

Curriculum Planner 2017-18

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>GPS / Phonics/ Spelling</p> <p>May change the order of these objectives.</p>	<p>Recap Y2 common exception words.</p> <ul style="list-style-type: none"> Adding suffixes beginning with vowels to words of more than one syllable The i sound spelled y The u sound spelled ou The prefixes dis- and mis- The prefixes in- ir- im- and il- The prefixes re- and inter- <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> Using a dictionary Dictionary definitions. <p><u>Grammar:</u></p> <ul style="list-style-type: none"> Parts of a sentence (verbs) Parts of a sentence (nouns and adjectives) Parts of speech Sentences and phrases <p><u>Punctuation:</u></p> <ul style="list-style-type: none"> Final punctuation Commas after fronted adverbials. <p>Handwriting following CGP books.</p>	<ul style="list-style-type: none"> The prefixes sub- and super- The prefixes anti- and auto- The suffix -ation Adding the suffix -ly to words ending with y The pattern -sure as in measure The endings -ture and -cher <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> Guide words Using a dictionary <p><u>Grammar:</u></p> <ul style="list-style-type: none"> Pronouns to avoid repetition Noun phrases Using pronouns to make your writing clear <p><u>Punctuation:</u></p> <ul style="list-style-type: none"> Capital letters Apostrophes to show possession <p>Handwriting following CGP books.</p>	<ul style="list-style-type: none"> The ending -sion The ending -ous The endings -tion, -sion, -ssion and -cian The k sound spelled ch The sh sound spelled ch <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> Root words Word families <p><u>Grammar:</u></p> <ul style="list-style-type: none"> The present perfect tense Conjunctions Adverbs and adverbials Fronted adverbials <p><u>Punctuation:</u></p> <ul style="list-style-type: none"> Apostrophes for possession Apostrophes to show possession (2) <p>Handwriting following CGP books.</p>	<ul style="list-style-type: none"> The sound k spelled -que and the sound q spelled -gue. The sound s spelled sc The sound ay spelled ei, eigh and ey The possessive apostrophe with plural words. Homophones and near homophones (1). <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> Nouns with prefixes Word families (2) <p><u>Grammar:</u></p> <ul style="list-style-type: none"> Conjunctions (2) Adverbs (1) Revising conjunctions Conjunctions to express time and cause <p><u>Punctuation:</u></p> <ul style="list-style-type: none"> Speech marks Punctuating direct speech <p>Handwriting following CGP books.</p>	<ul style="list-style-type: none"> Homophones and near homophones (2, 3 and 4) <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> Word families Nouns with prefixes <p><u>Grammar:</u></p> <ul style="list-style-type: none"> Adverbs (2) Prepositions of place Plural or possessive? Paragraphs <p><u>Punctuation:</u></p> <ul style="list-style-type: none"> Speech marks (2) Punctuating direct speech (2) <p>Handwriting following CGP books.</p>	<ul style="list-style-type: none"> Y3/4 word list. <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> Recap Standard English word choices <p><u>Grammar:</u></p> <ul style="list-style-type: none"> Recap Paragraphs (2) Standard and non-standard verbs <p><u>Punctuation:</u></p> <ul style="list-style-type: none"> Prepositions of time A or an? <p>Handwriting following CGP books.</p>
<p>English Reading / Rich Texts</p>	<p>Non-fiction: Example recount.</p> <p>Non-fiction: <i>Breath by Claire Llewellyn and Feathered record breakers (Treasure house)</i></p> <p>Non-fiction: Example of instructions.</p> <p>Poetry: Harvest?</p>	<p>Fiction: ...</p> <p>Poetry: <i>Twas the night before Christmas (Treasure house).</i></p>	<p>Fiction: Escape from Pompeii by Christina Balit.</p> <p>Non-fiction: Example of a Non-chronological report.</p> <p>Poetry:</p>	<p>Fiction: Jack and the Bean Stalk (Pie Corbett - The bumper book of storytelling into writing)</p> <p>Non-fiction:</p> <p>Poetry:</p>	<p>Fiction: <i>The owl who was afraid of the dark (Treasure house)</i></p> <p>Non-fiction: <i>What is the sun? (Treasure house)</i></p> <p>Poetry: <i>What is the sun? (Treasure house)</i></p>	<p>Fiction: <i>The Great Kapok Tree</i> by Lynne Cherry.</p> <p>Non-fiction: Example of Persuasive Writing.</p> <p>Poetry:</p>

