Curriculum Overview: Studland A

	Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
	Living in the UK	**Traditional Tales**	**Christmas**	**Great Fire of London**	**Mary Anning**	**Zoom!**	**Being Me**

History, Geography, Science, DT, Art, RE, Music, Computing, PE (subject column)

Autumn 1 – Living in the UK

-Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South poles
-Name locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
-use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage
Seasonal changes
- observe changes across the 4 seasons
- observe and describe weather associated with the seasons and how day length varies
Everyday materials
- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties
- working scientifically to test materials for different seasons
Mechanisms (make a season wheel)
- use a hole punch
- use paper fasteners
Ext wr: instructions – how to make a season wheel
Painting – Canvas of the weather

Creating media – weather reporters (Movie Maker)
- use technology purposefully to **create**, organise, store manipulate and retrieve digital content
℗ Make a film
℗ Write a weather report for your class

How do people show that they are thankful for what they have? (Harvest festivals – pan-religious)

Autumn 2 – Traditional Tales

Textiles - puppet making
℗ Make a puppet
℗ Put on a shadow puppet play

What makes a text sacred? Special books (Christianity, Islam, Judaism)
Ext wr: report – what makes a text sacred?

Dance: explorers (Complete PE)
- use expression and emotion to a character
- control and coordinate their bodies that represent an explorer (LRRH) getting ready for a mission
- perform a sequence with a partner
- create and perform a motif to an audience

Esafety
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns

Autumn 2 – Christmas

Why do Christians celebrate Christmas? (Christianity)

Creating art – creating a digital Christmas card (Publisher)
- use technology purposefully to **create**, organise, store manipulate and retrieve digital content

Exploring singing/performance – Christmas production

Spring 1 – Great Fire of London

Events beyond living memory that are significant nationally or globally

Ext wr: News report about the fire

Settlements: Comparing London as a city to Bere Regis as a town

Creating text – word processing (Word)
- use technology purposefully **to create**, organise, store manipulate and retrieve digital content

Collage - Tissue paper

The Great Fire of London (Hamilton Trust)
· Take part in singing showing awareness of melody
· Follow instructions on how and when to sing/play an instrument.
· Take notice of others when performing.
· Sing songs in ensemble following the tune (melody) well.
· Carefully choose instruments to combine layers of sound, showing awareness of the combined effect
· Use own voice in different ways, including using a loud or soft voice and sing simple repeated phrases
· Create/ improvise repeated patterns (ostinati) with a range of instruments.
· Begin to represent sounds with drawing
· Use changes in dynamics, timbre and pitch to organise music.
· Know music can be played or listened to for a variety of purposes (in history/ different cultures).
· Describe basic elements of a piece of music (e.g. pace, volume, emotion)

Spring 2 – Mary Anning

Significant historical events, **people** and places in their own locality
℗ Produce rubbings of fossils
℗ Take a trip to the seaside

Ext wr: letter about discoveries

Use basic geographical vocabulary to refer to key physical features, including: **beach, cliff, coast,** forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather

Uses of everyday materials
identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
℗ Build a bridge and test its strength
find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Sculpture - clay fossils

How do we celebrate Spring? Easter and Varsha-Pratipada (Hindu New Year) (Christianity and Hinduism)

Summer 1 – Zoom!

The lives of significant individuals in the past who have contributed to national and international achievements (some should be used to compare aspects of life in different periods)
Ext wr: report writing – about an influential individual

Structures: model vehicles
- Cut wood with a hacksaw and bench hook
- Use sandpaper to smooth cut ends of wood
- join wooden components with glue
-watch and adult using a glue gun
- Use Jinks' corners to strengthen structures **Mechanisms**
- put wheels on axles to make a moving vehicle

Programming – Scratch/Logo to make a car move
-understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
-create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs

