

Year A – 2024-2025

EYFS – Reception Curriculum – 2024-2025

EYFS	Being a Geographer		Being a global citizen		Being an Investigator	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Big Question/Statement!	Who is afraid of the big bad wolf?	Where do I live?	What happens in other worlds?	Play all day!	Pirates!	Dungeons and dragons!
Potential Themes	Traditional tales Friendships PSED	Geography Local area All about Me	Geography Africa Space Lunar New Year	Toys Play PD	Under the sea Geography Science Jungles Gardens	Fairy tales Dinosaurs Dragons Castles Kings/Queens
Possible Focus Texts (dependent on children's interests)	Superworm Tiger who came to tea Elmer Room on the Broom Little Red Riding Hood Goldilocks	Trad Tales Nursery Rhymes The Jolly Christmas Postman Stickman	Frozen Smeds and Smoos Whatever Next! Rumble in the Jungle Giraffes can't Dance Commotion in the Ocean The Snail and The Whale The Very Hungry Caterpillar Mad about Minibeasts		The Night Pirates 10 little Pirates Pirates love Underpants Billy's Bucket Bear's Adventure Rainbow Fish	Tyrannosaurs Drip Stomp, Chomp, Big Roars, Here Come the Dinosaurs! Dinosaur Roar! How do dinosaurs say Good Night?

Development Matters and ELGs	Blending and segmenting to read simple words and write them. - Implement phonics to independent reading and writing; identifying initial sounds. - Reading taught tricky words - Listen to stories and retell the main events from them - Say simple sentences for writing - Start to form some lower-case letters correctly - Write their own name	Recognise all taught sounds including some digraphs - Read phonetically decodable books - Predict what might happen next in a story - Uses 'book vote' to say which story they would like to listen to - Retell or make up stories based using vocabulary they have learnt - Identify non-fiction texts, remembering some facts - Form lowercase letters and capital letters correctly - Start to write short sentences with words with known sound- letter correspondences - Begin to use capital letters, finger spaces and full stops in independent writing. - Read sentences back to an adult. - Spell some taught tricky words	ELG Reading Say a sound for each letter in the alphabet and at least 10 digraphs ELG Reading Read words consistent with their phonic knowledge by sound-blending. ELG Reading Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. ELG Comprehension Anticipate – where appropriate – key events in stories. ELG Comprehension Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG Writing Write recognisable letters, most of which are correctly formed. ELG Writing Spell words by identifying sounds in them and representing the sounds with a letter or letters. ELG Writing Write simple phrases and sentences that can be read by others. ELG Fine Motor Hold a pencil effectively in preparation for fluent writing.
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KS1 – Year 1 and 2 Curriculum – 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Being a Geographer?		Being Global Citizen?		Being an Investigator	
	Into the Woods	Castles	Around the world	Into Toy Box	Animals under the sea	Beautiful Belchamps
Units	Narrative – Fairy Tales / Traditional Tales	Acrostic poems – CASTLE	Recount Repeating stories	Narrative – Repetitive stories	Narrative – Stories with familiar settings	Letter

	<p>Instructions</p> <p>Repeating stories</p>	<p>Narrative – Voyage and Return</p> <p>Non-chronological reports</p>	<p>Non-chronological reports</p>	<p>Instructions</p>	<p>Non-chronological reports</p> <p>Poem - senses</p>	<p>Narrative – 4-part story</p> <p>Instructions</p>
<p>Book Links</p>	<p>Little Red Riding Hood</p> <p>Making Porridge – 3 bears</p> <p>Gingerbread man</p>	<p>Acrostic poems – based on a castle</p> <p>Voyage and return – where the wild things are (king of the wild things)</p> <p>Reports – about a castle</p>	<p><i>Recount</i>: Children around the world</p> <p><i>Non-chronological reports</i> Non-Fiction Information texts incredible creatures.</p> <p>Handa’s surprise</p>	<p>Narrative: enormous turnip – pulling toy out of toy box</p> <p>Instructions – to make a puppet</p>	<p>Narrative – story at the beach setting</p> <p>Non-chronological report – about the animals under the sea</p> <p>Poem – 5 sense – using videos of being under the sea as stimulus</p>	<p>Letter – writing letter to the local councillor to get them to come and visit the school</p> <p>Narrative: beginning, build-up, problem and resolution</p> <p>Instructions: How to build a tent in Forest Schools.</p>
<p>Year 1 Objectives</p>	<ul style="list-style-type: none"> • Begin to use the sentence by sentence process of think, say, write, check • Say out loud what they are going to write about • Compose a sentence orally before writing it • Write a sequence of sentences • Talk about their writing • <u>Leave spaces between words</u> • <u>Use full stops and capitals</u> • Join words with 'and' within sentences 	<ul style="list-style-type: none"> • <u>Use the sentence by sentence process of think, say, write, check</u> • Say out loud what they are going to write about • Compose a sentence orally before writing it • Write a sequence of sentences to form a short narrative or non-narrative text • <u>Re-read what they have written to check that it makes sense</u> • Talk about their writing • <u>Leave spaces between words</u> • <u>Use full stops and capitals</u> • Join sentences with 'and' • Use capital letters for people, places, days of the week and 'I' • Use exclamation marks • Use question marks • Use correct grammatical terminology when discussing their writing 	<ul style="list-style-type: none"> • Use ideas from their reading in their writing • <u>Use the sentence by sentence process of think, say, write, check</u> • Say out loud what they are going to write about • Compose a sentence orally before writing it • Write a sequence of sentences to form a short narrative or non-narrative text • <u>Re-read what they have written to check that it makes sense</u> • Read aloud their writing clearly (link with Spoken Language) • Talk about their writing • Join sentences with 'and' • Change the meaning of words by adding un- (link with spelling) • Form new nouns by compounding e.g. whiteboard (link with spelling) • Identify and know the purpose of nouns • Form singular and plural nouns (link with spelling) 			
<p>Year 2 Objectives</p>	<p>Write simple, coherent narratives about personal experiences and those of others (real and fictional)</p>	<p>Write simple, coherent narratives about personal experiences and those of others (real and fictional)</p>	<p>Write simple, coherent narratives about personal experiences and those of others (real and fictional)</p>			

