

Topics	There's No Place Like Home - Yorkshire	The Mysterious Maya	Hola Mexico	Anglo Saxon Invaders and Settlers	Vicious Vikings A Force to be Reckoned With!	Biomes O'Plenty
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Key Text WRITING	 	 NON-FICTION TEXTS ABOUT BARN OWLS	 	 	  NON-FICTION TEXTS ABOUT THE VIKINGS	
Whole Class READING	 				 	 
Supplementary Texts	Poetry Focus Rising Stars Timed Tests First News	Non-Fiction Focus: The Ancient Maya Rising Stars Timed Tests First News	Non-Fiction Focus: Mexico Rising Stars Timed Tests First News	Non-Fiction Focus: The Anglo-Saxons Rising Stars Timed Tests First News	Non-Fiction Focus: The Vikings Rising Stars Timed Tests First News	Non-Fiction Focus: Biomes Rising Stars Timed Tests First News
Storytime						
Reading for Pleasure Texts	Library	Library	Library	Library	Library	Library
Poems	Nature poems inspired by Robert MacFarlane		Beowulf		The River's Story by Brian Pattern or Harry Potter poems	
Non-Fiction Text	British Wildlife	The Maya Civilisation	Mexico	The Anglo-Saxons	The Vikings	Biomes / Rainforest
Writing Text Type	<ul style="list-style-type: none"> <li><b>Narrative: Adventure</b> The Iron Man: Descriptive writing in the style of Ted Hughes.</li> <li><b>Poetry</b> The Lost Words Poetry: Compose poems that focus on endangered British animals.</li> </ul>	<ul style="list-style-type: none"> <li><b>Non-Fiction: Non-Chronological Reports</b> Barn Owls: Precising skills focus, note-taking and writing cohesive paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li><b>Narrative: Myth</b> The Hero Twins: Setting descriptions of the 'Houses' endured by the Hero Twins.</li> <li><b>Persuasive Writing</b> Holiday Brochure: A Tourist's Guide to Chichen Itza</li> </ul>	<ul style="list-style-type: none"> <li><b>Narrative: Historical / Legend</b> Beowulf: Character and setting descriptions.</li> <li><b>Narrative: Horror</b> The Wolves in the Wall: Setting, character and atmosphere</li> </ul>	<ul style="list-style-type: none"> <li><b>Narrative: Horror Continued</b> The Wolves in the Wall: Setting, character and atmosphere descriptions that include dialogue.</li> <li><b>Non-Fiction: Balanced Argument</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Narrative: Fantasy</b> The Philosopher's Stone Setting, character and atmosphere descriptions that include dialogue.</li> <li><b>Non-Fiction: Letter and Diary Writing</b> Harry's 11<sup>th</sup> birthday diary entry</li> </ul>

				descriptions that include dialogue.	Should the Vikings stay in Denmark?	
<b>Grammar and Punctuation</b>	<ul style="list-style-type: none"> <li>Figurative Language: simile, metaphor, onomatopoeia, personification and alliteration.</li> <li>Linking ideas across paragraphs using adverbials of time, place and number.</li> <li>Use expanded noun phrases to convey complicated information concisely.</li> <li>Apostrophe for possession.</li> </ul>	<ul style="list-style-type: none"> <li>Devices to build cohesion, including adverbials of time, place and number.</li> <li>Relative pronouns and relative clauses.</li> <li>Compound sentences using coordinating conjunctions.</li> </ul>	<ul style="list-style-type: none"> <li>Complex sentences and commas for subordination.</li> <li>Brackets for parenthesis.</li> <li>Dashes for parenthesis.</li> <li>Commas for parenthesis.</li> <li>Inverted commas.</li> <li>Prepositions and prepositional phrases.</li> <li>Using modal verbs or adverbs to indicate degrees of possibility.</li> </ul>	<ul style="list-style-type: none"> <li>Prepositions and prepositional phrases.</li> <li>Inverted commas.</li> <li>Apostrophe for contraction.</li> <li>Apostrophe for possession.</li> </ul>	<ul style="list-style-type: none"> <li>Indicating degrees of possibility using modal verbs: might, should, will etc.</li> <li>Indicating degrees of possibility using adverbs: perhaps, surely etc.</li> <li>Devices to build cohesion within a paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>Using commas to clarify meaning or avoid ambiguity in writing.</li> </ul>
<b>Spelling</b>	Investigate, define and spell words that sound like shus and are spelt cious and tious. Investigate, define and spell words that sound like shul and are spelt with the ending cial and tial.	Investigate, define and spell words that end in ant, ent, ance, ence, ancy and ency.	Investigate, define and spell words that end in able, ible, ably and ibly. Investigate, define and spell words with the ee sound spelled ie or ei after c.	Investigate, define and spell words with the ee sound spelled ie or ei after c. Investigate, define and spell words spelt with the letter string ough.	Investigate, define and spell words that have silent letters. Investigate, define and spell homophones and near homophones.	Convert nouns or adjectives into verbs using suffixes. Focus: ate, ise, en and ify. Investigate, define, spell and use verb prefixes. Focus: <i>re. mis, de and dis.</i>
Use dictionaries to check the spelling and meaning of words and use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. Continue to investigate, define and spell words from the statutory word-lists for years 3 and 4 and years 5 and 6. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1.						