Machine Music (MC):
- Hear and identify the pulse in music.
- Use voice to good effect understanding the importance of warming up first.
- Effectively choose, order, combine and control sounds (texture/ structure).
- Create a simple rhythm by clapping or using percussion
- Use sound to create abstract effects (including using ICT)
- Create sequences of long and short sounds- rhythmic patterns (duration) in different ways – e.g hitting, blowing, shaking, clapping.
- Perform in ensemble with instructions from the leader.
- Carefully choose sounds to achieve an effect (including use of ICT).
- Recognise changes in timbre (sound quality smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low).
- Listen for different types of sounds and Know how sounds are made and changed.
- Make sounds with a slight difference, with help.
- Change sounds to suit a situation.
- Make own sounds and symbols to make and record music.
- Follow a simple piece of written rhythmic notation
- Describe how an instrument has been used to represent a sound or object (e.g. a flute for a bird or a drum for thunder)

Gym: pathways (Complete PE)
- explore different pathways, creating linked movements
- explore zig-zagged vs curved pathways
- create own sequence

Summer 2 – Being Me

Animals, including humans
- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
Ext wr: explanation – how does my body work

Drawing – pencil line self-portraits (using half photographs)
℗ create a piece of art for an exhibition
About the work of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Food
- name familiar foods
- know where food comes from
- group familiar foods e.g. as fruit or vegetables, and understand the need for a mixture of foods in a healthy diet
- work hygienically and safely
- cut, grate and peel foods using tools and hands
-mix ingredients with hands or a spoon
- use simple measuring aids (spoons, cups, scoops)
-prepare foods for cooking in an oven

Creating media – TV chefs, filming the steps of a recipe (Movie Maker)
- use technology purposefully to **create**, organise, store manipulate and retrieve digital content

How do people welcome new babies? (Christianity, Islam, Judaism)
℗ Make biscuits

English

Living in the UK	**Traditional Tales**	**Christmas**	**Great Fire of London**	**Mary Anning**	**Zoom!**	**Being Me**

Living in the UK
Writing to entertain: poetry (Poems on a theme –the seasons)
- use finger spaces between words
- use noun phrases which add detail to description
- *appreciate rhymes and poems and recite some by heart with appropriate intonation to make the meaning clear (R)*
- *write poetry*
℗ Learn a poem off by heart
♣ gain, maintain and monitor the interest of the listener(s)
♣ consider and evaluate different viewpoints, attending to and building on the contributions of others
Writing to inform: reports (a weather forecast)
- use capital letters and full stops to mark sentences
- use adverbials of time (first, then, next, after, later, then next day)
- use apostrophes to mark possession (June's weather)
♣ use relevant strategies to build their vocabulary
℗ perform in front of your class

Traditional Tales
Writing to entertain: stories (Traditional Tales – Little Red Riding Hood)
- *Orally rehearse sentences*
- use noun phrases which add detail to description
- use the progressive form for verbs e.g. was walking
- use exclamation sentences
- use exclamation marks, particularly in relation to speech
- begin to use inverted commas to mark direct speech
- use time sequence (when)
- *recognise simple recurring literary language in stories/ recognising and joining in with predictable phrases(R)*
- *becoming very familiar with traditional tales, retelling them and considering their particular characteristics (R)*
- *discuss the sequence of events in books and how items of information are related (R)*
♣ participate in discussions, presentations, **performances**, role play, improvisations and **debates**
♣ use relevant strategies to build their vocabulary

Great Fire of London
Writing to inform: letter (from a London resident, Samuel Pepys)
- use capital letter for first person 'I'
- use apostrophes to mark contractions
- use subordinating conjunctions in the middle of sentences (so, when, if, because)
- use noun phrases to inform (wooden houses, risky habit)
- use question marks
♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Mary Anning
Writing to inform: real recounts (Lyme Regis Trip)
* use adverbials of time (first, then, next, after, later, then next day)
- *write narratives about personal experiences*
- *make notes of important words which will help me write*
Writing to entertain: in character/role (Mary Anning, in role, recounting life)
- use coordinating conjunctions to link two main ideas (and, but, so, or)
write narrative about fictional experiences of others
♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