	<p>Write about real events, recording these simply and clearly Demarcate most sentences in their writing with capital letters and full stops</p> <p>Plan a narrative text Plan non-narrative text types Include new vocabulary in planning Embed the sentence by sentence process of think, say, write, check Write about personal experiences and real events Write a story Write non-narrative text types for a clear purpose e.g. to inform, to instruct etc. Write a poem based on a given structure Use some adventurous vocabulary Re-read writing for sense Use expression when reading aloud their writing Evaluate their writing with others</p> <p>Recognise and write statements Recognise and write questions Recognise and write commands Join sentences with 'or' and 'but' Use words that are appropriate to the type of writing e.g. story language, imperative verbs in instructions Identify and know the purpose of adjectives Write expanded noun phrases Avoid using 'and', 'but' or 'so' after a full stop</p>	<p>Write about real events, recording these simply and clearly Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.</p> <p>Plan a narrative text Plan non-narrative text types Write about personal experiences and real events Write an entertaining story Write non-narrative text types for a clear purpose e.g. to inform, to instruct etc. Ensure that there is a clear beginning, middle and end in their writing Develop an idea over several sentences Use adventurous vocabulary Add detail to interest the reader Build writing stamina through writing longer pieces Link ideas to make writing flow e.g. last time, also, after. Then, soon, at last, and another thing... Re-read writing for sense Check writing for consistent use of tense Evaluate their writing with others and by themselves</p> <p>Use present and past tense mostly correctly and consistency Use co-ordination (or/and/but) and some subordination (when/if/that/because) to join clauses. Use correct grammatical terminology when discussing their writing Use words that are appropriate to the type of writing e.g. story language, imperative verbs in instructions Write expanded noun phrases Identify and know the purpose of adjectives Use apostrophes for simple contracted forms Use 'when', 'if', 'that' and 'because' to extend sentences Use commas for lists Write consistently in 'past' or 'present' tense Form adverbs by adding -ly to adjectives Identify and use -ly adverbs</p>	<p>Write about real events, recording these simply and clearly Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.</p> <p>Plan a narrative text Plan non-narrative text types Include new vocabulary in planning Use structures from reading to aid planning Embed the sentence by sentence process of think, say, write, check Make their writing lively and interesting for the reader Write about personal experiences and real events Write an entertaining story Write non-narrative text types for a clear purpose e.g. to inform, to instruct etc. Write a poem Ensure that there is a clear beginning, middle and end in their writing Use adventurous vocabulary Add detail to interest the reader Build writing stamina through writing longer pieces Re-read writing for sense Check writing for consistent use of tense (including the progressive form of verbs) Proof-read for spelling, grammar and punctuation errors Use expression when reading aloud their writing Evaluate their writing with others and by themselves Improve their writing style by adding new techniques to their repertoire</p> <p>Use present and past tense mostly correctly and consistency Use co-ordination (or/and/but) and some subordination (when/if/that/because) to join clauses. Use correct grammatical terminology when discussing their writing Identify and know the purpose of verbs Use interesting verbs when writing Explain what an apostrophe is Use the progressive form of verbs (-ing) to write about actions in progress e.g. He was thinking, she is dancing Form nouns by using suffixes such as -ness and -er. Form adjectives using -ful, -er, -est and -less (link with spelling)</p>
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LKS2 – Year 3 and 4 Curriculum – 2024-2025

	Being a Geographer		Being a global citizen		Being an Investigator	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Anglo Saxons		The world's water	Romans	Antarctica	Victorians
Units	<p>Narrative - Myths and legends</p> <p>Newspaper reports</p>	<p>Poetry -free verse</p> <p>Instructions</p> <p>Narrative – problem-resolution story</p>	<p>Narrative - Traditional tales</p> <p>Persuasive writing</p>	<p>Poetry – structured</p> <p>Non-chronological report</p> <p>Recount</p>	<p>Narrative - Adventure stories – Quest</p> <p>Non-fiction – recount - Diary entries/journals</p> <p>Poem - senses</p>	<p>Instructions</p> <p>Narrative – Fantasy story</p> <p>Recount - day in the life of...</p>
Book Links	<p>Narrative – Myths and legends</p> <p>Newspaper articles – Anglo Saxon invasion</p>	<p>Poems – Anglo Saxon life</p> <p>Instructions – How to raid an Anglo Saxon settlement</p> <p>Narrative – The King who threw away his Throne by Terry Deary</p>	<p>Traditional Tale – The Water of Life by Brothers Grimm</p> <p>Persuasive Writing – saving our water system. Eg What a Waste: Trash, Recycling, and Protecting the Planet by Jess French</p>	<p>Poetry – 2 verses – Celts and Romans</p> <p>Non-chronological report – about Boudicca</p> <p>Recount – a day in the life of a Roman</p>	<p>Narrative – Ice Trap!: Shackleton's Incredible Expedition Meredith Hooper & M. P. Robertson</p> <p>Diary entry – Being Ernest Shackleton (Little People, Big Dreams)</p> <p>Poem – senses – being in the Antarctic as an explorer in the cold</p>	<p>Instructions – Victorian playground games</p> <p>Narrative – Fantasy – Darwin's Dragons Lindsay Galvin</p> <p>Recount – day in the life at a Victorian school – themed day OR day in the life of a chimney sweep</p>
Year 3 Objectives	<ul style="list-style-type: none"> • Generate ideas for their writing • Use the structures, grammar and vocabulary of written texts to plan and write their own • Compose and orally rehearse sentences which are increasingly rich in structure and vocabulary 		<ul style="list-style-type: none"> • Generate ideas for their writing • Use the structures, grammar and vocabulary of written texts to plan and write their own • <u>Use their imagination to write engaging texts</u> 		<ul style="list-style-type: none"> • Generate ideas for their writing • Use the structures, grammar and vocabulary of written texts to plan and write their own • <u>Use their imagination to write engaging texts</u> • <u>Plan and organise texts logically</u> • Create a coherent plot in a story 	

	<ul style="list-style-type: none"> • Use headings and sub-headings • Use ideas and content appropriate to the subject and text type • Signal sequence, place and time to give coherence to writing • Create settings using well chosen words and phrases • Evaluate the work of others and suggest improvements • <u>Evaluate their work effectively and make improvements based on this</u> • Proof-read for spelling, grammar and punctuation errors • Use correct grammatical terminology when discussing their writing • Use and understand the terms consonant and vowel • <u>Use a or an appropriately</u> • Recognise what a pronoun is • Recognise and explain what a conjunction is • <u>Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because</u> • Recognise direct speech and inverted commas • <u>Use direct speech and inverted commas</u> 	<ul style="list-style-type: none"> • Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary • <u>Plan and order texts logically</u> • Use paragraphs to group related material • Create characters using well chosen words and phrases • Use language to create an effect e.g. creating a mood • Collect and use suitable vocabulary for a text • <u>Use paragraphs to group related material</u> • <u>Evaluate their work effectively and make improvements based on this</u> • Proof-read for spelling, grammar and punctuation errors • Use correct grammatical terminology when discussing their writing • <u>Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because</u> • <u>Use a or an appropriately</u> • Explore word families based on common words • Identify adverbs • Identify prepositions • Use prepositional phrases to add detail to sentences • <u>Use adverbs to express time, place and cause e.g. then, next, soon, therefore</u> • <u>Use inverted commas</u> • Explore and understand verb prefixes (link with dis-, de-, mis-, over- and re- in spelling) 	<ul style="list-style-type: none"> • Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary • Experiment with layout when writing non-fiction texts • Use expression, intonation and tone when reading aloud their writing • <u>Use paragraphs to group related material</u> • Evaluate the work of others and suggest improvements • <u>Evaluate their work effectively and make improvements based on this</u> • Proof-read for spelling, grammar and punctuation errors • Use correct grammatical terminology when discussing their writing • <u>Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because</u> • <u>Use adverbs to express time, place and cause e.g. then, next, soon, therefore</u> • Create new nouns using prefixes • Use prepositions to express time, cause and place e.g. before, after, during, in, because of • Use have or has before a verb to create the 'present perfect form' or 'had' to create the 'past perfect form' • Understand what a main clause is • Identify simple and compound sentences • Recognise what a personal pronoun is e.g. I, me, we, us, you, he, she, it, him, her, they, them
Year 4 Objectives	<ul style="list-style-type: none"> • Generate ideas for their writing • <u>Plan and write their own texts to suit a specific audience based on the structures, grammar and vocabulary of texts that they have studied</u> • Compose and orally rehearse sentences which are increasingly rich in structure and vocabulary • <u>Use paragraphs to organise ideas around a theme</u> • Use exciting and interesting vocabulary appropriate to the text type 	<ul style="list-style-type: none"> • Generate ideas for their writing • <u>Plan and write their own texts to suit a specific audience based on the structures, grammar and vocabulary of texts that they have studied</u> • <u>Use paragraphs to organise ideas around a theme</u> • Create writing which is organised, imaginative and clear • <u>Link ideas within a paragraph or section</u> • Compose and orally rehearse sentences which are increasingly rich in structure and vocabulary 	<ul style="list-style-type: none"> • <u>Plan and write their own texts to suit a specific audience based on the structures, grammar and vocabulary of texts that they have studied</u> • Make the form of writing consistently clear, relevant and organised • <u>Use paragraphs to organise ideas around a theme</u> • <u>Link ideas within a paragraph or section</u> • Experiment with layout when writing poems • <u>Develop and extend ideas in stories, non-fiction and poetry e.g. character, settings, arguments, themes</u>

