

LITERACY LONG TERM PLAN

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Loch Ness Monster (bridging unit) Sparks Might Fly	The Great Plague	The Art of Food	Passport to Europe	Water, Water Everywhere	Hunted
Text Types	Stories with fantasy settings Explanations Film and playscripts	Fairy tales Classic poetry Recount: newspapers	Stories with issues and dilemmas Persuasion	Novel as a theme Non-chronological reports	Stories with a theme Poems with a structure Information booklets	Folk tales Debate Poems on a theme (optional)
Writing	Explore, identify and create complex sentences using a range of conjunctions e.g. subordinating conjunctions to show cause and effect – because, if,	Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i> · Use commas to mark clauses in complex sentences. · Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i> · Read and analyse a fairy tale in order to plan and write their own versions. · Discuss and record ideas for	Create complex sentences with adverb starters e.g. <i>'Silently trudging through the snow, Sam made his way up the mountain.'</i> · Use inverted commas and other punctuation to indicate direct speech e.g. <i>'The tour guide announced, "Be back here at four o' clock."'</i> · Read and analyse narrative in order to plan and write their own versions. · Discuss and record ideas for planning e.g. <i>story mountain.</i> · Develop settings and characterisation	Use nouns for precision. · Explore, identify, collect and use noun phrases. · Identify, select and effectively use pronouns. · Explore, identify and use Standard English verb inflections for writing e.g. <i>We were instead of we was; I was instead of I were; I did instead of I done.</i> · Improve and compose dialogue, demonstrating their understanding of Standard and non-Standard English. · Create sentences with fronted	Explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces. · Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i> · Use commas to mark clauses in complex sentences. · Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled.</i> · Use commas after fronted adverbials.	Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i> · Use apostrophes for singular and plural possession e.g. <i>the dog's bone and the dogs' bones.</i> · Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i>
Grammar						

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	<p>therefore, as a result, this causes, which causes, consequently.</p> <ul style="list-style-type: none"> Use commas to mark clauses in complex sentences. Discuss and record ideas for planning e.g. <i>text map, non-fiction bridge, boxing-up text types to create a plan.</i> Use paragraphs to organise writing in non-fiction text. Link ideas across paragraphs. Generate and select from vocabulary banks e.g. subordinating conjunctions to show time; subordinating conjunctions to show cause and effect; technical language appropriate to explanations. 	<p>planning e.g. <i>chunk a plot.</i></p> <ul style="list-style-type: none"> Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative. Plan and write an opening paragraph which combines setting and character. Improvise and compose dialogue. Link ideas across paragraphs using fronted adverbials. 	<p>using vocabulary to create emphasis, humour, atmosphere.</p> <ul style="list-style-type: none"> Plan and write an opening paragraph which combines the introduction of a setting and character/s Use paragraphs to organise writing in fiction texts. 	<p>adverbials for 'when' and 'where'</p> <ul style="list-style-type: none"> Read and analyse narrative in order to plan and write own version. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative Discuss and record ideas for planning e.g. <i>story board, boxing-up text types to create a plan.</i> Develop settings and characterisation using vocabulary to create atmosphere. Plan and write an opening paragraph which combines the introduction of a setting and character/s. Link ideas across paragraphs using fronted adverbials for when and where e.g. <i>Several hours</i> 	<ul style="list-style-type: none"> Link ideas across paragraphs using fronted adverbials for when and where e.g. <i>Several hours later...</i>, <i>Back at home...</i> Use apostrophes for singular and plural possession e.g. <i>the dog's bone and the dogs' bones.</i> Use different sentence structures. Read and analyse narrative in order to plan their own versions. Discuss and record ideas for planning e.g. <i>boxing-up text types to create a plan.</i> Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. 	<ul style="list-style-type: none"> Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i> Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled.</i> Read and analyse narrative in order to plan and write their own. Identify and discuss the purpose, audience, language and structures of narrative for writing. Discuss and record ideas for planning. Develop settings and characterisation
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				<p><i>later... Back at home...</i></p> <ul style="list-style-type: none"> Generate and select from vocabulary banks e.g. <i>powerful adverbs, adverbial phrases.</i> 	<ul style="list-style-type: none"> Generate and select from vocabulary banks e.g. adverbial phrases, technical language, persuasive phrases and alliteration. Proofread to check for errors in spelling, grammar and punctuation. 	<ul style="list-style-type: none"> using vocabulary to create emphasis and humour. Plan and write an opening paragraph which combines the introduction of a setting and character(s). Link ideas within paragraphs e.g. <i>fronted adverbials for when and where.</i> Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.
Reading	<ul style="list-style-type: none"> Use prefixes to understand meanings e.g. <i>in-, ir</i> Regularly listen to whole novels read aloud by the teacher. Explore the meaning of key vocabulary within 	<ul style="list-style-type: none"> Listen to, read and discuss a fairy tale. Explain the meaning of key vocabulary within the context of the text. Use dictionaries to check meanings of words in the texts they read. 	<ul style="list-style-type: none"> Listen to, read and discuss a range of fiction and poetry in different forms e.g. film clips, storytelling, poetry reading. Regularly listen to whole novels read aloud by the teacher. 	<ul style="list-style-type: none"> Listen to, read and discuss a range of fiction. Regularly listen to whole novels read aloud by the teacher. Read books and texts, which are structured in different ways, for a 	<ul style="list-style-type: none"> Listen to, read and discuss a range of fiction in different forms e.g. folk tales Explain the meaning of key vocabulary within the context of the text. Identify, discuss and collect effective 	<ul style="list-style-type: none"> Use prefixes to understand meanings e.g. <i>sub-, inter-, anti-, auto-</i>. Listen to, read and discussing a range of fiction in different forms. Explain the meaning of key