Zoom!
Writing to entertain: descriptions (description of a race)
- use noun phrases which add detail to description
- use capital letters and full stops to mark sentences
- *Use of suffix –ly to turn adjectives into adverbs*
℗ create a comic strip
Writing to inform: explanations (how does a car/plane work)
- *Use suffixes –er and –est to create comparative and superlative adjectives*
♣ participate in discussions, **presentations**, performances, role play, improvisations and debates
♣ use relevant strategies to build their vocabulary
Writing to entertain: stories (Literacy Shed, space video?)

Being Me
Writing to inform: instructions (how to make a recipe – lead in to TV show)
- use ordering conjunctions (when)
- use adverbials to order (first, firstly, next, after, later)
- use time sequence
- use commas to separate items in a list
♣ gain, maintain and monitor the interest of the listener(s)
♣ participate in discussions, **presentations**, performances, role play, improvisations and debates
Writing to entertain: poetry (Cheryl Moscowitz: can it be about me?)
- *appreciate rhymes and poems and recite some by heart with appropriate intonation to make the meaning clear (R)*
- *write poetry*

Statutory Spellings

Living in the UK	**Traditional Tales**	**Christmas**	**Great Fire of London**	**Mary Anning**	**Zoom!**	**Being Me**
Today, there, where, because, child, both, children, cold, great, sure,	Once, ask, friend, love, full, any, pretty, after, again, pass, path, who,	School, money, Christmas, parents, class, beautiful,	House, door, poor, busy, people, everybody, even	Kind, climb, only, many, break, father,	Go, so, push, pull, floor, behind, old, fast, last, past, move, prove, improve,	Love, mind, every, water, sugar, eye,

Maths – whole, hour, half   **PSHE** - bath

Visits: weather walk				Trip: fossil hunting Lyme Regis		Trip: Tesco Farm to Fork, or similar

Curriculum Overview: Studland B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Africa	**Titanic**	**Pattern**	**Bere Regis Locality Study**		**Kings and Queens**	**Habitats**

History, Geography, Science, DT, Art, RE, Music, Computing, PE

Autumn 1 – Africa

- name and locate the world's seven continents and five oceans
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area of a contrasting non- European country
- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South poles
- use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage

Animals, including humans
- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)

Food (African food)
- name familiar foods
- know where food comes from
- group familiar foods e.g. as fruit or vegetables, and understand the need for a mixture of foods in a healthy diet
- work hygienically and safely
- cut, grate and peel foods using tools and hands
- mix ingredients with hands or a spoon
- use simple measuring aids (spoons, cups, scoops)
- prepare foods for cooking in an oven
℗ make and taste flatbread
Ext writing: writing to inform – recipe.

Mechanisms (lever animal mouths- pg. 127)
- use levers and linkages to make a picture move
- assemble a lever to make a picture move
Sculpture – papier mache animals

℗make a mask
Exploring rhythm - Drumming workshops

Carnival of the animals (Hamilton Trust)
- Order sounds to create an effect (structure- beginnings/endings).
- Create short musical patterns.
- Control playing instruments so they sound as they should.
- Use pitch changes to communicate an idea.
- Start to compose melodies with two or three notes.
- Identify texture– one sound or several sounds?
- Say what they like or dislike about a piece of music and why
- Use voice in different ways to create different effects.
- Listen carefully and recall short rhythmic and melodic patterns.
- Start to look at basic formal notation- play by ear first.
℗ record different sounds and ask others to guess what they are

Dance: The Zoo (Complete PE)
- control and co-ordinate body to perform movements that represent big animals
- perform a sequence with a partner
- create and perform a motif to an audience

Autumn 2 – Titanic

Events beyond living memory that are significant nationally or globally

Drawing – pastel image of the Titanic

Researching - researching our topic (web browsers)

Spring 1 – Pattern

Link to maths

Printing – repeating patterns

Artists – repeating patterns (William Morris)

Creating art – repeating patterns and shapes (Publisher)
- use technology purposefully to create, organise, store manipulate and retrieve digital content

How is art used in Islam? (Islam)
Ext writing: writing to inform – information report on Islamic art.

