Drama (part of English)	Autumn	Sharing assembly	Christmas Production		Sharing assembly
	Spring		Sharing assembly	Sharing assembly	
	Summer	End of year performance		End of year performance	Year 4 Leaver's Production
Computing	Autumn	Information Technology Basic skills – keys, saving, logging on, store, retrieve, dragging, using a mouse, editing Digital Literacy and E-Safety Using information technology safely and respectfully – Espresso Module – Online Safety- 'Computers Everywhere'	Computer Science Espresso Coding 2.0 Refresher level 1 Give and follow algorithms Information Technology 2paint/microsoft paint to create and store a picture Digital media (art) – create texture, lines, tints/shades and shapes through Pixel Pointillism, Mondrian, Monet Digital Literacy and E-Safety	Computer Science Espresso Coding Starter Unit Unit 3a – Sequence and animation Information Technology Some year 2 objectives to be covered before moving on Use powerpoint to design and create a presentaiton on the Stone Age Digital Literacy and E-Safety Use technology responsibly Beginning to appreciate how search results are selected Selective when using digital content	Computer Science Espresso Coding Starter Unit Information Technology Use 2Question to create a branching diagram to sort Digital Literacy and E-Safety Using online dictionary, thesaurus, activity which discusses plagiarism
	Spring	Computer Science Espresso Coding Unit 1A – On the move –	Computer Science Espresso Coding 2.0 Unit 2 – Different sorts of input –	Computer Science Scratch – to develop algorithms in different ways	Computer Science Espresso Coding Unit 4a – Introduction to variables –

Life Learning (PSHRE)		Information Technology Digital media (art) - Use 2Paint/Paint purposfully to create digital animals using texture, lines, tints/shades and shapes Digital Literacy and E-Safety Safer Internet Day Online safety unit	Algorithms using Turtle Logo and Scratch Information Technology Retrieve and manipulate content by making a powerpoint of Fire of London Digital Literacy and E-Safety Safer Internet Day Safe use of the internet	Information Technology Research using internet services and combine information to present on Brazil Digital Literacy and E-Safety Safer Internet Day Beginning to recognize acceptable / unacceptable behaviour and content Understand the opportunities computer networks offer for communication	Information Technology 2Publish+ - manipulate images and text Digital Media (art) - use video editing software Digital Literacy and E-Safety Safer Internet Day Discussing comments on social media
	Summer	Computer Science Espresso Coding Unit 1B – Simple Inputs Information Technology Learn to find, save and retrieve digital information using 2simple Digital Literacy and E-Safety	Computer Science Espresso Coding 2.0 Unit 2 – Buttons and instructions – Information Technology Use search engines to research, create, organise and store Digital Literacy and E-Safety Use 2email	Computer Science Espresso Coding Unit 3b – Conditional events (selection) Information Technology Digital Media (art) - create own moving image films/animations using lpads Digital Literacy and E-Safety Understand how computer networks can provide multiple services, such as the world wide web	Computer Science Espresso Coding Unit 4b – Repetition and loops Information Technology To use internet servies to reasearch and create a powerpoint presentation on the discovery of Tutankhamun Word – response to job advert Digital Literacy and E-Safety Understanding and using search engines
	Autumn	Health and Wellbeing (H) Mental Health Relationships (R) Friendships Safe relationships Respecting self and others Living in the Wider World (L) Shared responsibilities	Health and Wellbeing Mental Health Relationships Friendships Safe Relationships Respecting self and others	Relationships (R) Health and Wellbeing (H)	Living in the Wider World (L) Shared responsibilities (Communities Media literacy and digital resilience Economic wellbeing: money(Economic wellbeing: aspirations, work and career
