

<u>Nursery</u>		
	<u>Autumn 1</u>	<u>Autumn 2</u>
Themes	What makes me and my friends special?	Which celebrations are special to us?
Physical Development	Squiggle whilst you wiggle. Give meaning to marks. Develop pre-writing mark making skills.	Squiggle whilst you wiggle. Use some of their print and letter knowledge in the early writing.
	<u>Spring 1</u>	<u>Spring 2</u>
Themes	What is the weather like today?	What grows in a garden?
Physical Development	Squiggle whilst you wiggle. Give meaning to marks. Develop pre-writing mark making skills.	Squiggle whilst you wiggle. Use some of their print and letter knowledge in the early writing.
	<u>Summer 1</u>	<u>Summer 2</u>
Themes	Which different ways can we travel?	Why do we like to be beside the seaside?
Physical Development	Squiggle whilst you wiggle. Give meaning to marks. Develop pre-writing mark making skills.	Squiggle whilst you wiggle. Use some of their print and letter knowledge in the early writing.

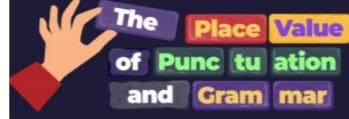
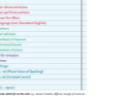
<u>Reception</u>		
	<u>Autumn 1</u>	<u>Autumn 2</u>
Themes	What makes me and my friends special?	Which celebrations are special to us?
Physical Development	Write Dance Dough Disco Pen Disco	Write Dance Dough Disco Pen Disco
	<u>Spring 1</u>	<u>Spring 2</u>
Themes	What is the weather like today?	What grows in a garden?
Physical Development	Pen Disco	Pen Disco Cut, Stick, Write
	<u>Summer 1</u>	<u>Summer 2</u>
Themes	Which different ways can we travel?	Why do we like to be beside the seaside?
Physical Development	Cut, Stick, Write Hold a Sentence	Cut, Stick, Write Hold a Sentence

Year 1				
History Geography Science	<u>Autumn 1</u> How has transport changed over time? What makes the United Kingdom united? Everyday materials 1		<u>Autumn 2</u> How have I changed since I was born? What makes the United Kingdom united? Everyday materials 2	
Writing	Transcription Unit Lists, captions and labels			
Punctuation and Grammar				
Key Texts				
	<u>Spring 1</u> What was it like to be a Victorian? Are all settlements the same as St Ives? Seasonal changes		<u>Spring 2</u> What was it like to be a Victorian? Are all settlements the same as St Ives? Plants - identification	
Writing	 Y1 PVPG Application Unit Guide – Non-Chronological Report – Toy Man	 Y1 support – Candy House (setting description) Sentence Pattern Building Unit / Y1 unit – Setting Description – Candy House	 Y1 unit – Instructions – How to Grow a Plant	Buffer Week
Punctuation and Grammar				PVPG Review
Key Texts			Y1 - How to Grow a Plant – Grammarsaurus model text	
	<u>Summer 1</u> Two brave women: Rosa Parks vs. Emily Davison How do I find my way? Animals including humans – all about me		<u>Summer 2</u> Two brave women: Rosa Parks vs. Emily Davison How do I find my way? Animals including humans – all about animals	
Writing	 Y1 unit – Recount – Postcard – Seaside Postcards	 Y1 Poetry unit – A Day at the Seaside	 Y1 unit – Non-Chronological Report - Dragons	Buffer Week
Punctuation and Grammar		Acrostic poetry		PVPG Review
Key Texts		Y1 Poetry unit – A Day at the Seaside – Grammarsaurus model text		