	<ul style="list-style-type: none"> • <u>Evaluate their work effectively and make improvements based on this</u> • Proof-read for spelling, grammar and punctuation errors • Change vocabulary and grammar for consistency and impact • Write a satisfying ending • Use correct grammatical terminology when discussing their writing • Use adverbs to express frequency e.g. often and manner e.g. loudly • <u>Use fronted adverbials</u> • Identify possessive pronouns e.g. my, mine, our, ours, its, his, her, hers, their, theirs, your, yours, whose, and one's • Know what a subordinate clause is • <u>Use subordinate clauses to write complex sentences – drop in sentence</u> • Use connectives for cohesion across a text • Identify determiners • Write more complex expanded noun phrases by adding prepositional phrases to the determiner, noun and adjective(s) • <u>Use inverted commas and other speech punctuation appropriately</u> 	<ul style="list-style-type: none"> • <u>Develop and extend ideas in stories, non-fiction and poetry e.g. character, settings, arguments, themes</u> • Write in the style of an author or poet who has been studied • Communicate feelings, emotions and opinions • Take a viewpoint in a piece of writing • <u>Evaluate their work effectively and make improvements based on this</u> • Proof-read for spelling, grammar and punctuation errors • Change vocabulary and grammar for consistency and impact • Use correct grammatical terminology when discussing their writing • Use adverbs to express frequency e.g. often and manner e.g. loudly • Use connectives for cohesion across a text • <u>Identify and recognise adverbial phrases and clauses</u> • <u>Use fronted adverbials</u> • <u>Use commas to mark off fronted adverbials</u> • <u>Understand some differences between standard and non-standard English verb forms e.g. we were instead of we was</u> • <u>Use subordinate clauses to write complex sentences – drop in sentence</u> • Use commas for marking off subordinate clauses • <u>Use inverted commas and other speech punctuation appropriately</u> 	<ul style="list-style-type: none"> • Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary • Use stanzas to structure content in poems • Engage the reader fully at points • Read aloud their own work using a range of strategies (intonation, volume, tone etc.) to make the meaning clear • Evaluate the work of others and suggest improvements • <u>Evaluate their work effectively and make improvements based on this</u> • Proof-read for spelling, grammar and punctuation errors • Change vocabulary and grammar for consistency and impact • Use correct grammatical terminology when discussing their writing • Use a wider range of conjunctions to extend sentences including when, if, because, although • <u>Use fronted adverbials</u> • Know what a complex sentence is • Write complex sentences • <u>Understand some differences between standard and non-standard English verb forms e.g. we were instead of we was</u> • Fully understand the difference between plural and possessive s • Use apostrophes to show plural possession e.g. The boys' house • Use pronouns and nouns appropriately (for clarity and cohesion and to avoid repetition) • <u>Use inverted commas and other speech punctuation appropriately</u>
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UKS2 – Year 5 and 6 Curriculum – 2024-2025

	Being a Geographer		Being a global citizen		Being an Investigator	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Amazing Alps	Vikings	Dry Desert	Explorers	Investigator!	Tudors
Units	<p>Recount - Diary</p> <p>Letter</p> <p>Persuasion – to visit the Alps</p>	<p>Poetry</p> <p>Instructions</p> <p>Narrative – narrative techniques - flashbacks</p>	<p>Non-Chronological report</p> <p>Narrative – Stories from other cultures</p>	<p>Letter</p> <p>Biography</p> <p>Recount – newspaper</p>	<p>Persuasion</p> <p>Recount – diary</p> <p>Narrative – stories which raise issues or dilemmas</p>	<p>Instructions</p> <p>Poetry</p> <p>Explanation text</p>
Book Links	<p>Recount – a day in the Alps</p> <p>Letter – to The Brockenspectre Linda Newbery</p> <p>Persuasion – to visit the Alps</p>	<p>Narrative – narrative techniques – flashbacks – 1000 Year Old Boy</p> <p>Poetry – free verse -Viking Battle cry</p> <p>Instructions – how to row / build a Viking longboat</p>	<p>Non-chronological report – about the Dessert</p> <p>Narrative - linked to Geography</p>	<p>Letter writing – to their chosen explorer to suggest that they become the next face on the £10 note</p> <p>Biography – about their chosen Explorer – use Little People, Big Dreams books</p> <p>Recount – newspaper – explorer significant event</p>	<p>Persuasion – Who was the greatest inventor of all times?</p> <p>Recount – Day in the life of a Forest explorer</p> <p>Narrative – links to wanting to build on Belchamps greenery and land</p>	<p>Instructions – How be a Tudor King</p> <p>Poetry – narrative poetry – Tudor poems (Henry VII wives)</p> <p>Explanation Text – What made Henry VII so famous?</p>
Year 5 Objectives	<ul style="list-style-type: none"> Develop ideas through reading and research <u>Plan and write for a clear purpose and audience</u> <u>Ensure that the content and style of writing accurately reflects the purpose</u> 		<ul style="list-style-type: none"> Develop own ideas through reading and research Use a wide knowledge of text types, forms and styles to inform their writing <u>Plan and write for a clear purpose and audience</u> 		<ul style="list-style-type: none"> Develop ideas through reading and research Use a wide knowledge of text types, forms and styles to inform their writing <u>Plan and write for a clear purpose and audience</u> 	