Gym: body parts (Complete PE)
- explore balances using the 'big' and 'small' parts of our body on the floor and on apparatus
- explore adding movement combinations together to create mini-patterns/sequences- improve and evaluate a sequence

Spring 1 & 2 – Bere Regis Locality Study

Significant historical events, people and places in their own locality
- use simple compass directions and locational and directional language to describe the location of features and routes on the map
- use simple fieldwork and operational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols and a key
- Use basic geographical vocabulary to refer to key physical features, including: key human features: city, town, village, factory, farm, house, office, port, harbour, shop
℗ walk to a local landmark

Ext writing: writing to inform – real recount of village trip.

Textiles – Cross stitch

What can we find out about Christianity by visiting a local church? (Christianity)

Programming – Beebots
- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs

Creating media – create a presentation about Bere Regis, including photographs taken, text, hyperlinks to other pages; small groups each create a page about one feature (PowerPoint)
- use technology purposefully to create, organise, store manipulate and retrieve digital content

Changes Within Living History (Hamilton Trust)
- Imitate changes in pitch– high and low.
- Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration).
- Hear different moods in music.
- Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).
- Start to recognise different instruments.
- Listen to a piece of music, describing if it is fast or slow, happy or sad

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What happened when Jesus went to Jerusalem (palm Sunday to the resurrection) (Christianity)

Summer 1 – Kings and Queens

The lives of significant individuals in the past who have contributed to national and international achievements (some should be used to compare aspects of life in different periods)

Painting – jigsaw image of Queen Victoria

℗ Create a class collage

Plants
- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees
- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
Ext writing: writing to inform – letter (from plant to gardener – what do I need to grow?)

℗ start a vegetable patch
Mechanisms (plant sliding picture, pg. 123)
- make a sliding picture
- cut card with scissors following straight and curved lines

Summer 2 – Habitats

Living things and their habitats
- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including microhabitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

Structures: build a habitat
- choose and use a selection of materials for model-making (e.g. card, wood, tubes, cotton reels, straws)
- join components using glue or tape; know which is appropriate for the materials
Ext writing: writing to inform – instructions – how to build a habitat.

Creating data – record bug hunting data (Excel)
- use technology purposefully to create, organise, store manipulate and retrieve digital content

℗ Go on a hunt for insects or small creatures
℗ Make a home for an insect or small animal
℗ Discover what is in a pond
℗ Become a nature detective
℗ Go bird watching

What are the five pillars of Islam and why are they key to Muslim beliefs? (Islam)

English

Autumn 1: Writing to entertain: poetry (around a theme - African animals)
- use finger spaces between words
- write poetry

Writing to entertain: stories (Mama Panya's Pancakes)
- use noun phrases which add detail to description
- use progressive form for verbs e.g. was walking
- use exclamation marks, particularly in relation to speech
- begin to use inverted commas to mark direct speech
♣ participate in discussions, presentations, performances, role play, improvisations and debates

Writing to inform: information/report (an African animal)
- use capital letters and full stops to mark sentences
- use noun phrases which inform
- use coordinating conjunctions to link two main ideas
- use commas to separate items in a list

Autumn 2: Writing to inform: recounts (diary from the Titanic)
- use finger spaces between words
- use capital letter for first person 'I'
- use coordinating conjunctions to link two main ideas (and, but, so, or)
- use exclamation sentences
- write narrative about fictional experiences of others
♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
Writing to inform: real recounts (Life Boat Trip)
- write narratives about personal experiences