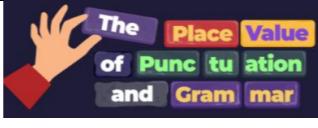
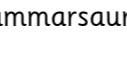
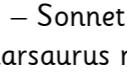
Year 2					
History Geography Science	Autumn 1 What evidence is there to tell us about The Gunpowder Plot? Suncream or a scarf? Living things and their habitats			Autumn 2 What evidence is there to tell us about The Gunpowder Plot? Suncream or a scarf? Living things and their habitats – habitats around the world	
Writing					
Punctuation and Grammar					
Spelling	Assessments	Vowels and consonants	-ed -ing (verbs)	Introduction to morphology	-s / -es / -y
Key Texts				Y2 –Marvellous Minibeasts – Grammarsaurus model text	
	Spring 1 Who were the Windrush Generation? What makes our planet? Uses of everyday materials			Spring 2 Who were the Windrush Generation? What makes our planet? Plants - growth	
Writing				Buffer Weeks	
Punctuation and Grammar				PVPG Review	
Spelling	-ed -ing (adjectives) / -ness	-ful / -ly		un- / re- / -ly / -ful / -less / -ly	Super- / sur- / over- / under-
Key Texts					
	Summer 1 Why did the Great Fire of London cause so much damage? What's on that map? Animals including humans – growth			Summer 2 Why did the Great Fire of London cause so much damage? What's on that map? Animals including humans – life cycles	
Writing		Buffer Weeks			
Punctuation and Grammar		PVPG Review			Concrete Poetry
Spelling	-est / -er / -or / -er	Buffer Weeks		-ment	Buffer weeks
Key Texts			Y2 – How Do Butterflies Change? – Grammarsaurus model text		Y2 – Butterfly – Grammarsaurus model text

Year 3							
History Geography Science	Autumn 1 How did life change in England during World War 2? What makes the United Kingdom unique? Scientific enquiry skills – how to investigate			Autumn 2 How did life change in England during World War 2? What makes the United Kingdom unique? Light			
Writing					Y3 unit – Non-Chronological Report – All About Bees 		
Punctuation and Grammar							
Spelling (Review previous years first Teach year group standard next)	Assessments	Vowels and consonants	Compound words	Introduction to morphology	-s / -es / -y / -ous	Super- / sur- / over- / under- / -vent- / -vene- / mult(i) / anti- / ant- / ex- / e-	
Key Texts					Y3 – Visit Your Locality – Grammarsaurus model text 		
	Spring 1 What was it like to live in Ancient Greece? Are all European settlements the same? Forces and magnets			Spring 2 What was it like to live in Ancient Greece? Are all European settlements the same? Plants - functions			
Writing							
Punctuation and Grammar							
Spelling (Review previous years first Teach year group standard next)	-ness / -ing -ed (adjectives) / -scribe- / -script-	-ment / -ly / -ful / pre- / -vise		-ful / -ly / un- / Buffer weeks	-y / -less / -ful / -ed -ing (adjectives) – un / -dis / dif- / di- / mis- / in- / im- / il- / ir- / -ure		
Key Texts	Y3 – Jungles / Rainforests – Grammarsaurus model text		Y3 – Do All Magnets Pull a Paper Clip from the Same Distance? – Grammarsaurus model text				
	Summer 1 Are we the same as people that lived in the Stone Age? What impact do rivers have on the European population? Rocks			Summer 2 Are we the same as people that lived in the Stone Age? What impact do rivers have on the European population? Animals including humans – food and nutrition			
Writing			Buffer Weeks				
Punctuation and Grammar			PVPG Review			Free Verse Poetry	
Spelling (Review previous years first Teach year group standard next)	Re- / -ly / -ion / -an / Buffer weeks		-ed -ing (verbs) / -er / -or / port- / de- / trans- / tele-		-ing -ed (verbs) / inter- / ject / struct / spect / -ing -ed (stressed vowels)	Buffer weeks	
Key Texts					Y3 – My School Days – Grammarsaurus model text		