	<ul style="list-style-type: none"> • Borrow writers' techniques from book, screen and stage • <u>Structure and organise writing in well linked paragraphs</u> • Build cohesion within a paragraph • Link openings to closings • <u>Use a variety of sentence openers</u> • <u>Carefully select words to create effects</u> • <u>Evaluate their work effectively and make improvements based on this including changing vocabulary and grammar to enhance effects and clarify meaning</u> • Proof-read for spelling and punctuation errors • Ensure the consistent and correct use of tense through a longer piece of writing • Change vocabulary and grammar to enhance effects and clarify meaning • Maintain a viewpoint throughout a text • Use vivid description • Use correct grammatical terminology when discussing their writing • <u>Use commas to clarify meaning or avoid ambiguity</u> • Identify relative pronouns e.g. which, that, who (whom, whose), when, where • Use relative pronouns appropriately • Use devices (connectives) for cohesion within a paragraph • Ensure correct subject verb agreement 	<ul style="list-style-type: none"> • <u>Ensure that the content and style of writing accurately reflects the purpose</u> • Borrow writers' techniques from book, screen and stage • <u>Engage the reader throughout</u> • <u>Structure and organise writing in well linked paragraphs</u> • <u>Ensure cohesion within and between all paragraphs in a text</u> • <u>Use a variety of sentence openers</u> • <u>Carefully select words to create effects, sustain and develop ideas</u> • <u>Use varied vocabulary to sustain and develop ideas</u> • <u>Develop paragraphs creatively using techniques such as contrast, additional detail and explanation</u> • <u>Evaluate their work effectively and make improvements based on this including changing vocabulary and grammar to enhance effects and clarify meaning</u> • Proof-read for spelling and punctuation errors • Ensure the consistent and correct use of tense through a longer piece of writing • Change vocabulary and grammar to enhance effects and clarify meaning • <u>Select and use stylistic devices to enhance writing</u> • Use correct grammatical terminology when discussing their writing • <u>Use commas to clarify meaning or avoid ambiguity</u> • <u>Identify relative clauses e.g. beginning with who, which, where, when, whose, that</u> • <u>Use relative clauses to expand sentences</u> • Use adverbs and adverbials <u>as connectives</u> to show time (e.g. after five minutes), place (e.g. nearby) and number (e.g. secondly) across a text • <u>Experiment with clause position in complex sentences</u> • <u>Orchestrate a range of sentence structures</u> • Ensure correct subject verb agreement 	<ul style="list-style-type: none"> • <u>Ensure that the content and style of writing accurately reflects the purpose</u> • Borrow and adapt writers' techniques from book, screen and stage • <u>Use a variety of sentence openers</u> • <u>Carefully select words to create effects, sustain and develop ideas</u> • Balance narrative writing between action, description and dialogue • Develop paragraphs creatively using techniques such as contrast, additional detail and explanation • <u>Choose a text form</u> • <u>Select which parts of writing need to be developed in detail</u> • <u>Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear</u> • <u>Use stanzas to organise ideas around a theme in poetry</u> • <u>Evaluate the work of others and suggest improvements</u> • <u>Evaluate their work effectively and make improvements based on this including changing vocabulary and grammar to enhance effects and clarify meaning</u> • Proof-read for spelling and punctuation errors • Ensure the consistent and correct use of tense through a longer piece of writing • Change vocabulary and grammar to enhance effects and clarify meaning • <u>Select and use stylistic devices to enhance writing</u> • Use correct grammatical terminology when discussing their writing • <u>Use commas to clarify meaning or avoid ambiguity</u> • <u>Identify a modal verb is e.g. might, should, could, would, can, may, must, shall, will</u> • <u>Identify a modal adverb is e.g. perhaps, surely, obviously</u> • <u>Use modal verbs and adverbs</u> • <u>Use the suffixes -ate, -ise, and -ify to convert nouns or adjectives into verbs</u> • <u>Understand what parenthesis is</u> • <u>Recognise and identify brackets and dashes</u>
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			<ul style="list-style-type: none"> • Use brackets, dashes or commas for parenthesis • Ensure correct subject verb agreement
Year 6 Objectives	<ul style="list-style-type: none"> • write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) • in narratives, describe settings, characters and atmosphere • integrate dialogue in narratives to convey character and advance the action • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) • <u>Develop their own ideas for writing through reading and research</u> • Use a wide knowledge of text types, forms and styles to inform their writing • <u>Plan and write for a clear purpose and audience</u> • Ensure that the content and style of writing accurately reflects the purpose • <u>Show a controlled, confident and established voice throughout a piece of writing</u> • Borrow and adapt writers' techniques from book, screen and stage • Vary structure to expand ideas and provide emphasis • Use a range of layout devices to structure text e.g. headings, sub-headings, columns, bullet points and tables • Manipulate word order for effect • Use speech to convey and develop a character • Evaluate their work effectively and make improvements based on this • Proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> • write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) • in narratives, describe settings, characters and atmosphere • integrate dialogue in narratives to convey character and advance the action • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) • <u>Develop their own ideas for writing through reading and research</u> • Use a wide knowledge of text types, forms and styles to inform their writing • <u>Plan and write for a clear purpose and audience</u> • Choose form and subject when non-fiction • Ensure writing is lively interesting and thoughtful • <u>Show a controlled, confident and established voice throughout a piece of writing</u> • Ensure that the content and style of writing accurately reflects the purpose • Experiment with writers' techniques borrowed from book, screen and stage • <u>Use informal and formal structures and style appropriate to the reader</u> • Use reported speech appropriately • Ensure writing is controlled and balanced • Use a range of layout devices to structure text e.g. headings, sub-headings, columns, bullet points and tables • Manipulate the reader • Add depth and detail to paragraphs 	<ul style="list-style-type: none"> • write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) • in narratives, describe settings, characters and atmosphere • integrate dialogue in narratives to convey character and advance the action • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) • <u>Develop their own ideas for writing through reading, research and personal experience</u> • Use a wide knowledge of text types, forms and styles to inform their writing • <u>Plan and write for a clear purpose and audience</u> • Choose form and subject when writing poetry and non-fiction • Ensure that the content and style of writing accurately reflects the purpose • <u>Show a controlled, confident and established voice throughout a piece of writing</u> • Experiment with writers' techniques borrowed from book, screen and stage • <u>Use informal and formal structures and style appropriate to the reader</u> • Use a range of techniques for special effects e.g. asides, flashbacks, footnotes etc. • Show a confident and established voice throughout a piece of writing • Affect the emotions of the reader at points in the text

	<ul style="list-style-type: none"> • Change vocabulary and grammar to enhance effects and clarify meaning • use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing • use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) • <u>Use a range of devices for cohesion across a text e.g. repetition, connectives, ellipsis etc.</u> • Understand the basic subject, verb, object structure of a sentence • Use more extended noun phrases to convey complicated information concisely e.g. the colourful comic strip on the back page • Use the 'perfect form' of verbs • Understand how colons are used • Use colons appropriately • Understand how to use punctuation with bullet points • Use punctuation consistently with bullet points 	<ul style="list-style-type: none"> • Use speech to advance action • Evaluate the work of others and suggest improvements • Evaluate their work effectively and make improvements based on this • Proof-read for spelling and punctuation errors • Change vocabulary and grammar to enhance effects and clarify meaning • use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing • use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) • Understand and recognise active and passive voice • Understand and explore synonyms and antonyms • Use passive voice appropriately in writing • Use the 'perfect form' of verbs for effect • <u>Use a range of devices for cohesion across a text e.g. repetition, connectives, ellipsis etc.</u> • Understand how semi-colons are used • Use semi-colons appropriately • Understand how dashes are used for marking the boundaries between independent clauses • Use dashes to mark the boundaries between independent clauses • Understand how hyphens are used • Use hyphens appropriately • Use more than one subordinate clause successfully in a complex sentence 	<ul style="list-style-type: none"> • Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear • Evaluate the work of others and suggest improvements • Evaluate their work effectively and make improvements based on this • Proof-read for spelling and punctuation errors • Change vocabulary and grammar to enhance effects and clarify meaning • Check that the appropriate register is being used • Select and use stylistic devices to support the purpose and effect of writing • use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing • use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) • Use correct grammatical terminology when discussing their writing • <u>Use a range of devices for cohesion across a text e.g. repetition, connectives, ellipsis etc.</u> • Recognise and understand 'the subjunctive' e.g. If Fred were here, things would be different • Understand how ellipsis is used • Use ellipsis appropriately • Use a range of devices for cohesion across a text e.g. repetition, connectives, ellipsis etc.
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Year B – 2023-2024