	Spring	Health and Wellbeing (H) Healthy lifestyles (Physical well-being) Relationships Families and close positive relationships Friendships Respecting self and others Living in the Wider World (L) Shared responsibilities Communities	Health and Wellbeing Healthy Lifestyles – physical wellbeing Keeping Safe Relationships Managing hurtful behaviour and bullying	Health and Wellbeing (H) Relationships (R) Living in the Wider World (L)	Relationships (R) Safe Relationships Friendships (R) <i>Managing hurtful behaviour and bullying</i> Health and Wellbeing (H) Healthy Lifestyles D&T Mental Health Keeping safe
	Summer	Health and Wellbeing (H) Healthy lifestyles (Physical well-being) Ourselves, growing and changing Keeping safe Relationships (R) Managing hurtful behaviour and bullying Safe relationships Living in the Wider World (L)	Health and Wellbeing Ourselves, growing and changing Relationships Families and close positive relationships Living in the Wider World Shared responsibilities Communities Media literacy and digital resilience Economic wellbeing: Money	Health and Wellbeing (H) Living in the Wider World (L) Relationships (R)	Health and Wellbeing (H) Healthy lifestyles (H) Ourselves growing and changing (H) Drugs, alcohol, tobacco (H) Relationships (R) Families and close positive relationships (R) Respecting self and others (R)

		Economic well-being (money) Economic well-being: aspirations, work and career	Economic wellbeing: aspirations, work and career		
PE	Autumn	Gymnastics Unit 1/Hit, Catch, Run/ Dance Unit 1/ Send and Return Unit 1	Gymnastic unit 1/Attack, Defend and Shoot Unit 1/Gymnastic unit 2/Yoga	Dance 1 Some year 2 objectives to be covered before moving on /Football Some year 2 objectives to be covered before moving on /Gymnastics1 /OAA	Gymnastics unit 1/Tag Rugby/Dance Unit 1/OAA
	Spring	Send and Return Unit 2/Gymnastics Unit 2/ Attack, Defend and Shoot Unit 1/Hit, Catch, Run Unit 2	Hit, Catch, Run Unit 1/Dance Unit 1/Hit, Catch, Run Unit 2/Attack, Defend and Shoot Unit 2	Swimming/Badminton/Dance2/Gymnastics 2	Dance 2/Gymnastics unit 2/Swimming/Hockey
	Summer	Run, Jump, Throw Unit 1/Dance Unit2/Run, Jump, Throw Unit 2/Attack, Defend and Shoot Unit 2	Run, Jump, Throw Unit 1/Send and return Unit 1/Run, Jump, Throw Unit 2/Send and return Unit 2	Handball/Netball Unit/Athletics/Rounders Some year 2 objectives to be covered before moving on	Cricket/Netball/Athletics/Tennis
MFL Global Learning	Autumn	NA	NA	Greeting, numbers 1-10, classroom instructions, colours, nativity	Classroom instructions, vowels, adjectives describing zoo animals, weather, clothing, nativity
	Spring	NA	NA	Foods, fruits, days of the week, human body, zoo animals, months of the year	Family, pets, likes and dislikes, leisure activities, numbers 11-31
	Summer	NA	NA	Respond to all vocabulary already introduced, begin to read and write simple learnt words	Respond to all vocabulary already introduced, begin to read and write simple learnt words
RE	Autumn	What do Christians believe God is like? Why does Christmas matter to Christians? How and why do we celebrate special times?	How and why do we celebrate significant times? What makes some celebrations sacred to believers? What can we learn from sacred books and stories?	Where, how and why do people worship? (Muslims, Jews and Christians) Why do some people think life is like a journey? How do people mark the significant events of life? (Christians, Hindus, Muslims and non-religious people)	How is faith expressed in Sikh communities and traditions? How is faith expressed in Hindu communities and traditions?
	Spring	What makes some places significant? What makes some places sacred to believers? Why does Easter matter to Christians?	How do we show we care for others? Why does it matter? How do we show we care for Earth and why does it matter?	What is the 'Trinity' and why is it important for Christians? What kind of world did Jesus want?	How do festivals and worship show what matters to Muslims? For Christians what was the impact of Pentecost?
	Summer	Who is a Muslim. What do they believe and how do they live?	Who is an inspiring person? What stories inspire Christians, Muslims and/or Jewish people? What is the 'good news' Christians believe Jesus brings?	Why do Christians call the day Jesus died Good Friday? How do festivals and family life show what matters to Jewish people?	What are the deeper meanings of festivals? How and why do people try to make the world a better place?