Year 4

History Geography Science	Autumn 1 What changes did Anglo-Saxons bring to British society? What makes living on the poles of the Earth challenging? Electricity				Autumn 2 What changes did Anglo-Saxons bring to British society? What makes living on the poles of the Earth challenging? States of matter			
Writing					 Y4 unit – PVPG Application Unit – Non-Chronological Report – Extinct Animals (Fictional)	 Y4 unit – Instructions – How to Raid an Anglo-Saxon Settlement		
Punctuation and Grammar								
Spelling (Review previous years first Teach year group standard next)	Assessments	Vowels and consonants	Compound words	Introduction to morphology	-s / -es / -y / -ous / -ic / -al / -able / -ible	-s / -es / -y / -ful / -ly / kilo- / -gram- / milli- / -cent- / -ous		
Key Texts					 Y4 – How to Raid an Anglo-Saxon Settlement – Grammarsaurus model text			
	Spring 1 Who were the Aztecs and how did they live? What challenges are facing people that live in Mexico City? Sound				Spring 2 Who were the Aztecs and how did they live? What challenges are facing people that live in Mexico City? Animals including humans – teeth and digestion			
Writing	 Y4 unit – Recount Diary – Charlie and the Chocolate Factory	 Y4 unit – Recount Science Experiment – Does Sound Get Quieter as the Distance Increases?	 Y4 unit – Explanation – Digestive System	Buffer Weeks				
Punctuation and Grammar					 PVPG Review			
Spelling (Review previous years first Teach year group standard next)	-ed / -ing (verbs) / -er / -or / de- / per- / sub- / tract / auto	kilo / gram / mill(i) / cent / aud / phone	-ly / -ment / -ion / -ive / -ty	-ness / -ed / -ing (adjectives) / -ion / tele / port / -ion / -an				
Key Texts		Y4 – Does Sound Get Quieter as the Distance Increases? – Grammarsaurus model text		Y4 – Digestive System – Grammarsaurus model text				
	Summer 1 What evidence is there that Ancient Egypt was the most advanced society in the world? How can maps be used to find information for different purposes? Living things and their habitats – classification				Summer 2 What evidence is there that Ancient Egypt was the most advanced society in the world? How can maps be used to find information for different purposes? Living things and their habitats – conservation			
Writing	 Y4 unit – Setting Description – The Tomb of Wonders	Buffer Weeks	 Y4 unit – Characterising Speech – Egyptian Cinderella	 Y4 Poetry – Ancient Egypt				
Punctuation and Grammar			 PVPG Review		 Verse Poetry			
Spelling (Review previous years first Teach year group standard next)	-ness / tele- / trans- / -port- / -ship / -hood	-ing / -ed (stressed vowels) / -fy- / -fic- / fice / en- / em-	Inter- / -ject- / -struct- / -spect- / -act- / -rupt- / -en / -ise	-er / -or / Buffer weeks				
Key Texts				Y4 – Ancient Egypt – Grammarsaurus model text				

Year 5

History Geography Science	Autumn 1 How did the British monarchy change during Tudor times? How far does our food travel and why does it matter to humans? Forces	Autumn 2 How did the British monarchy change during Tudor times? How far does our food travel and why does it matter to humans? Earth and space		
Writing		 Y5 unit – PVPG Application Unit Guide - Non-Chronological Report – Planets of the Solar System		
Punctuation and Grammar				
Spelling (Review previous years first Teach year group standard next)	Assessments Vowels and consonants Compound words Introduction to morphology	-s / -es / -y / -ous / -ous / quadr- / quart- / pent / penta / quint- / hexa- / hept- / hepta / sept- / septem / nona- / none / novem / dec- / decem / -ful / -ly / -er / -or / -al / -ise / -fy- / -fic / -fice / -cess- / -ceed- / -cede- / -cease		
Key Texts		Y5 – Planets of the Solar System – Grammarsaurus model text Y5 – How to Survive an Alien Invasion – Grammarsaurus model text		
	Spring 1 Why did the plague travel so quickly through Europe How have our coastlines changed over time? Properties of materials	Spring 2 Why did the plague travel so quickly through Europe? How have our coastlines changed over time? Changes in materials		
Writing	 Y5 unit – Setting Description – Oddly-On-Sea	 Y5 unit – Recount Science Experiment – Does the Size of Sugar Affect How Quickly it Dissolves in Water?  Y5 unit – Recount Letter – Terry Orange Meets Opal Fruit	Buffer Weeks	
Punctuation and Grammar			PVPG Review	
Spelling (Review previous years first Teach year group standard next)	-ing / -ed (adjectives) / -ness / inter- / ect / fact / ect / face / fice / pro- / form	-ment / -ly / -ful / pre- / kilo- / -gram- / milli- / -cent- / -duct- / -duce- / -temp- / tempere / tempore / therm-	Dis- / dif- / di- / im- / in- / il- / ir- / -ant / -ance / -ent / -ence	-s / -es / -y / -ous / -ous / semi- / une- / bi- / tri-
Key Texts		Y5 – Does the Size of Sugar Affect How Quickly it Dissolves in Water? – Grammarsaurus model text 		
	Summer 1 How was Britain influenced by the Roman Empire? Why are rainforests important to the world? Animals including humans – humans developing into old age	Summer 2 How was Britain influenced by the Roman Empire? Why are rainforests important to the world? Living things and their habitats – life cycles		
Writing	 Y5 unit – Setting Descriptions – Lost Jungle City	 Y5 unit – Persuasive Advert – Puffins  Y5 unit – Poetry – William Shakespeare – Sonnet 18		
Punctuation and Grammar			Sonnet	
Spelling (Review previous years first Teach year group standard next)	fact / ect / face / fice / -ary / -ery	En- / em- / -hood / -ship / -ous / -dom / -ate / ab- / a- / ad- / a-	-able / -ible / -ive / -ty / -tude / vert / verse / -ably / -ibly	-ed -ing (verbs) / -ate
Key Texts	Y5 – Lost Jungle City – Grammarsaurus model text	 Y5 – Puffins – Grammarsaurus model text  Y5 – Sonnet 18 – Grammarsaurus model text		

