**Kingfishers Long term plan 2021-2022**

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|  | Autumn | Spring | Summer |
| English | **Writing - transcription**   * use further prefixes and suffixes and understand how to add them (English Appendix 1) * spell further homophones * spell words that are often misspelt (English Appendix 1) * place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] * use the first two or three letters of a word to check its spelling in a dictionary * write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.   **Handwriting**   * use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined * increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].   **Writing - composition**   * plan their writing by:   + discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar   + discussing and recording ideas * draft and write by:   + composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures – see Appendix 2 of the National Curriculum   + organising paragraphs around a theme   + in narratives, creating settings, characters and plot   + in non-narrative material, using simple organisational devices [for example, headings and sub-headings] * evaluate and edit by:   + assessing the effectiveness of their own and others’ writing and suggesting improvements   + proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences * proof-read for spelling and punctuation errors * read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. * **develop their understanding of the concepts set out in Appendix 2 of the National Curriculum by:**   + extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although   + using the present perfect form of verbs in contrast to the past tense   + choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition   + using conjunctions, adverbs and prepositions to express time and cause   + using fronted adverbials   + learning the grammar for years 3 and 4 in English Appendix 2 * indicate grammatical and other features by:   + using commas after fronted adverbials   + indicating possession by using the possessive apostrophe with plural nouns   + using and punctuating direct speech * use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. * **Word reading** * apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1 of the National Curriculum, both to read aloud and to understand the meaning of new words they meet * read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. * **Comprehension** * develop positive attitudes to reading and understanding of what they read by: * listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks * reading books that are structured in different ways and reading for a range of purposes * using dictionaries to check the meaning of words that they have read * increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally * identifying themes and conventions in a wide range of books * preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action * discussing words and phrases that capture the reader’s interest and imagination * recognising some different forms of poetry [for example, free verse, narrative poetry] * understand what they read, in books they can read independently, by: * checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context * asking questions to improve their understanding of a text * drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * predicting what might happen from details stated and implied * identifying main ideas drawn from more than one paragraph and summarising these * identifying how language, structure, and presentation contribute to meaning * retrieve and record information from non-fiction * participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. | | |
| Maths | Maths learning will follow the national curriculum in these areas:  - Number (place value, addition and subtraction, multiplication and division, fractions)  - Measurement  - Geometry (properties of shapes, position and direction)  - Statistics  These topics will be revisited in a spiral curriculum to ensure that the objectives are covered  in sufficient depth and breadth. | | |
| Science | Magnets and Forces | Plants | Light  Scientific enquiry |
| RE | ‘Why do Christians call themselves The Body Of Christ’ and ‘Why is good stewardship and generous giving important for every Christian’ | What symbols and stories help Jewish people remember their covenant with God? | ‘How does the story of Rama and Sita inspire Hindus to follow their dharma?’ and ‘How does the teaching of the gurus move Sikhs from the darkness to the light?’ |
| History | Stone Age to Iron Age | Framlingham Castle | Tudors |
| Geography | Rivers and the water cycle | Poland | Lake District and Laxfield |
| Art | Cave Paintings, | Castles | Tudor Portraits  Textiles |
| DT | 2D to 3D Product | Simple Programming and Control | Healthy and Varied Diet |
| Music | Hoe-down  Aaron Copeland | Glockenspiel | Three Little Birds by Bob Marley  Florence Price. |
| PE | Fundamentals, Fitness, Football, Rugby | Netball, Gymnastics, Swimming, Dance | Tennis, Quicksticks, Cricket, Athletics |
| Computing | Coding, Spreadsheets | Online Safety,  Animation | Making music  Hardware Investigators  Logo |
| French | Greetings, Travel, Days, Numbers | Animals, expressing preference | Colours, clothing, food |