EYFS – Reception Curriculum – 2023-2024

EYFS	Autumn Term: Being Historians		Spring Term: Being a Technologist		Summer Term: Being an Environmentalist	
The Big Question!	Who am I?	A long time ago... What did they leave behind?	Who left these footprints?	Let's go	What can we find? All around us...	What is it like to be beside the sea?
Potential Themes	Friendship Wellbeing PSED	History Celebrations	Geography Frozen Planet Space Dinosaurs Lunar New Year	Science Transport Up, up and away Journey's	Science Planting Minibeasts Farm: food to fork	History Seaside Under the sea Pirates
Possible Focus Texts (dependent on children's interests)	The Great Big Book of Families Tiger who came to Tea Dogger Here we are Supertato The Colour Monster	Kings Pants/Queen's hat (links to London) The House in the Woods Fireworks sense poems Stickman (seasons) Jolly Christmas Postman The Christmas Story	The Great race Little Glow Tyrannosaurus Drip Harry and his bucketful of dinosaurs Mary Anning–little people, big dreams	Meerkat mail The Naughty Bus The Train Ride Mr Gumpy's Motor Car Mrs Armitage on wheels Zog Zogand the flying Doctors The Darkest Dark Roaring Rockets Whatever Next! Look Up! The Way Back Home	Jack and the beanstalk Jaser's beanstalk The Tiny Seed The big book of bugs/plants etc The Enormous Turnip The Very Hungry Caterpillar Mad about Minibeasts	The Storm Whale Sharing a shell Clean Up! Seaside Poems Billy's Bucket Bear's Adventure What the ladybird heard at the seaside The Snail and The Whale Micheal Recycle A plant full of plastic

Development Matters and ELGs	<p>Blending and segmenting to read simple words and write them.</p> <ul style="list-style-type: none"> - Implement phonics to independent reading and writing; identifying initial sounds. - Reading taught tricky words - Listen to stories and retell the main events from them - Say simple sentences for writing - Start to form some lower-case letters correctly - Write their own name 	<p>Recognise all taught sounds including some digraphs</p> <ul style="list-style-type: none"> - Read phonetically decodable books - Predict what might happen next in a story - Uses 'book vote' to say which story they would like to listen to - Retell or make up stories based using vocabulary they have learnt - Identify non-fiction texts, remembering some facts - Form lowercase letters and capital letters correctly - Start to write short sentences with words with known sound- letter correspondences - Begin to use capital letters, finger spaces and full stops in independent writing. - Read sentences back to an adult. - Spell some taught tricky words 	<p>ELG Reading Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>ELG Reading Read words consistent with their phonic knowledge by sound-blending.</p> <p>ELG Reading Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>ELG Comprehension Anticipate – where appropriate – key events in stories.</p> <p>ELG Comprehension Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG Writing Write recognisable letters, most of which are correctly formed.</p> <p>ELG Writing Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>ELG Writing Write simple phrases and sentences that can be read by others.</p> <p>ELG Fine Motor Hold a pencil effectively in preparation for fluent writing.</p>
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KS1 – Year 1 and Year 2 Curriculum – 2023-2024

	Being a Technologist		Being Historians		Being an Environmentalist	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about me	London	Transport	China	At the seaside	Weather

Units	Narrative – Stories with familiar settings Letter Poetry – observation poetry	Narrative – Voyage and Return Non-chronological reports Instructions	Recount Narrative – 4-part story Poems – acrostic	Non-chronological reports Instructions	Narrative – Repeating stories Diary entry Poem - acrostic	Non-chronological reports Instructions Letter
Book Links	Narrative – Lola and Charlie’s too small for school – story about going to school Poem about what they look like Letter – writing a letter to their future self / to a friend to explain what they would like to be when they grow up	<i>Narrative:</i> Vlad and the Great Fire of London Non-fiction – London Instructions – How to make a toy London Bus (linked to DT)	Recount: A day on the first aeroplane Narrative – The naughty bus or Mr Grumpy’s motor car Poems - TRANSPORT	Non-chronological reports - Non-Fiction Information texts about China Instructions – how to make a Chinese lantern	Narrative: Using Pirates love underpants – to pull out the sand Diary entry – day at the seaside <i>Poetry:</i> Sensational Poems (Year 2)	<i>Non-chronological reports:</i> Types of Weather Letters – Writing a letter to Squirrel in The Leaf Thief Alice Hemming & Nicola Slater to explain about the Seasons Instructions – How to keep cool in Summer
Year 1 Objectives	<ul style="list-style-type: none"> • Begin to use the sentence by sentence process of think, say, write, check • Say out loud what they are going to write about • Compose a sentence orally before writing it • Write a sequence of sentences • Talk about their writing • <u>Leave spaces between words</u> • <u>Use full stops and capitals</u> • Join words with ‘and’ within sentences 	<ul style="list-style-type: none"> • <u>Use the sentence by sentence process of think, say, write, check</u> • Say out loud what they are going to write about • Compose a sentence orally before writing it • Write a sequence of sentences to form a short narrative or non-narrative text • <u>Re-read what they have written to check that it makes sense</u> • Talk about their writing • <u>Leave spaces between words</u> • <u>Use full stops and capitals</u> • Join sentences with ‘and’ • Use capital letters for people, places, days of the week and ‘I’ • Use exclamation marks • Use question marks 	<ul style="list-style-type: none"> • Use ideas from their reading in their writing • <u>Use the sentence by sentence process of think, say, write, check</u> • Say out loud what they are going to write about • Compose a sentence orally before writing it • Write a sequence of sentences to form a short narrative or non-narrative text • <u>Re-read what they have written to check that it makes sense</u> • Read aloud their writing clearly (link with Spoken Language) • Talk about their writing • Join sentences with ‘and’ • Change the meaning of words by adding un- (link with spelling) 			