Year 6

History Geography Science	Autumn 1 Which period of history had the most brutal punishments for people who committed crimes? Why do some people choose to live near volcanoes? Evolution and inheritance				Autumn 2 Which period of history had the most brutal punishments for people who committed crimes? Why do some people choose to live near volcanoes? Light			
	Writing				Y6 unit – PVPG Application Unit Guide – Non-Chronological Report – Bandits, Outlaws, and Pirates (fictional)			Y6 unit – PVPG Application Unit Guide – Recount Letter – Hansel's Escape
Punctuation and Grammar								
Spelling <small>(Review previous years first Teach year group standard next)</small>	Assessments	Consonants and Vowels	Compound words	Introduction to morphology	-s / -es / -y / -an / -an / -ic / -al / ism / ist	-ed / -ing (verbs) / -ly / -er / -or / trans- / -ate / com- / con- / co- / cor- / col-		
Key Texts								
Spring 1 Who were the Vikings and how did they live? How has the local economy of St Ives changed over time? Animals including humans – the human circulatory system					Spring 2 Who were the Vikings and how did they live? How has the local economy of St Ives changed over time? Living things and their habitats			
Writing					Y6 unit – Instructions – How to Train Your Dragon	Buffer Weeks		
Punctuation and Grammar						PVPG Review		
Spelling <small>(Review previous years first Teach year group standard next)</small>	-less / -ing / -ed (stressed vowel) / -ceive / -cept-	-ing (verbs) / -ion / -ion / -ous / dis- / dif- / di-	-ful / -ly / -ion / -ion / -ise / -fy- / -fic- / -fice- / -al / -fact / -fect / -face / -fice / magn-	-ness / -ing / -ed (adjectives) / -ish / -esque				
Key Texts		Y6 – How to Train Your Dragon		Y6 – Circulatory System – Grammarsaurus model text				
Summer 1 What was the Shang Dynasty and how did they live? Why is China so important to global trading? Electricity					Summer 2 What was the Shang Dynasty and how did they live? Why is China so important to global trading? Looking after our environment			
Writing			Buffer Weeks					Y6 Poetry – Immigration and Emigration
Punctuation and Grammar								Haiku and Fibonacci Poetry
Spelling <small>(Review previous years first Teach year group standard next)</small>	Inter- / -ject- / -struct- / -spect / -ary / -ery / post- / fore- / -frag- / -fract- / -frage	Trans- / -port- / -ant / -ance / -ent / -ence / -fer- / -age						Buffer weeks
Key Texts								Y6 – Haiku and Fibonacci – Grammarsaurus model text