Maths	Autumn	Number: Place Value (within 10) Number: Addition and Subtraction (within 10) Geometry: Shape Number: Place Value (within 20)	Number: Place Value Number: Addition and Subtraction Measurement: Money Number: Multiplication and Division	Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division	Number: Place Value Number: Addition and Subtraction Measurement: Length and Perimeter Number: Multiplication and Division

Spelling/ phonics	Spring	Number: Addition and Subtraction (within 10) Number: Place Value (within 50) multiples of 2, 5, 10 included Measurement: Length and Height Measurement: Weight and Volume	Number: Multiplication and Division Statistics Geometry: Properties of Shape Number: Fractions Measurement: Length and Height	Number: Multiplication and Division Measurement: Money Statistics Measurement: Length and Perimeter Number: Fractions	Number: Multiplication and Division Measurement: Area Number: Fractions Number: Decimals Multiplication and Division will be reviewed for one week at end of spring term
	Summer	Number: Multiplication and division (reinforce multiples of 2, 5, 10) Number: Fractions Geometry: Position & Direction Number: Place Value (within 100) Measurement: Money Measurement: Time	Geometry: Position & Direction year 1 objective to be covered Problem solving and efficient methods Measurement: Time Measurement: Mass, Capacity and Temperature Investigations	Number: Fractions, Measurement: Time Geometry: Properties of Shape, Measurement: Mass and Capacity Some year 2 objectives to be covered before moving on	Number: Decimals Measurement: Money Measurement: Time Statistics Geometry: Properties of Shape Geometry: Position and Direction Fractions - will be reviewed for 1 week in summer 1. Decimals - will be reviewed for 1 week in summer 1.
	Autumn	Recap phase 3 ch, sh, ng, th, ai, ee, igh, oa, oo, ar, or, ur, Recap phase 3 and 4 - ow, oi, ear, air, ure, er, CVCC, CCVC, CCCVC, CCVCC, CCCVCC words	ai, ee, igh, oa, oo, or Ur, ow, oi. ear, air, c, s/ The /s/ sound spelt 'c' before e, l and y, /j/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y /dʒ/, /m/n/ The /n/ sound spelt kn and (less often) gn at the beginning of words	Words with the /ai/sound spelt with ei. Words with the long/ai/sound spelt with ey. Words with the long/ay/sound spelt with ai Words with /a/sound spelt with ear. Homophone and near homophones. Creating adverbs using the suffix ly (no change to root word) Key words from spelling list Creating adverbs using the suffix - ly (root word ends in 'y' with a consonant letter before it). Creating adverbs using the suffix (root word ends in le). Creating adverbs using the suffix ly (root word ends in 'ic' or 'al'). Common words associated with Christmas. Key words from spelling list	Words with /aw/spelt with augh and au Adding the prefix in – (meaning 'not' or 'into') Adding the prefix im – (before a root word starting with 'm' or 'p') Adding the prefix ll – (before a root word starting with T) and the prefix ir – (before a root word starting with 'r') Homophones and near homophones Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd') Key words from spelling list Words with a /shn/sound spelt with 'sion' (if root word ends in 'se', 'de' or 'd') Words with a /shuhn/sound spelt with 'ssion' (if root word ends in 'ss' or 'mit') Words with a/shuhn/sound, spelt with 'tion' (if root word ends in 'te' or 't'/or has no definite root). Words with a /shuhn/sound, spelt with 'cian' (if root word ends in 'c' or 'cs') Words with 'ough' to make a long /o/oo/ or /or/ sound. Christmas topic words. Key words from spelling list Sounds recapped in autumn term from year 3 summer term: Short /u/sound spelt with 'ou' Clauses, Expanding sentences using conjunctions. Expanding sentences using adverbs Word families based on common words Word families based on common words Past tense. Present tense. Paragraphs suffix – al

					Pronouns Recognising nouns, recognising pronouns. zher/sound spelt with 'sure' Pronouns Using pronouns. Noun or pronoun? cher/sound spelt with 'ture' aw/spelt with augh and au