<p>English Writing Opportunities</p> <p>Some Collins Treasure House, some Pie Corbett resources</p>	<p>Non-fiction: Recount of Summer holiday.</p> <p>Non-fiction: Write fact files on a class topic, using varied layouts and a formal impersonal style.</p> <p>Poetry: Harvest?</p> <p>Non-fiction: Write instructions for how to make a pizza/sandwich.</p> <p>Guided reading: Big Cats (Y3 Reading Explorers).</p>	<p>Fiction: Write a myth/legend? Daedalus, Icarus and the Laybrinth - Early civilisations L6. - myth?</p> <p>Poetry: Rewrite an extract from The Night before Christmas using different rhyming words.</p>	<p>Fiction: Write own narrative based on Escape from Pompeii by Christina Balit (KS2 History).</p> <p>Non-fiction: Research Roman way of life and write a non-chronological report - L6 Romans: Invaders and Settlers.</p> <p>Poetry:</p>	<p>Fiction: Write a traditional tale.</p> <p>Non-fiction:</p> <p>Poetry:</p> <p>Guided reading: Killer Plants (Y3 Reading Explorers).</p> <p>Fee Fi Fo Fum Plants (Y3 Reading Explorers).</p>	<p>Fiction: Write a story continuation about the story's main character facing a challenge.</p> <p>Non-fiction/Poetry: Write non-fiction information texts and contrasting metaphorical poems.</p>	<p>Fiction: write own dilemma stories based on The Great Kapok Tree by Lynne Cherry (KS2 History).</p> <p>Non-fiction: Persuasive writing - saving the rainforest - L5 Rainforests.</p> <p>Poetry:</p> <p>Guided reading: Recycle, Recycle (Y3 Reading Explorers).</p> <p>Pollution - an acrostic poem (Y3 Reading Explorers).</p>
<p>Topic History / Geography</p> <p>PlanBee resources</p>	<p>Where does our food come from?</p> <p>Potential visit to a local farm/supermarket- L6</p>	<p>Early Civilisations</p>	<p>Romans</p> <p>Village Settlers</p>	<p>N/A</p>	<p>Mayans →</p> <p>Earning a living/Rainforests →</p>	
<p>Science</p> <p>PlanBee resources/ Collins Snap Science</p>	<p>Health and movement</p> <p>Visit a local supermarket - L1</p>	<p>Eating and digestion</p>	<p>N/A</p>	<p>How Plants Grow</p>	<p>Light and shadow</p>	<p>Changing sound</p>
<p>Maths</p> <p>Collins Busy Ant Maths</p>	<p>Number and Place Value</p> <p>Addition and Subtraction</p> <p>Geometry - Properties of Shape</p> <p>Multiplication and Division</p> <p>Fractions</p> <p>Measurement (mass)</p>	<p>Addition and Subtraction</p> <p>Decimals</p> <p>Geometry</p> <p>Measurement (mass)</p> <p>Multiplication and Division</p> <p>Measurement (time)</p>	<p>Number and Place Value</p> <p>Addition and Subtraction</p> <p>Properties of Shape</p> <p>Multiplication and Division</p> <p>Fractions</p>	<p>Measurement (length)</p> <p>Addition and Subtraction</p> <p>Statistics</p> <p>Multiplication and Division</p> <p>Fractions/Decimals</p>	<p>Multiplication and Division</p> <p>Fractions/Decimals</p> <p>Measurement (perimeter)</p> <p>Number and Place Value</p> <p>Addition and Subtraction</p> <p>Properties of Shape</p>	<p>Multiplication and Division</p> <p>Fractions</p> <p>Measurement (volume and capacity)</p> <p>Addition and Subtraction (money)</p> <p>Measurement (time)</p>
<p>Art</p> <p>Some PlanBee resources</p>		<p>Make clay tablets and record symbols of first writing systems - L2 Early civilisations.</p>	<p>Draw or paint a detailed portrait of Boudicca based on a given description - L4 Invaders and Settlers</p> <p>Design and make Roman mosaics.</p>	<p>Drawing for Science observations - Bean diary etc.</p> <p>Art linked to plants/flowers - Van Gogh?</p>	<ul style="list-style-type: none"> Mayan masks Pottery Maya Jewellery Maya houses Headdresses Weaving <p>These are just ideas.</p>	<p>Create a large display showing the different levels of the rainforest - L2 Rainforests.</p>

Design Technology	Try a variety of Italian foods (Where does our food come from L5). Make pizza/sandwiches.	N/A	Build an aqueduct from Lego or building blocks. Design your own village - L5 village settlers.	Make bird seed cakes - L6 How plants grow.	Make a Shadow puppet theatre - L3.	Create a guitar.
Computing 100 Computing lessons May change the order of these objectives.	<ul style="list-style-type: none"> To understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. To use technology safely, respectfully and responsibly. 	<ul style="list-style-type: none"> To debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts; use sequence and repetition in programs; use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 	<ul style="list-style-type: none"> To use search technologies effectively. To use technology safely, respectfully and responsibly. 	<ul style="list-style-type: none"> To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts; use sequence and repetition in programs; use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 	<ul style="list-style-type: none"> To select, use and combine a variety of software to design and create a range of content that accomplish given goals, including collecting and presenting data and information. 	<ul style="list-style-type: none"> To use search technologies effectively. To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
RE	Big Question: What does it mean to be part of the global faith/family?	Big Question: How do Christians celebrate Christmas?	Big Question: What is the Trinity?	Big Question: Why do Christians call the day that Jesus died 'Good Friday'?	Big Question: What do Muslims believe?	Big Question: What does it mean to be a Muslim?
PE Planned by Top Coaching	Various sports planned by Top Coaching.					