		<ul style="list-style-type: none"> Use correct grammatical terminology when discussing their writing 	<ul style="list-style-type: none"> Form new nouns by compounding e.g. whiteboard (link with spelling) Identify and know the purpose of nouns Form singular and plural nouns (link with spelling)
Year 2 Objectives	<p>Write simple, coherent narratives about personal experiences and those of others (real and fictional) Write about real events, recording these simply and clearly Demarcate most sentences in their writing with capital letters and full stops</p> <p>Plan a narrative text Plan non-narrative text types Include new vocabulary in planning Embed the sentence by sentence process of think, say, write, check Write about personal experiences and real events Write a story Write non-narrative text types for a clear purpose e.g. to inform, to instruct etc. Write a poem based on a given structure Use some adventurous vocabulary Re-read writing for sense Use expression when reading aloud their writing Evaluate their writing with others</p> <p>Recognise and write statements Recognise and write questions Recognise and write commands Join sentences with 'or' and 'but' Use words that are appropriate to the type of writing e.g. story language, imperative verbs in instructions Identify and know the purpose of adjectives Write expanded noun phrases Avoid using 'and', 'but' or 'so' after a full stop</p>	<p>Write simple, coherent narratives about personal experiences and those of others (real and fictional) Write about real events, recording these simply and clearly Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.</p> <p>Plan a narrative text Plan non-narrative text types Write about personal experiences and real events Write an entertaining story Write non-narrative text types for a clear purpose e.g. to inform, to instruct etc. Ensure that there is a clear beginning, middle and end in their writing Develop an idea over several sentences Use adventurous vocabulary Add detail to interest the reader Build writing stamina through writing longer pieces Link ideas to make writing flow e.g. last time, also, after. Then, soon, at last, and another thing... Re-read writing for sense Check writing for consistent use of tense Evaluate their writing with others and by themselves</p> <p>Use present and past tense mostly correctly and consistency Use co-ordination (or/and/but) and some subordination (when/if/that/because) to join clauses. Use correct grammatical terminology when discussing their writing Use words that are appropriate to the type of writing e.g. story language, imperative verbs in instructions Write expanded noun phrases Identify and know the purpose of adjectives Use apostrophes for simple contracted forms Use 'when', 'if', 'that' and 'because' to extend sentences Use commas for lists Write consistently in 'past' or 'present' tense Form adverbs by adding -ly to adjectives Identify and use -ly adverbs</p>	<p>Write simple, coherent narratives about personal experiences and those of others (real and fictional) Write about real events, recording these simply and clearly Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.</p> <p>Plan a narrative text Plan non-narrative text types Include new vocabulary in planning Use structures from reading to aid planning Embed the sentence by sentence process of think, say, write, check Make their writing lively and interesting for the reader Write about personal experiences and real events Write an entertaining story Write non-narrative text types for a clear purpose e.g. to inform, to instruct etc. Write a poem Ensure that there is a clear beginning, middle and end in their writing Use adventurous vocabulary Add detail to interest the reader Build writing stamina through writing longer pieces Re-read writing for sense Check writing for consistent use of tense (including the progressive form of verbs) Proof-read for spelling, grammar and punctuation errors Use expression when reading aloud their writing Evaluate their writing with others and by themselves Improve their writing style by adding new techniques to their repertoire</p> <p>Use present and past tense mostly correctly and consistency Use co-ordination (or/and/but) and some subordination (when/if/that/because) to join clauses. Use correct grammatical terminology when discussing their writing Identify and know the purpose of verbs Use interesting verbs when writing</p>

			<p>Explain what an apostrophe is</p> <p>Use the progressive form of verbs (-ing) to write about actions in progress e.g. He was thinking, she is dancing</p> <p>Form nouns by using suffixes such as -ness and -er.</p> <p>Form adjectives using -ful, -er, -est and -less (link with spelling)</p>
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LKS2 – Year 3 and Year 4 Curriculum – 2023-2024

	Being a Technologist		Being Historians		Being an Environmentalist	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Stone Age to Iron Age	Farm to Fork	Ancient Egypt	Vicious volcanoes	Mayans	Rainforests
Units	Narrative – stories in unfamiliar settings (Historical) Diary Entry Instructions	Non-chronological Report Poetry - senses Recount	Narrative - Traditional tales Instructions Diary entry	Poetry – structured Non-chronological report Narrative – overcoming the monster	Narrative - Adventure stories – Quest Non-fiction – recount - Diary entries/journals Poem - senses	Narrative – Fantasy story Persuasive writing Recount
Book Links	Narrative – Stone Age Boy Diary entry – being Stone Age Boy – day in the life of Instructions – How to train a Woolly Mammoth	Non-chronological Report – about farmyard animals Poems – senses – at the farm Recount – a day at the farm	Traditional Tale – Egyptian Cinderella Instructions – how to Mummify a body Diary Entry – being Howard Carter	Poetry – erupting Volcano Non-chronological report – about volcanoes around the world Narrative - monster in the volcano, need to save the city	Quest story – oh maya god's by Maz Evans Non-fiction – fact books about Mayans	Narrative – Fantasy – based on - The Great Kapok Tree Lynne Cherry Persuasive writing – to protect the rainforest

					Recount – a day in the rainforest treetops – What the Macaw Saw
Year 3 Objectives	<ul style="list-style-type: none"> • Generate ideas for their writing • Use the structures, grammar and vocabulary of written texts to plan and write their own • Compose and orally rehearse sentences which are increasingly rich in structure and vocabulary • Use headings and sub-headings • Use ideas and content appropriate to the subject and text type • Signal sequence, place and time to give coherence to writing • Create settings using well chosen words and phrases • Evaluate the work of others and suggest improvements • <u>Evaluate their work effectively and make improvements based on this</u> • Proof–read for spelling, grammar and punctuation errors • Use correct grammatical terminology when discussing their writing • Use and understand the terms consonant and vowel • <u>Use a or an appropriately</u> • Recognise what a pronoun is • Recognise and explain what a conjunction is • <u>Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because</u> • Recognise direct speech and inverted commas • <u>Use direct speech and inverted commas</u> 	<ul style="list-style-type: none"> • Generate ideas for their writing • Use the structures, grammar and vocabulary of written texts to plan and write their own • <u>Use their imagination to write engaging texts</u> • Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary • <u>Plan and order texts logically</u> • Use paragraphs to group related material • Create characters using well chosen words and phrases • Use language to create an effect e.g. creating a mood • Collect and use suitable vocabulary for a text • <u>Use paragraphs to group related material</u> • <u>Evaluate their work effectively and make improvements based on this</u> • Proof–read for spelling, grammar and punctuation errors • Use correct grammatical terminology when discussing their writing • <u>Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because</u> • <u>Use a or an appropriately</u> • Explore word families based on common words • Identify adverbs • Identify prepositions • Use prepositional phrases to add detail to sentences • <u>Use adverbs to express time, place and cause e.g. then, next, soon, therefore</u> • <u>Use inverted commas</u> • Explore and understand verb prefixes (link with dis-, de-, mis-, over- and re- in spelling) 	<ul style="list-style-type: none"> • Generate ideas for their writing • Use the structures, grammar and vocabulary of written texts to plan and write their own • <u>Use their imagination to write engaging texts</u> • <u>Plan and organise texts logically</u> • Create a coherent plot in a story • Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary • Experiment with layout when writing non-fiction texts • Use expression, intonation and tone when reading aloud their writing • <u>Use paragraphs to group related material</u> • Evaluate the work of others and suggest improvements • <u>Evaluate their work effectively and make improvements based on this</u> • Proof–read for spelling, grammar and punctuation errors • Use correct grammatical terminology when discussing their writing • <u>Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because</u> • <u>Use adverbs to express time, place and cause e.g. then, next, soon, therefore</u> • Create new nouns using prefixes • Use prepositions to express time, cause and place e.g. before, after, during, in, because of • Use have or has before a verb to create the 'present perfect form' or 'had' to create the 'past perfect form' • Understand what a main clause is • Identify simple and compound sentences • Recognise what a personal pronoun is e.g. I, me, we, us, you, he, she, it, him, her, they, them 		
Year 4 Objectives	<ul style="list-style-type: none"> • Generate ideas for their writing • <u>Plan and write their own texts to suit a specific audience based on the structures,</u> 	<ul style="list-style-type: none"> • Generate ideas for their writing • <u>Plan and write their own texts to suit a specific audience based on the structures,</u> 	<ul style="list-style-type: none"> • <u>Plan and write their own texts to suit a specific audience based on the structures,</u> 		