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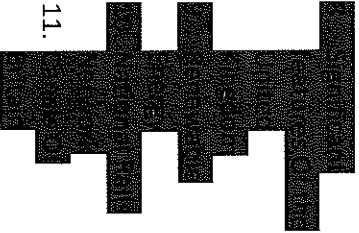
<p>the context of the text.</p>	<ul style="list-style-type: none"> Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes. Use dictionaries to check meanings of words in the texts that they read. Make predictions based on information stated and implied. Demonstrate active reading strategies e.g. generate questions, find answers, refine thinking, modify questions, construct images. Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. 	<ul style="list-style-type: none"> Identify and discuss effective words and phrases which capture the reader's interest and imagination. Demonstrate active reading strategies e.g. raising questions and answers. Orally retell a fairy story. Make predictions based on information stated and implied. Justify responses to the text using PE prompt (point + evidence). Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. Identify, analyse and discuss themes e.g. <i>safe and</i> 	<ul style="list-style-type: none"> Explain the meaning of key vocabulary within the context of the text. Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes. Use dictionaries to check meanings of words in the texts that they read. Make predictions based on information stated and implied. Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. Draw inferences around characters' thoughts, feelings, actions and motives, 	<p>range of purposes and respond in a variety of ways.</p> <ul style="list-style-type: none"> Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination. Explain the meaning of key vocabulary within the context of the text. Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. Draw inferences around characters' thoughts, feelings, 	<p>words and phrases which capture the reader's interest and imagination e.g. metaphors, similes.</p> <ul style="list-style-type: none"> Make predictions based on information stated and implied. Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. Prepare for research by identifying what is already known about the subject and key questions to structure the task. 	<p>vocabulary within the context of the text.</p> <ul style="list-style-type: none"> Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes. Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. Make predictions based on information stated and implied. Identify main ideas drawn from more than one paragraph and
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	<ul style="list-style-type: none"> - Make and respond to contributions in a variety of group situations e.g. whole class, independent reading groups, book circles. 	<p><i>dangerous, just and unjust.</i></p>	<p>and justify with evidence from the text using point and evidence.</p> <ul style="list-style-type: none"> - Identify main ideas drawn from more than one paragraph and summarising these e.g. <i>character is evil because 1/2/3 reasons.</i> - Make and respond to contributions in a variety of group situations e.g. <i>whole class, independent reading groups, book circles.</i> - Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning 	<p>actions and motives, and justify with evidence from the text using point and evidence.</p> <ul style="list-style-type: none"> - Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. - Orally retell a range of stories. - Make and respond to contributions in a variety of group situations e.g. <i>whole class, independent reading groups, book circles.</i> 	<ul style="list-style-type: none"> - Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. - Develop, agree on and evaluate rules for effective discussion. - Make and respond to contributions in a variety of group situations e.g. <i>whole class, independent reading groups, book circles.</i> 	<p>summarising these e.g. <i>character is evil because... 1/2/3 reasons.</i> Orally retell a range of stories, including less familiar fairy stories, myths and legends.</p> <ul style="list-style-type: none"> - Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point: evidence. - Identify, analyse and discuss themes e.g. <i>safe and dangerous, just and unjust, origins of the earth, its people and animals.</i> - Analyse and compare a range of plot structures.
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							Analyse and evaluate texts looking at language, structure and presentation.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	<p>Food and Digestive systems</p> <ol style="list-style-type: none"> 1. Ecosystems 2. Food Chains 3. Changes In habitats <i>Digestive system</i> 4. Purpose and parts 5. Teeth types 6. Healthy teeth 7. Investigation into healthy teeth. 8. 	<p>Sound</p> <ol style="list-style-type: none"> 1. Exploring sound 2. How does sound travel? 3. How do we hear sound? 4. Volume and distance 5. Changing the volume of sound 6. Changing the pitch 	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. ■■■■ 	<p>Classification</p> <ol style="list-style-type: none"> 1. Learn what classification is 2. Understanding classification keys 3. Vertebrates 4. Invertebrates 5. Sorting vertebrates and invertebrates 6. Plants vascular and non 	<p>Electrical Circuits and Conductors</p> <ol style="list-style-type: none"> 1. The components of a circuit 2. A series circuit 3. Fixing a circuit 4. Conductivity 5. Investigating conductive and non conductive 6. Understanding plugs 7. 	
History	<p>Invasion</p> <ol style="list-style-type: none"> 1. Timeline of invaders to Britain post Romans. 2. Significant events of the early middle ages. 3. Anglo Saxon Invasion. 	<p>Invasion</p> <ol style="list-style-type: none"> 1. Viking Raids What occurred? 2. Surrender or fight back? 3. King Athelstan: How was he significant? 4. The Norman Invasion 			<p>Ancient Civilisations</p> <ol style="list-style-type: none"> 1. Learn what a civilisation is and introduce the Sumer civilisation 2. The ancient Sumer , first civilisation that flourished due to being near the fertile 	<p>Ancient Civilisations</p> <ol style="list-style-type: none"> 1. Ancient Egypt 2. City life in ancient Egypt 3. Hierarchy in ancient Egypt 4. Role of the Pharaoh 5. Egyptian tombs and what they have taught us.

