

1. AUT 1: What's Inside? (6 week block) – Local area, Stone Age, Rocks and fossils						2. AUT 2: What's Inside? (6 week block) - Stone Age, Human Skeleton									
Key texts: Stone Age Boy by Satoshi Kitamura / UG by Raymond Briggs						Key texts: The Iron Man by Ted Hughes									
<b>Opening Doors:</b> Poetry – I stole a hummingbird out of the sky... <i>To perform a poem that personifies the dark</i>		<b>Opening Doors:</b> Information text – Lemmy Snicket's 'The Dark' <i>To write a letter of advice to a boy who is afraid of the dark</i>		<b>EXT: Writing to instruct: AT1 Science report</b>  Questions, statements and commands Imperative verbs Adverbs of time Single comma openers Range of sentences using subordinating conjunctions		<b>1. Writing to entertain: Create a story opening based on the Iron Man</b>  Rhetorical Questions Adverbs of manner Drama Expanded nouns phrases Single comma openers		<b>2. Writing to entertain: Performance poetry</b>  Presentation Layout Features of a poem Similes and metaphors Expanded noun phrases Inverted commas		<b>EXT: Writing to inform: monologue from a character's point of view</b>  Rhetorical questions					
<b>SPaG:</b> Expanded nouns phrases Rhyming words Adverbial openers Revision of Y2 punctuation Personification		<b>SPaG:</b> Range of sentences Range of punctuation		<b>Speaking and listening:</b> Formal presentation		<b>Speaking and listening:</b> Performance poetry - Prepare and present poetry fluently and with an awareness of audience									
<b>Speaking and listening:</b> IDCL project - Drama Performance poetry Reading aloud – developing tone, pace and fluency		<b>Speaking and listening:</b> IDCL project - Drama Reading aloud – developing tone, pace and fluency													
<b>Teaching cycle: Vocabulary, Fluency, Shared reading, Reading domain focus, Answering questions</b>															
<b>Fiction:</b> <b>The Dark by Lemony Snicket</b>  2a – vocabulary: explain the meaning of words in context and teach key strategies to do this  2b – retrieval: skim and scan to find information from a range of texts and teach key strategies to do this		LTE – The Dark (frames of reference)		<b>Fiction:</b> <b>Bat Loves the Night by Nicola Davies</b>  <b>Fiction:</b> <b>Orion and the Dark by Emma Yarlett</b>  2a – vocabulary: explain the meaning of words in context and teach key strategies to do this  2d – infer from information in a text giving reasons to justify		LTE – Elise (symbolic reasoning)  LTE – Kites (symbolic reasoning)		<b>Fiction:</b> <b>Stone Age Boy by Satoshi Kitamura</b>  <b>Non-Fiction:</b> <b>Mega Meltdown by Jack Tite (Non-chronological extract)</b>  2a – vocabulary: explain the meaning of words in context and teach key strategies to do this  2c – to be able to predict from the text, justifying answers clearly		LTE – Black Dog (symbolic reasoning)		<b>Non-fiction:</b> <b>Range of science / geography information texts</b>  2a – vocabulary: explain the meaning of words in context and teach key strategies to do this  2d – infer from information in a text giving reasons to justify		LTE – Bernard (intentions and consequences)	
<b>Vocabulary:</b> Wandering, stumbled, relief, flint, spearheads, scarpers, grindstone, piercing, antlers, ornaments, several, crept, munching, flickering, archaeologists						<b>Vocabulary:</b> Toppling, brink, scattered, dawn, darted, jabbed, scuttling, immense, blazed, towering, twilight, clattering, colossal, wallowing, trembling									
<b>No Nonsense Spelling Stage 3</b>															
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3. SPRI 1: What's the matter? (6 week block) –2-figure grid references & Continents and climate, forces and magnets, Ancient Greeks				4. SPRI2: What's the Matter? (6 week block) human impact on the environment, Ancient Greeks, Plants			
Key texts: Who Let the Gods Out? By Maz Evans,				Key texts: Mythologica by Dr Stephen P Kershaw			
<p><b>1. Writing to entertain: Setting and atmosphere / dialogue to convey character and advance the action</b></p> <p>Expanded noun phrases Powerful verbs Adverbs of time and manner <b>Prepositions and prepositional phrases</b> Commas for pauses to support sentence openers <b>Similes, metaphors and personification</b> Short sentences – building suspense Variety of sentence openers Informal language of speech <b>Inverted commas</b> Linking within and across paragraphs Variety of conjunctions for multi-clausal sentences</p> <p><b>Speaking and listening:</b> Drama – hot seating, freeze frames, thinking and speaking in role</p>	<p><b>2. Writing to inform: Non-chronological report about the Ancient Greeks</b></p> <p>Verb types Subject verb agreement Layout and features Formal language Subordinate clauses and conjunctions Adverbs of manner Single comma openers</p> <p><b>Speaking and listening:</b> Prepare and present non-chronological reports fluently and with an awareness of audience</p>	<p><b>EXT: Writing to instruct: AT1 - Science report on forces</b></p> <p>Brackets for extra information Colons to introduce a list Bullet points Range of sentences using subordinating conjunctions Questions, statements and commands Imperative verbs Adverbs of time Single comma openers</p>	<p><b>1. Writing to inform: Non-chronological report on Ancient Greek Gods</b></p> <p>Linking within and across paragraphs Verbs – past tense Subject verb agreement Layout and features of a report</p>	<p><b>2. Writing to persuade: Graffiti - Art of Vandalism? (Linked to Banksy Art unit)</b></p> <p>Persuasive language Features of a balanced argument Formal language</p> <p><b>Speaking and listening:</b> Debating</p>	<p><b>EXT: Writing to explain: AT1 - Science report on plants</b></p> <p>Brackets for extra information Colons to introduce a list Bullet points Formal language Range of sentences using subordinating conjunctions Questions, statements and commands Imperative verbs Adverbs of time Single comma openers</p> <p><b>Speaking and listening:</b> Formal presentation</p>		
<b>Teaching cycle: Vocabulary, Fluency, Shared reading, Reading domain focus, Answering questions</b>							
<p><b>Fiction: Who Let the Gods Out by Maz Evans</b></p> <p>2a – vocabulary: explain the meaning of words in context and teach key strategies to do this</p> <p>2b – retrieval: skim and scan to find information from a range of texts and teach key strategies to do this</p>	LTE - tbc	<p><b>Fiction: Arthur and the Golden Rope</b></p> <p>2a – vocabulary: explain the meaning of words in context and teach key strategies to do this</p> <p>2d – infer from information in a text giving reasons to justify</p>	LTE - tbc	<p>Non-Fiction: Mythologica</p> <p>2a – vocabulary: explain the meaning of words in context and teach key strategies to do this</p> <p>2b – retrieval: skim and scan to find information from a range of texts and teach key strategies to do this</p>	LTE - tbc	<p>Fiction: Range of Greek Myths</p> <p>2a – vocabulary: explain the meaning of words in context and teach key strategies to do this</p> <p>2h – to be able to compare different text types and themes</p>	LTE - tbc
<b>Vocabulary</b>							
Vault, Artefact, Rarity, Humble, Possession, Ancestors, Wondrous, Plunged, Clambered, Intently, Ancient, Mountainous, Sturdy, Peril, Unlikeliest, ominous, snake-like, tranquil				Ambrosia, Gorgon, Minotaur, Warrior, Labours, Demi-god, Underworld, Slay, Route, Forewarned			
<b>No Nonsense Spelling Stage 3</b>							