	<p><u>grammar and vocabulary of texts that they have studied</u></p> <ul style="list-style-type: none"> • Compose and orally rehearse sentences which are increasingly rich in structure and vocabulary • <u>Use paragraphs to organise ideas around a theme</u> • Use exciting and interesting vocabulary appropriate to the text type • <u>Evaluate their work effectively and make improvements based on this</u> • Proof-read for spelling, grammar and punctuation errors • Change vocabulary and grammar for consistency and impact • Write a satisfying ending <ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • Use adverbs to express frequency e.g. often and manner e.g. loudly • <u>Use fronted adverbials</u> • Identify possessive pronouns e.g. my, mine, our, ours, its, his, her, hers, their, theirs, your, yours, whose, and one's • Know what a subordinate clause is • <u>Use subordinate clauses to write complex sentences – drop in sentence</u> • Use connectives for cohesion across a text • Identify determiners • Write more complex expanded noun phrases by adding prepositional phrases to the determiner, noun and adjective(s) • <u>Use inverted commas and other speech punctuation appropriately</u> 	<p><u>grammar and vocabulary of texts that they have studied</u></p> <ul style="list-style-type: none"> • <u>Use paragraphs to organise ideas around a theme</u> • Create writing which is organised, imaginative and clear • <u>Link ideas within a paragraph or section</u> • Compose and orally rehearse sentences which are increasingly rich in structure and vocabulary • <u>Develop and extend ideas in stories, non-fiction and poetry e.g. character, settings, arguments, themes</u> • Write in the style of an author or poet who has been studied • Communicate feelings, emotions and opinions • Take a viewpoint in a piece of writing • <u>Evaluate their work effectively and make improvements based on this</u> • Proof-read for spelling, grammar and punctuation errors • Change vocabulary and grammar for consistency and impact <ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • Use adverbs to express frequency e.g. often and manner e.g. loudly • Use connectives for cohesion across a text • <u>Identify and recognise adverbial phrases and clauses</u> • <u>Use fronted adverbials</u> • <u>Use commas to mark off fronted adverbials</u> • <u>Understand some differences between standard and non-standard English verb forms e.g. we were instead of we was</u> • <u>Use subordinate clauses to write complex sentences – drop in sentence</u> • Use commas for marking off subordinate clauses • <u>Use inverted commas and other speech punctuation appropriately</u> 	<p><u>grammar and vocabulary of texts that they have studied</u></p> <ul style="list-style-type: none"> • Make the form of writing consistently clear, relevant and organised • <u>Use paragraphs to organise ideas around a theme</u> • <u>Link ideas within a paragraph or section</u> • <u>Experiment with layout when writing poems</u> • <u>Develop and extend ideas in stories, non-fiction and poetry e.g. character, settings, arguments, themes</u> • Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary • Use stanzas to structure content in poems • Engage the reader fully at points • Read aloud their own work using a range of strategies (intonation, volume, tone etc.) to make the meaning clear • Evaluate the work of others and suggest improvements • <u>Evaluate their work effectively and make improvements based on this</u> • Proof-read for spelling, grammar and punctuation errors • Change vocabulary and grammar for consistency and impact <ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • Use a wider range of conjunctions to extend sentences including when, if, because, although • <u>Use fronted adverbials</u> • Know what a complex sentence is • Write complex sentences • <u>Understand some differences between standard and non-standard English verb forms e.g. we were instead of we was</u> • Fully understand the difference between plural and possessive s • Use apostrophes to show plural possession e.g. The boys' house • Use pronouns and nouns appropriately (for clarity and cohesion and to avoid repetition) • <u>Use inverted commas and other speech punctuation appropriately</u>
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UKS2 – Year 5 and Year 6 Curriculum – 2023-2024

	Being a Technologist		Being Historians		Being an Environmentalist	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	WW2	Energy sources	Ancient Greece	Popular populations	Stay local!	Blue Planet
Units	Narrative – Classic Fiction Letter Poetry - classic	Non-chronological reports Instructions Persuasion	Diary Entry Narrative – Myths and Legends Poetry – free verse	Letter Recount – newspaper	Narrative Persuasion Recount – diary	Instructions Poetry Non-chronological report
Book Links	World War 2 Classic Fiction – Carrie’s War Or Goodnight Mr Tom Letter – as a refugee Classic World War 2 poetry	Report about energy sources Instructions – how to build a circuit – Science links Persuasion – to use renewable energy	Diary Entry – Day in the life of a beast keeper - Beasts of Olympus: Beast Keeper Lucy Coats & David Roberts Narrative – Who let the God’s out by Maz Evans Poem – free-verse – about a Greek God	Letter writing – Pen pals to another country – Geography link Recount – newspaper – reporting on the country with the largest population	Narrative – stories which raise issues and dilemmas – Wonder Persuasion – Why should you live in Belchamps? Recount – day in the life of a school day	Instructions – how to keep our oceans clean Poetry – narrative – as a drop of water flowing to the ocean Non-chronological report – about our oceans and seas
Year 5 Objectives	<ul style="list-style-type: none"> Develop ideas through reading and research <u>Plan and write for a clear purpose and audience</u> <u>Ensure that the content and style of writing accurately reflects the purpose</u> Borrow writers’ techniques from book, screen and stage 		<ul style="list-style-type: none"> Develop own ideas through reading and research Use a wide knowledge of text types, forms and styles to inform their writing <u>Plan and write for a clear purpose and audience</u> <u>Ensure that the content and style of writing accurately reflects the purpose</u> 		<ul style="list-style-type: none"> Develop ideas through reading and research Use a wide knowledge of text types, forms and styles to inform their writing <u>Plan and write for a clear purpose and audience</u> <u>Ensure that the content and style of writing accurately reflects the purpose</u> 	