	<ol style="list-style-type: none"> 4. Anglo Saxon kingdoms 5. Anglo Saxon Every day life 6. The first Viking Landing? What happened? 	<ol style="list-style-type: none"> 5. The Coppergate Dig : Report 6. The Coppergate Dig Labelling artefacts: What have we discovered about Viking life? 7. The Coppergate dig : What have we learnt about Viking housing? 		<ol style="list-style-type: none"> 3. Crescent for food and water. 3. The food and farming of the ancient Sumerian 4. Sumerian Inventions that changed lives 5. The Sumerian city states 6. Hierarchy of ancient Sumer 7. First Emperor 	<ol style="list-style-type: none"> 6. Compare and Contrast two civilisations.
<p>Geography</p>	<ol style="list-style-type: none"> 1. Compass Points 2. Four Figure Grid references 3. Six Figure Grid references 4. Tropics Of Cancer And Capricorn 5. Countries In North And south America 6. Geographical Characteristics 	<ol style="list-style-type: none"> 7. Life In North and South America 	<p>Rivers</p> <ol style="list-style-type: none"> 1. The physical parts of a river 2. Rivers, seas, and oceans transform landscapes via solution suspension saltation and traction. 3. Locate significant 	<ol style="list-style-type: none"> 7. Topography and contour lines 8. Mountains of UK 9. Mountains Of World 10. The water cycle 11. Case study Of floods 12. 	

	<p>Of North And South America</p>		<p>4. Rivers uses for humans as a natural flowing source. 5. Mountains 6. Mountain types ></p>		<p>Clay Sculptures 1. Figure drawing 2. Statues ancient and modern 3. Clay sculpture using an armature 4. Making a Sumner style figurine 5. Decorating a Sumner style figurine 6. Evaluating figurines</p>	
<p>Art</p>	<p>Warp and Weft 1. Anglo Saxon and Viking Weaving : Make a paper loom 2. Warp and weft 3. Make a cardboard loom 4. Investigate weaving patterns 5. Designing Weaving patterns 6. Creating Wall Hangings 7.</p>		<p>Landscapes 1. Mountainous landscapes 2. Atmospheric perspective pen , pencil watercolour 3. Warm and cool colours 4. Creating own landscape 5. Evaluating landscapes</p>			

	Evaluate Wall hangings					
DT	Fresh Food Good Food <ol style="list-style-type: none"> How to keep Food Fresh Investigating food packaging Package designs and nets Making a healthy snack Designing aa healthy packaged snack Making a healthy packaged snack Evaluating 	Functional And Fancy Fabrics <ol style="list-style-type: none"> Explore fabrics of William Morris Learn how to use block printing Learn to hem Design a William Morris inspired fabric Make a William Morris inspired fabric Evaluate their fabric 	Simple Machines <ol style="list-style-type: none"> Identify simple machines Use simple machines Make simple machines Making a design to move Egyptian stone Evaluate simple machines 			
ICT	Staying Safe Online <ol style="list-style-type: none"> What is cyber crime? Write algorithms Work with variables in a program 	Evaluating Digital Content <ol style="list-style-type: none"> Naming devices on a network Explain the purpose of certain devices on the network 	Scratch Algorithms and debugging <ol style="list-style-type: none"> Abstraction what is important not important in a model and how a computer uses this in for 	Programming <ol style="list-style-type: none"> Explore Kodu to learn about computing language Program onto blank project with Kodu. 		

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	<p>4. Use a conditional loop in a program</p> <p>5. Explain how to make passwords secure.</p>		<p>example a game.</p> <p>2. Logical reasoning to solve problems</p> <p>3. Write a program with a sequence of instructions</p> <p>4. Use logical reasoning to debug a program.</p> <p>5. Explain how they debugged a program.</p>			
RE	<p>People The family Of God in Scripture Called Confirmation a call to witness</p>	<p>Gift God's gift of love and friendship in Jesus Community Life in the local Christian community: ministries in the parish</p>	<p>Giving and receiving Living in communion Self Discipline Celebrating growth to new life</p>	<p>New Life To hear and live the Easter message.</p>	<p>Building Bridges Admitting wrong, being reconciled with God and each other Sacrament of Reconciliation</p>	<p>God's people Different saints show people what God is like.</p>