Spring 1: Writing to entertain: stories (Town Mouse and Country Mouse)
- use coordinating conjunctions to link two main ideas (and, but, so, or)
- use time sequence
- use opportunities to read own work aloud
- use capital letters and full stops to mark sentences
- recognise simple recurring literary language in stories/ recognising and joining in with predictable phrases (R)
- discuss the sequence of events in books and how items of information are related (R)
♣ participate in discussions, presentations, performances, role play, improvisations and debates
♣ use relevant strategies to build their vocabulary

Spring 2: Writing to inform: letter (about our village, to community member; Love from Louisa)
- use apostrophes to mark contractions
- use exclamation sentences where appropriate
- use adverbials of time (first, then, next, after, later, then next day)
♣ consider and evaluate different viewpoints, attending to and building on the contributions of others

Summer 1: Writing to entertain: in character/role (as the Queen at the coronation)
- Begin to differentiate between past and present tense to suit purpose
- use exclamation sentences
- use exclamation marks, particularly in relation to speech
- Use suffixes –er and –est to create comparative and superlative adjectives
♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

Writing to inform: instructions (how to plant a seed)
- use commas to separate items in a list
- use adverbials to order (first, firstly, next, after, later)
- Use of suffix –ly to turn adjectives into adverbs
Writing to inform: explanations (how does a plant grow?)
- use a question mark

Summer 2: Writing to inform: information/report (habitat report, including data)
- use subordinating conjunctions in the middle of sentences (so, when, if, because)
- use apostrophes to mark possession (e.g. a badger's home)
- make notes of important words which will help me write
♣ use relevant strategies to build their vocabulary

Writing to entertain: poetry (rhyming poetry)
- write poetry
♣ gain, maintain and monitor the interest of the listener(s)

Statutory Spellings

| There, where, both, | Full, poor, any, busy, people, pretty, after, money, | Every, beautiful | Today, school, my, here, house, our, find, kind, behind, child, most, children, only, old, past, grass, improve, could, would, should, Mr, Mrs, everybody, even | Mind, clothes, gold, hold, told, steak, father, who, Wild, plant, | Climb, water, grass, |

Maths – whole, hour, half   **PSHE** - bath

Visitors: Zoolab animals	Titanic: Poole RNLI trip	Trip: local village walk – parent helpers included	Trip/visit: plant expert in ?	Trip/visit: plant expert in ?	Visitors: Zoolab animals
Parents involved: help with African food	Parents invited: Class assembly – topic presentation	Parents involved: textiles: cross stitch	Parents involved: Class assembly – topic presentation	Parents involved: class assembly – how plants grow	Parents involved: help with African food