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5. SUM 1: What's around the corner? (6 week block) – Romans, life cycles, Rivers				6. SUM2: What's around the corner? (6 week block) – Romans, classification			
Key texts: Nothing to See Here Hotel by Stephen Butler and Steven Lenton				Key texts: Film Unit: Marshmallows Novel: Lights on Cotton Rock by David Litchfield			
<p><b>1. Writing to entertain: create a chapter opening in the style of the author</b></p> <p>Informal / formal language Range of sentence types Range of punctuation taught</p> <p><b>Revisit:</b> Paragraphs and cohesion Compound and complex sentences</p>	<p><b>2. Writing to recount: newspaper article / blog from the POV of a human journalist</b></p> <p>Informal and formal language Direct and reported speech Layout and features of a newspaper Rhetorical questions Headlines Adverbs of manner and time Prepositions and prepositional phrases Range of conjunctions Variety of sentence openers</p>	<p><b>EXT: Writing to build suspense: Alternative chapter for the ending to introduce the imminent arrival of their own monster</b></p> <p>Informal language of speech Inverted commas Sentence types Ellipses Rhetorical questions</p>	<p><b>1. Writing to entertain: create an action sequence for a narrative</b></p> <p>Extend sentences – adverbs and prepositions Verbs</p>	<p><b>2. Writing to inform: non-chronological report about the alien's home planet (link back to Beegu from transition week)</b></p>	<p><b>3. Writing to entertain – poetry: List poem based on emotions they are feeling and what they miss if they left Earth</b></p> <p><b>Speaking and listening:</b> Performance poetry - Prepare and present poetry fluently and with an awareness of expression</p>		
<b>Teaching cycle: Vocabulary, Fluency, Shared reading, Reading domain focus, Answering questions</b>							
<p><b>Fiction: TNTSHH by Stephen Butler and Steven Lenton</b></p> <p>2a – vocabulary: explain the meaning of words in context and teach key strategies to do this</p> <p>2b – retrieval: skim and scan to find information from a range of texts and teach key strategies to do this</p>	LTE - tbc	<p><b>Non-Fiction: Range of non-fiction extracts about the Romans</b></p> <p>2a – vocabulary: explain the meaning of words in context and teach key strategies to do this</p> <p>2b – retrieval: skim and scan to find information from a range of texts and teach key strategies to do this</p>	LTE - tbc	<p><b>Fiction: Lights on Cotton Rock by David Litchfield</b></p> <p>2a – vocabulary: explain the meaning of words in context and teach key strategies to do this</p> <p>2d – infer from information in a text giving reasons to justify</p>	LTE - tbc	<p><b>Fiction: Marshmallows (short film)</b></p> <p>2a – vocabulary: explain the meaning of words in context and teach key strategies to do this</p> <p>2c – to be able to predict from the text, justifying answers clearly</p>	LTE – tbc
<b>Vocabulary</b>							
<b>No Nonsense Spelling Stage 3</b>							

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