Structure) - Use small details to describe characters - Use small details for time, place and mood - Use lst or 3rd person consistently - Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases - Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - Use fronted adverbials - Organise paragraphs around a theme (Use - Use small details to describe characters and evoke a response - Use small details for time, place and mood - Use lst or 3rd person consistently - Use tenses appropriately - Sequence stories in different stages; introduction, build up, climax, resolution - Use Standard English forms for verb inflections - Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although - Indicate possession by using the possessive apostrophe with plural nouns	Autumn Term 1 7 Weeks		Autumn Term 2 7 Weeks		
Feature keys (vocabulary, manipulating sentences and tense, structure) Use small details to describe characters Use small details for time, place and mood (year group national curriculum expectations) Use list or 3rd person consistently Use structure Use tenses appropriately Sequence stories in different stages: introduction, build up, climax, resolution Use fronted adverbials Organise paragraphs around a theme (Use Feature keys (vocabulary, manipulating sentences and tense, structure) Use small details to describe characters and evoke a response Use small details for time, place and mood Use Ist person consistently Write in consistent past tense Chronological order Write an opening paragraph to shart thoughts and feelings and to summarise the day Indicate possession by using the possessive apostrophe with plural noune		ENG	GLISH		
(vocabulary, manipulating sentences and tense, structure) **Use small details to describe characters **Use small details for time, place and mood (year group national curriculum expectations) **Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases **Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition **Use fronted adverbials** **Organise paragraphs around a theme (Use**) (vocabulary, manipulating sentences and tense, structure **Use small details to describe characters and evoke a response **Use small details for time, place and mood (year group national curriculum expectations) **Use Ist person consistently **Use Standard English forms for verb inflections Extend the range of sentences with more than one clause by using a wider range of conjunctions including when if because, although **Indicate possession by using the possessive apostrophe with plural noune** **Indicate possession by using the possessive apostrophe with plural noune** **Indicate possession by using the possessive apostrophe with plural noune** **Indicate possession by using the possessive apostrophe with plural noune** **Indicate possession by using the possessive apostrophe with plural noune** **Indicate possession by using the possessive apostrophe with plural noune** **Indicate possession by using the possessive apostrophe with plural noune** **Indicate possession by using the possessive apostrophe with plural noune** **Indicate possession by using the possessive apostrophe with plural noune** **Indicate possession by using the possessive apostrophe with plural noune** **Indicate possession by using the possessive apostrophe with plural noune** **Indicate possession by using the possessive apostrophe with plural noune** **Indicate possession by using the possessive apostrophe with plural noune** **Indicate possession by using the possessive apostrophe with plural noune** **Indicate possession by using the possessive apostrophe with plural	LITERACY FOCUS TEXT -		LITERACY FOCUS TEXT -		
paragraphs to organise and sequence more extended narrative structures) • Kecognise the difference between plural and possessive 's'	Mastery keys (year group national curriculum expectations) Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use fronted adverbials Organise paragraphs around a theme (Use paragraphs to organise and sequence more	(vocabulary, manipulating sentences and tense, structure) • Use small details to describe characters • Use small details for time, place and mood • Use Ist or 3rd person consistently • Use tenses appropriately • Sequence stories in different stages: introduction, build up,	(year group national curriculum expectations) • Use Standard English forms for verb inflections • Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although • Indicate possession by using the possessive apostrophe with plural nouns • Recognise the difference between plural and	(vocabulary, manipulating sentences and tense, structure) • Use small details to describe characters and evoke a response • Use small details for time, place and mood • Use 1st person consistently • Write in consistent past tense • Chronological order • Write an opening paragraph to share thoughts and feelings and to summarise the day • Finish with a personal comment about	

MATHS				
Place Value 3 Weeks	Number – place value – 4 digit numbers (2) 4 Weeks	Number – Addition and Subtraction 3 weeks	Measure 1 week	Multi and div 2 weeks
	Finding 1000 more or less	Adding and subtracting in 1's, 10's, 100's and	Kilometres	Multiplying and
Numbers to 1000	Comparing 4 digit numbers	1000's,	Perimeter of a	dividing by
Rounding to the nearest 10, 100	Ordering numbers to 10,000	Adding two 4 digit numbers together	rectangle.	multiples of 10's
Counting in 1000's	Rounding to the nearest 1000 and	Subtracting two 4 digit numbers,	Perimeter of	and 100's.
Number line to 10,000	solving problems.	Equivalent difference	rectilinear	
Roman numerals to 100			shapes.	
	SCTE	ENCE		
	3011	INCL		
Animals including humans (body parts, digestive system)		Sound (links to music/entertainment)		
Pupils should be taught to:		Pupils should be taught to:		
 describe the simple functions of the basic parts of the digestive system in humans 		 identify how sounds are made, associating some of them with something vibrating 		
 identify the different types of teeth in humans and their simple functions 		 recognise that vibrations from sounds travel through a medium to the ear 		
construct and interpret a variety of food chains, identifying producers, predators and		lacktriangledown find patterns between the pitch of a sound and features of the object that produced is		
prey		• find patterns between the volume of a sound and the strength of the vibrations that		

produced it

recognise that sounds get fainter as the distance from the sound source increases.

GEOGRAPHY	DESIGN TECHNOLOGY
■ Environmental regions around the world	■ Make a fairground game or mechanical toy - use gears, pulleys, levers, linkages

COMPUTING	MUSIC
E-safety - Digiduck and staying safe online	Mamma Mia
Coding - Daisy the Dinosaur	Glockenspiel Stage 2
PE	ART
Invasion Games	Greatest Showman
Gym and Dance	Circus or zoo posters
	Drawing and painting
RELIGIOUS EDUCATION	PSHE
Christianity	Summary of what will be covered
Buddhism	