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing to entertain: poetry (African animals) • use finger spaces between words • *write poetry* **Writing to entertain: stories** (Kapok Tree) • use noun phrases which add detail to description • use progressive form for verbs e.g. was walking • use exclamation marks, particularly in relation to speech • begin to use inverted commas to mark direct speech **Writing to inform: information/report** (an African animal) • use capital letters and full stops to mark sentences • use noun phrases which inform • use coordinating conjunctions to link two main ideas • use commas to separate items in a list	**Writing to entertain: poetry** (African animals) • use finger spaces between words • use capital letter for first person 'I' • use coordinating conjunctions to link two main ideas (and, but, so, or) • use exclamation sentences • *write narrative about fictional experiences of others* **Writing to inform: real recounts** (Life Boat Trip) • *write narratives about personal experiences*	**Writing to entertain: stories** (Town Mouse and Country Mouse) • use coordinating conjunctions to link two main ideas (and, but, so, or) • use time sequence • use opportunities to read own work aloud • use capital letters and full stops to mark sentences • *recognise simple recurring literary language in stories/ recognising and joining in with predictable phrases (R)* • *discuss the sequence of events in books and how items of information are related (R)*	**Writing to inform: letter** (about our village, to community member; Love from Louisa) • use apostrophes to mark contractions • use exclamation sentences where appropriate • use adverbials of time (first, then, next, after, later, then next day) Application opportunities: real recount of Bere Regis trip	**Writing to entertain: in character/role** (as the Queen at the coronation) • Begin to differentiate between past and present tense to suit purpose • use exclamation sentences • use exclamation marks, particularly in relation to speech • *Use suffixes –er and –est to create comparative and superlative adjectives* **Writing to inform: instructions** (how to plant a seed) • use commas to separate items in a list • use adverbials to order (first, firstly, next, after, later) • *Use of suffix –ly to turn adjectives into adverbs* **Writing to inform: explanations** (how does a plant grow?) • use a question mark	**Writing to inform: information/report** (habitat report, including data) • use subordinating conjunctions in the middle of sentences (so, when, if, because) • use apostrophes to mark possession (e.g. a badger's home) • *make notes of important words which will help me write* **Writing to entertain: poetry** (poetic structures) • *write poetry*
Writing to entertain: poetry (Poems on a theme –the seasons) • use finger spaces between words • use noun phrases which add detail to description • *appreciate rhymes and poems and recite some by heart with appropriate intonation to make the meaning clear (R)* • *write poetry* **Writing to inform: reports** (a weather forecast) • use capital letters and full stops to mark sentences • use adverbials of time (first, then, next, after, later, then next day) • use apostrophes to mark possession (June's weather)	**Writing to entertain: stories** (Traditional Tales – Little Red Riding Hood) • *Orally rehearse sentences* • use noun phrases which add detail to description • use the progressive form for verbs e.g. was walking • use exclamation sentences • use exclamation marks, particularly in relation to speech • begin to use inverted commas to mark direct speech • use time sequence (when) • *recognise simple recurring literary language in stories/ recognising and joining in with predictable phrases(R)* • *becoming very familiar with traditional tales, retelling them and considering their particular characteristics (R)* • *discuss the sequence of events in books and how items of information are related (R)*	**Writing to inform: real recounts** (Lyme Regis Trip) * use adverbials of time (first, then, next, after, then next day) • *write narratives about personal experiences* • *make notes of important words which will help me write* **Writing to entertain: in character/role** (Mary Anning, in role, recounting life) • use coordinating conjunctions to link two main ideas (and, but, so, or) • *write narrative about fictional experiences of others*	**Writing to inform: letter** (from a London resident, Samuel Pepys) • use capital letter for first person 'I' • use apostrophes to mark contractions • use subordinating conjunctions in the middle of sentences (so, when, if, because) • use noun phrases to inform (wooden houses, risky habit) • use question marks	**Writing to entertain: descriptions** (description of a race) • use noun phrases which add detail to description • use capital letters and full stops to mark sentences • *Use of suffix –ly to turn adjectives into adverbs* **Writing to inform: explanations** (how does a car/plane work?) • *Use suffixes –er and –est to create comparative and superlative adjectives* **Writing to entertain: stories** (Literacy Shed, space video?)	**Writing to inform: instructions** (how to make a recipe – lead in to TV show) • use ordering conjunctions (when) • use adverbials to order (first, firstly, next, after, later) • use time sequence • use commas to separate items in a list **Writing to entertain: poetry** (Cheryl Moscowitz: can it be about me?) • *appreciate rhymes and poems and recite some by heart with appropriate intonation to make the meaning clear (R)* • *write poetry*

Certain elements of the English curriculum will be covered through many English units, sometimes without a specified learning objective, for example, planning, sequencing, re-reading, discussing, reading aloud drafting, oral rehearsal, editing and many reading objectives. Other objectives will also be taught through phonics, guided reading and GPS.
Within the oracy curriculum, the following objectives will be met through daily interactions rather than specific lesson objectives:
♣ listen and respond appropriately to adults and their peers
♣ speak audibly and fluently with an increasing command of Standard English
♣ select and use appropriate registers for effective communication.
In addition, within KS2:
♣ use relevant strategies to build their vocabulary

Others will be taught largely through guided reading discussions:
♣ask relevant questions to extend their understanding and knowledge
♣ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
♣ articulate and justify answers, arguments and opinions