**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.
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| 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)- StatisticsThese topics will be revisited in a spiral curriculum to ensure that the objectives are coveredin sufficient depth and breadth. |
| Science | Magnets and Forces | Plants | LightScientific 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 PortraitsTextiles |
| DT | 2D to 3D Product | Simple Programming and Control | Healthy and Varied Diet |
| Music | Hoe-down Aaron Copeland | Glockenspiel | Three Little Birds by Bob MarleyFlorence Price. |
| PE | Fundamentals, Fitness, Football, Rugby | Netball, Gymnastics, Swimming, Dance | Tennis, Quicksticks, Cricket, Athletics |
| Computing | Coding, Spreadsheets | Online Safety,Animation | Making musicHardware InvestigatorsLogo |
| French | Greetings, Travel, Days, Numbers | Animals, expressing preference  | Colours, clothing, food |