	<ul style="list-style-type: none"> • <u>Structure and organise writing in well linked paragraphs</u> • Build cohesion within a paragraph • Link openings to closings • <u>Use a variety of sentence openers</u> • <u>Carefully select words to create effects</u> • <u>Evaluate their work effectively and make improvements based on this including changing vocabulary and grammar to enhance effects and clarify meaning</u> • Proof-read for spelling and punctuation errors • Ensure the consistent and correct use of tense through a longer piece of writing • Change vocabulary and grammar to enhance effects and clarify meaning • Maintain a viewpoint throughout a text • Use vivid description • Use correct grammatical terminology when discussing their writing • <u>Use commas to clarify meaning or avoid ambiguity</u> • Identify relative pronouns e.g. which, that, who (whom, whose), when, where • Use relative pronouns appropriately • Use devices (connectives) for cohesion within a paragraph • Ensure correct subject verb agreement 	<ul style="list-style-type: none"> • Borrow writers' techniques from book, screen and stage • <u>Engage the reader throughout</u> • <u>Structure and organise writing in well linked paragraphs</u> • <u>Ensure cohesion within and between all paragraphs in a text</u> • <u>Use a variety of sentence openers</u> • <u>Carefully select words to create effects, sustain and develop ideas</u> • <u>Use varied vocabulary to sustain and develop ideas</u> • <u>Develop paragraphs creatively using techniques such as contrast, additional detail and explanation</u> • <u>Evaluate their work effectively and make improvements based on this including changing vocabulary and grammar to enhance effects and clarify meaning</u> • Proof-read for spelling and punctuation errors • Ensure the consistent and correct use of tense through a longer piece of writing • Change vocabulary and grammar to enhance effects and clarify meaning • <u>Select and use stylistic devices to enhance writing</u> • Use correct grammatical terminology when discussing their writing • <u>Use commas to clarify meaning or avoid ambiguity</u> • <u>Identify relative clauses e.g. beginning with who, which, where, when, whose, that</u> • <u>Use relative clauses to expand sentences</u> • Use adverbs and adverbials <u>as connectives</u> to show time (e.g. after five minutes), place (e.g. nearby) and number (e.g. secondly) across a text • <u>Experiment with clause position in complex sentences</u> • <u>Orchestrate a range of sentence structures</u> • Ensure correct subject verb agreement 	<ul style="list-style-type: none"> • Borrow and adapt writers' techniques from book, screen and stage • <u>Use a variety of sentence openers</u> • <u>Carefully select words to create effects, sustain and develop ideas</u> • Balance narrative writing between action, description and dialogue • Develop paragraphs creatively using techniques such as contrast, additional detail and explanation • <u>Choose a text form</u> • <u>Select which parts of writing need to be developed in detail</u> • <u>Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear</u> • <u>Use stanzas to organise ideas around a theme in poetry</u> • <u>Evaluate the work of others and suggest improvements</u> • <u>Evaluate their work effectively and make improvements based on this including changing vocabulary and grammar to enhance effects and clarify meaning</u> • Proof-read for spelling and punctuation errors • Ensure the consistent and correct use of tense through a longer piece of writing • Change vocabulary and grammar to enhance effects and clarify meaning • Select and use stylistic devices to enhance writing • Use correct grammatical terminology when discussing their writing • <u>Use commas to clarify meaning or avoid ambiguity</u> • <u>Identify a modal verb is e.g. might, should, could, would, can, may, must, shall, will</u> • <u>Identify a modal adverb is e.g. perhaps, surely, obviously</u> • <u>Use modal verbs and adverbs</u> • <u>Use the suffixes -ate, -ise, and -ify to convert nouns or adjectives into verbs</u> • <u>Understand what parenthesis is</u> • <u>Recognise and identify brackets and dashes</u> • <u>Use brackets, dashes or commas for parenthesis</u>
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Year 6 Objectives	<ul style="list-style-type: none"> • write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) • in narratives, describe settings, characters and atmosphere • integrate dialogue in narratives to convey character and advance the action • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) • <u>Develop their own ideas for writing through reading and research</u> • Use a wide knowledge of text types, forms and styles to inform their writing • <u>Plan and write for a clear purpose and audience</u> • Ensure that the content and style of writing accurately reflects the purpose • <u>Show a controlled, confident and established voice throughout a piece of writing</u> • Borrow and adapt writers' techniques from book, screen and stage • Vary structure to expand ideas and provide emphasis • Use a range of layout devices to structure text e.g. headings, sub-headings, columns, bullet points and tables • Manipulate word order for effect • Use speech to convey and develop a character • Evaluate their work effectively and make improvements based on this • Proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> • write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) • in narratives, describe settings, characters and atmosphere • integrate dialogue in narratives to convey character and advance the action • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) • <u>Develop their own ideas for writing through reading and research</u> • Use a wide knowledge of text types, forms and styles to inform their writing • <u>Plan and write for a clear purpose and audience</u> • Choose form and subject when non-fiction • Ensure writing is lively interesting and thoughtful • <u>Show a controlled, confident and established voice throughout a piece of writing</u> • Ensure that the content and style of writing accurately reflects the purpose • Experiment with writers' techniques borrowed from book, screen and stage • <u>Use informal and formal structures and style appropriate to the reader</u> • Use reported speech appropriately • Ensure writing is controlled and balanced • Use a range of layout devices to structure text e.g. headings, sub-headings, columns, bullet points and tables • Manipulate the reader • Add depth and detail to paragraphs 	<ul style="list-style-type: none"> • write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) • in narratives, describe settings, characters and atmosphere • integrate dialogue in narratives to convey character and advance the action • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) • <u>Develop their own ideas for writing through reading, research and personal experience</u> • Use a wide knowledge of text types, forms and styles to inform their writing • <u>Plan and write for a clear purpose and audience</u> • Choose form and subject when writing poetry and non-fiction • Ensure that the content and style of writing accurately reflects the purpose • <u>Show a controlled, confident and established voice throughout a piece of writing</u> • Experiment with writers' techniques borrowed from book, screen and stage • <u>Use informal and formal structures and style appropriate to the reader</u> • Use a range of techniques for special effects e.g. asides, flashbacks, footnotes etc. • Show a confident and established voice throughout a piece of writing • Affect the emotions of the reader at points in the text

	<ul style="list-style-type: none"> • Change vocabulary and grammar to enhance effects and clarify meaning • use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing • use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) • <u>Use a range of devices for cohesion across a text e.g. repetition, connectives, ellipsis etc.</u> • Understand the basic subject, verb, object structure of a sentence • Use more extended noun phrases to convey complicated information concisely e.g. the colourful comic strip on the back page • Use the 'perfect form' of verbs • Understand how colons are used • Use colons appropriately • Understand how to use punctuation with bullet points • Use punctuation consistently with bullet points 	<ul style="list-style-type: none"> • Use speech to advance action • Evaluate the work of others and suggest improvements • Evaluate their work effectively and make improvements based on this • Proof-read for spelling and punctuation errors • Change vocabulary and grammar to enhance effects and clarify meaning • use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing • use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) • Understand and recognise active and passive voice • Understand and explore synonyms and antonyms • Use passive voice appropriately in writing • Use the 'perfect form' of verbs for effect • <u>Use a range of devices for cohesion across a text e.g. repetition, connectives, ellipsis etc.</u> • Understand how semi-colons are used • Use semi-colons appropriately • Understand how dashes are used for marking the boundaries between independent clauses • Use dashes to mark the boundaries between independent clauses • Understand how hyphens are used • Use hyphens appropriately • Use more than one subordinate clause successfully in a complex sentence 	<ul style="list-style-type: none"> • Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear • Evaluate the work of others and suggest improvements • Evaluate their work effectively and make improvements based on this • Proof-read for spelling and punctuation errors • Change vocabulary and grammar to enhance effects and clarify meaning • Check that the appropriate register is being used • Select and use stylistic devices to support the purpose and effect of writing • use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing • use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) • Use correct grammatical terminology when discussing their writing • <u>Use a range of devices for cohesion across a text e.g. repetition, connectives, ellipsis etc.</u> • Recognise and understand 'the subjunctive' e.g. If Fred were here, things would be different • Understand how ellipsis is used • Use ellipsis appropriately • Use a range of devices for cohesion across a text e.g. repetition, connectives, ellipsis etc.
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