	Spring	Teach Phase 5 2 syllable words, ay, ou, ie, ea, ir, aw, oy, ue, ph, wh Teach Phase 5 ew, oe au, ey Split digraph a_e Split digraph e_e Split digraph i_e	Adding -ing, -ed, -to words of one syllable ending in a single consonant letter after a single vowel letter. Adding the endings - ing, -ed, to words ending in -e with a consonant before it. Adding -es to nouns and verbs ending in -y Adding to word ending in y with a consonant The /l/ or /əl/ sound spelt -el, -al, -il at the end of words The /ɔ:/ sound spelt a before l and ll The /aɪ/ sound spelt -y at the end of words. Adding the endings -, -er, -est and -y to words ending in -e with a consonant before it. Words ending in -tion. The suffixes -ful, -less. Contractions	Words with short /i/sound spelt with a 'y'. Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (uns) Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable double the final consonant). Creative negative meanings using prefix mis. Creating negative meanings using prefix dis. Words a /k/sound spelt with 'ch'. Key words from spelling list Homophones and near homophones. Adding the prefix bi (meaning 'two' or 'twice') and adding the prefix re (meaning 'again' or back') Words with a /sh/sound spelt 'ch' Key words from spelling list	Homophone and near homophones. Nouns ending in the suffix -ation Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above') Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above') Plural possessive apostrophes with plural words. Key words from spelling list Words with the /s/sound spelt with 'sc'. Words with a 'soft c' spelt with 'ce' Words with a 'soft' c; spelt with 'ci' Word families based on common words, showing how words are related in form and meaning. Key words from spelling list
	Summer	Teach Phase 5 – alternative pronunciations Split digraph o_e Split digraph u_e Alternative pronunciation of i and Alternative pronunciation of c and g Alternative pronunciation of u and ow Alternative pronunciation of ie and ea Alternative pronunciation of er and ch Alternative pronunciation of a Alternative pronunciation of y Alternative pronunciation of ou Alternative pronunciation of e and ey Alternative pronunciation of ch and j Alternative pronunciation of n, m, r Alternative pronunciation of s, z and u	Adding -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter. The /ɜ:/ sound spelt or after w The /ɔ:/ sound spelt ar after w The suffixes -ment and -ness. The /i:/ sound spelt -ey. The /u/ sound spelt o. The suffixes -ly. Adding - ed, -er and -est to a word ending in -u with a consonant before it. The /r/ sound spelt wr at the beginning of words. The /l/ or /əl/ sound spelt -le at the end of words. Possessive apostrophe (singular nouns) Homophones and near homophones. The /o/sound spelt 'a' after w and qu. The /ɜ/ sound spelt s	Statutory Spelling Challenge Words (Key words) Consolidation of key words covered so far Words ending in -ary Words with a short /u/sound spelt with 'o'. Words with a short /u/sound spelt with 'ou' Word families based on common words showing how words are related in form and meaning. Words ending in the suffix - al Words ending with /zher/sound spelt with 'sure'. Words ending with a /cher/sound spelt with 'ture'. Words ending with a /cher/sound spelt as 'ture' Silent letters revision	Adding the prefix inter- (meaning 'between' or 'among') Adding the prefix anti- (meaning 'against') Adding the prefix auto- (meaning 'self' or 'own') Adding the prefix ex- (meaning 'out') Adding the prefix non- (meaning 'not') Words ending in -ar/-er. Key words from spelling list Adding the suffix - ous (no change to root word). Adding the suffix - ous (no definitive root word). Adding the suffix -ous (words ending in 'y' become 'i' and words ending in 'our' become 'or') Adding the suffix -ous (words ending in 'e' drop the 'e' but not 'ge') Adverbials of frequency and possibility. Adverbials of manner. Key words from spelling list

