

| Grammar Terminology | Word | Sentence | Text | Punctuation | Spelling |
|---|--|--|--|--|----------|
| determiner pronoun, possessive pronoun adverbial | The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>] | Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>] | Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition | Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after fronted adverbials | |

| OPPORTUNITIES FOR WRITING (Including cross-curricular): | HISTORY | | | |
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| Composition: Pupils should be taught to: Plan, draft, edit and review their writing. | | | | |
| <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:33%;"> Narrative <ul style="list-style-type: none"> Write stories set in places pupils have been. Write stories that contain mythical, legendary or historical characters or events. Write stories of adventure. Write stories of mystery and suspense. Write letters. Write plays. Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum. </td> <td style="width:33%;"> Non-fiction <ul style="list-style-type: none"> Write instructions. Write recounts. Write persuasively. Write explanations. Write non-chronological reports. Write biographies. Write in a journalistic style. Write arguments. Write formally. </td> <td style="width:33%;"> Poetry <ul style="list-style-type: none"> Learn by heart and perform a significant poem. Write haiku. Write cinquain. Write poems that convey an image (simile, word play, rhyme and metaphor). </td> </tr> </table> | Narrative <ul style="list-style-type: none"> Write stories set in places pupils have been. Write stories that contain mythical, legendary or historical characters or events. Write stories of adventure. Write stories of mystery and suspense. Write letters. Write plays. Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum. | Non-fiction <ul style="list-style-type: none"> Write instructions. Write recounts. Write persuasively. Write explanations. Write non-chronological reports. Write biographies. Write in a journalistic style. Write arguments. Write formally. | Poetry <ul style="list-style-type: none"> Learn by heart and perform a significant poem. Write haiku. Write cinquain. Write poems that convey an image (simile, word play, rhyme and metaphor). | <p>As historians we will:</p> <ul style="list-style-type: none"> Study the development of language throughout British history, looking at: <ul style="list-style-type: none"> The Stone Age The Bronze Age The Iron Age The Roman invasion of Britain The Anglo-Saxons The Vikings The locality of our school from Viking times to the present day Study the language in some ancient civilisations looking at: <ul style="list-style-type: none"> The Sumer The Indus Valley The Shang Dynasty Ancient Egypt Ancient Greece Early Baghdad The Maya The Benin Empire <p>We will begin by exploring the different languages spoken throughout multi-cultural Britain today, including regional dialects. We will also explore the range of languages we have experienced first hand.</p> <p>We will then explore how storytellers have passed on information for centuries, sometimes through the spoken word and sometimes in writing. We will discover how people have worked together, communicating through signals and gestures, and later, words, in order to build complicated structures and materials.</p> <p>We will discover how, in the Iron Age, travelling poets would pass on stories and poetry, how the Celts began to write things down, how the Romans loved theatre and began to write – without punctuation! We will read parts of Anglo-Saxon stories such as Beowulf.</p> <p>We will explore early writing implements and ancient alphabets such as the Runic and Latin alphabets, Egyptian hieroglyphics, pictographic writing of the Shan Dynasty and the Phonetian alphabet of the Ancient Greeks.</p> <p>We will explore early Islamic stories such as the One Thousand and One Nights and Sinbad the Sailor. We will look at the folded picture books of the Mayans which were called codices and discover how only a few now remain.</p> <p>We will study the various ways language has developed since CE1066 and will look at some parts of classic plays, such as Macbeth by William Shakespeare, to see how language has changed since the time of Queen Elizabeth I.</p> |
| Narrative <ul style="list-style-type: none"> Write stories set in places pupils have been. Write stories that contain mythical, legendary or historical characters or events. Write stories of adventure. Write stories of mystery and suspense. Write letters. Write plays. Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum. | Non-fiction <ul style="list-style-type: none"> Write instructions. Write recounts. Write persuasively. Write explanations. Write non-chronological reports. Write biographies. Write in a journalistic style. Write arguments. Write formally. | Poetry <ul style="list-style-type: none"> Learn by heart and perform a significant poem. Write haiku. Write cinquain. Write poems that convey an image (simile, word play, rhyme and metaphor). | | |
| <p>Beowulf (1st Story) :</p> <ul style="list-style-type: none"> Write a persuasive letter from Hrothgar to potential craftsman to build the Mead hall. Recount the first night of festivities at the Mead hall. Write a poem about the story/characters. Newspaper report about the night Grendel struck the Mead hall. Make the Mead Hall and write instructions on how to make it. Write a story of their own meeting with Grendel. Write non chronological reports based on History topics <p>*Literacy shed is also a great resource for stimuli too. However ensure it relates to the cross curricular theme/book you are studying.</p> | | | | |

| Music | Art | PSHE | ICT | SCIENCE | MATHS |
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| | <ul style="list-style-type: none"> Draw and paint images of some of the most interesting picture – and script-based languages Make our own paper to use to present our own stories and information | | | Snap Science: Good vibrations (sounds) | |