VGP	Autumn	Ready To Write – 1wk Separation of words with spaces – 1 wk Punctuating Sentences – 3wks Word Classes – 2wks Capital letters – 3wks Spelling appendix – 3wks	Ready To Write – 3wks Commas – 1wk Word classes - 3wks Conjunctions – 3wks Sentence types – 3wks	Ready To Write – 4wks Determiners – 3wks Conjunctions – 5wks	Ready to Write – 4wks Paragraphs – 1wk Pronouns – 2wks Fronted Adverbials – 5wks
	Spring	Conjunctions – 4wks Exclamations – 2wks Capital Letters - 5wks	Word classes 2 – 3wks Apostrophes – 3wks Sentence types – 2wks Tenses – 3wks	Adverbs – 3wks Preposition – 3wks Speech – 3wks Tenses – 2wks	Apostrophes – 3wks Speech – 3wks Noun Phrases – 3wks Suffixes – 2wks
	Summer	Questions – 2wks Singular and plural – 3wks Prefixes – 2wk Suffixes – 4wks Spelling appendix – 3wks	Suffixes – 2wks SATs revision – 2wks SATs assessment – 1wk Consolidation of KS1 – 9wks	Nouns – 3wks Paragraphs – 4wks Word families – 2wks Prefixes – 4wks	Standard English – 2wks Paragraphs – 5wks Consolidation of KS2 – 7wks
Writing genres	Autumn	Holiday recount Labels and captions Character description (Supertato) Story writing – beginning Story writing – middle Story writing – end Non-fiction recount of the Gunpower plot Poetry - acrostic Drama and Role play with speaking and listening focus Comic strip Comic strip Retell a familiar story (Christmas Story) Rewrite a familiar story (Christmas Story)	Holiday recount Persuasive writing Non-fiction fact file Drama and Role play with speaking and listening focus Narrative - re-telling Informal Letter Writing Setting Description Story Writing Non-chronological Report Newspaper Report	Reading focus week VIPERS Instructions Non-chronological report. Reading focus week VIPERS Retelling a familiar story Retelling a familiar story Diary entry Character profile Setting description Narrative	Non-fiction Formal letter Instructions Character description Drama and Role play Descriptive narratives using setting and emotions Drama and Role play Descriptive narratives Drama and Role play Non- chronological report on a war poet Narrative Diary writing
	Spring	Writing questions Non-fiction poster Non-Fiction – information text Non-Fiction - Weather forecast report Performing Writing Retell a familiar story Rewrite a familiar story Non-Fiction text features Drama and Role play with speaking and listening focus Pattern, text and repetition Rewrite a familiar story Poetry – rhyming Recount on Woburn Trip	Non-fiction non-chronological report Non-fiction non-chronological report Poetry – descriptive SATs practise papers. Narrative Character description Drama and Role play – see speaking and listening Formal letter writing Diary entry plan Diary entry writing Recount Formal letter writing	Poetry - shape Balanced argument Poetry - Haiku Reading and speaking and listening focus week Narrative (myth) Non Chronological Report	Narrative responses Recount of Author Visit Biography of your class partner Biography on author who visited Poetry appreciation and personal response Narrative settings and characters Narrative Narrative

	Summer Drama and Role play with speaking and listening focus Write about a personal experience linked to a text. To use what they know from what they have read, to predict what happens next in a text. Justifying opinions of a text Writing in the same pattern as a story Descriptive writing Recount through a postcard Drama and Role play with speaking and listening focus Instructions Performance poetry Poetry – rhyming poems Drama and Role play with speaking and listening focus Plan a story Letter to our new teacher Punctuation	Character description Diary entry as Mr Fox. Plan the next chapter Create a new character SATS Poetry – performance Compare and contrast stories by the same author: Eric Carle – reading focus week Blurb for a familiar story Write a story in the style of Eric Carle. Descriptive setting Playscript Class debate Drama and role play	Missing poster Setting description Newspaper report Persuasive letter Narrative Character Profile and Writing an Interview Poster	Persuasive Letter Character description Narrative Biography Recount Explanation Texts Explanation Texts Narrative Narrative Instructions
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