

Subject	Year 5					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
British values	Theme (Q) Who lives in the woods?	Theme (Q) Would you be faster in snow or sand?	Theme (Q) Could you blow a house down?	Theme (Q) Do all Superheroes wear capes?	Theme (Q) Does every country have its own flower?	Theme (Q) Where would The Wishing Chair take you?
Christian values	Hook: Walk to Duxbury Woods- link to Science and Settings for stories	Hook- visit to Liverpool maritime museum -Titanic workshop	Hook Astley hall visit – houses from the past workshop	Hook – dress up as an everyday superhero  Visit to the LIFE centre at Chorley Hospital	Hook – British cultures day. Celidh, food, national flower	Hook Indian day – dance/food
Cross curricular writing opportunities		Snail Races		Zoom call with nurses		
	Class Read: Selection of Emily Gravett Books	Class Read: Hot and Cold themed Books	Class Read: Traditional Tales	Class Read: Stories with people who help us- Linked to NHS	Class Read: Stories based in Other UK cultures	Class Read: The Enchanted Wood
Geography	Topic – Continents and Oceans  Name and locate the world’s seven continents and five oceans	Topic - Hot and cold areas of the World  (begin in Autumn 1)  CC – Non chronological report			Topic: Countries and capitals of the UK  Name, locate and identify	Topic: Uk Vs India (non European country)  CC – Non chronological report on India

Use world maps, atlases and globes to identify continents and oceans studied at this key stage

- Locate land and sea on maps.

Tolerance  
Mutual respect

Acceptance  
Showing compassion  
Being peaceful and calm

on the world and continents

Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Use basic geographical vocabulary to refer to:

Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

Use simple compass directions (North, South, East and West) and locational and directional language [for example, near

characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Use world maps, atlases and globes to identify the United Kingdom and its countries,

Locate land and sea on maps.

Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical

Fiction based on adventure on the Wishing chair.

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country

Use basic geographical vocabulary to refer to:

Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Use basic geographical

		<p>and far; left and right], to describe the location of features and routes on a map</p> <p>Showing compassion Being honest</p> <p>Tolerance Individual liberty</p>			<p>features of its surrounding environment</p> <p>Democracy Rule of law</p> <p>Acceptance Being peaceful and calm</p>	<p>vocabulary to refer to:</p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map and use and construct basic symbols in a key</p> <p>Know that symbols mean something on maps</p> <p>Acceptance Showing compassion</p> <p>Mutual respect tolerance</p>
--	--	--	--	--	---	--

Ongoing units Identify seasonal and daily weather patterns in the United Kingdom

Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc

Geography Assessment

GD

Below

GD

Below

GD

Below

GD

Below

GD

Below

GD

Below

History

The Titanic –  
Cc – diary of a person on Titanic (recount)

History Events beyond living memory that are significant nationally or globally.

Chronology  
recognise the distinction between past and present.

order and sequence some familiar events and objects.

Houses and Homes  
CC – letter to Astley hall to say thank you

History Changes within living memory. Houses & Homes -What were homes like in the past? What were children’s bedrooms like? Did homes have a toilet? Are homes better now? Why have they changed? How will they change in the future?

order and sequence some familiar events and objects.

recognise that their own lives are similar and/or different from the lives of people in the past

Florence Nightingale  
CC – diary of Florence (recount)

History The lives of significant people that have contributed to national and international achievements.

demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements

		<p>recognise that their own lives are similar and/or different from the lives of people in the past.</p> <p>use common words and phrases concerned with the passing of time.</p> <p>Events, People and changes</p> <p>retell some events from beyond their living memory which are significant nationally or globally.</p> <p>demonstrate simple historical concepts and events through role-play, drawing and writing.</p> <p>Democracy Individual liberty</p> <p>Achieving &amp; persevering Self control Showing compassion</p>	<p>identify some of the basic ways in which the past can be represented.</p> <p>choose parts of stories and other sources to show what they know about the past.</p> <p>ask and answer simple questions about the past through observing and handling a range of sources.</p> <p>Democracy Rule of law Individual liberty</p> <p>Lovely manners Showing compassion acceptance</p>	<p>retell simple stories or events from the past</p> <p>use simple historical terms</p> <p>talk about what/who was significant in simple historical accounts.</p> <p>demonstrate simple historical concepts and events through role-play, drawing and writing.</p> <p>recognise some basic reasons why people in the past acted as they did.</p> <p>Individual liberty Democracy Tolerance Mutual respect</p> <p>Achieving &amp; persevering</p>		
--	--	--	---	--	--	--

							Showing compassion Being peaceful and calm. Self control					
History Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
Science	<p>Ongoing units – Seasonal change - Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Observing similar plants at different stages of growth. Observe changes across the four seasons. Keep records of how plants have changed over time, for example the leaves falling off trees and buds opening.</p> <p>Observe and describe weather associated with the seasons and how day length varies. Making tables and charts about the weather. Make displays of what happens in the world around them. Including day length, as the seasons change</p> <p>CC – explanation of what happens in seasons</p>											
	<u>Living things and their Habitats</u>  <p>CC – write about an animal and its habitat</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p>			<p>Everyday materials</p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Describe the simple physical properties of a variety of everyday materials and Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (year 1 to compare and group them).</p> <p>Working scientifically Distinguish between an object and the material from which it is made.</p>				<p>Plants</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>observe and describe how seeds and bulbs</p>		<p>Animals including Humans –</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p>		

Identify and name a variety of plants animals in their habitats, including micro-habitats.

Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Working scientifically  
Describing how they decided where to place things, exploring questions such as: 'Is a flame alive? Is a deciduous tree dead in winter?'

Talking about ways of answering their questions.

Describing the conditions in different habitats and micro-habitats (under log, on stony path, under bushes);

Finding out how the conditions affect the number and type(s) of

Describe the simple physical properties of a variety of everyday materials.

Comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs).

Identifying and classifying the uses of different materials, and recording their observations.

Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?'

Identifying and classifying the uses of different materials, and recording their observations.

Democracy  
Mutual respect

Being peaceful and calm  
Achieving and persevering

grow into mature plants.

Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Observe the growth of flowers and vegetables closely using a magnifying glass, and comparing and contrasting familiar plants.

Compare and contrast familiar plants describing how they were able to identify and group them.

Setting up a comparative test to show that plants need light and water to stay healthy.

Compare and contrast what they have found out

Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Thorough DT food

Year 2 also

Notice that animals, including humans, have offspring which grow into adults.

Find out about and describe the basic needs of animals, including humans,

plants and animals that live there.

Sorting and classifying things as to whether they are living, dead or were never alive

Recording their findings of whether things are alive, dead or were never alive using charts.

Constructing a simple food chain that includes humans (e.g. grass, cow, human);

Individual liberty  
Mutual respect

Lovely manners  
Showing compassion  
being peaceful and calm

about different plants.

Drawing diagrams showing the parts of different plants.

Democracy  
Rule of law

Showing compassion  
Self control

for survival (water, food and air).

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Working scientifically

Asking questions about what things animals need for survival and what humans need to stay healthy and suggesting ways to find answers to their questions.

Observing, through video or first-hand observation and measurement, how different animals grow and compare and contrast.

Using their senses to compare

										<p>different textures, sounds and smells.</p> <p>Describing how they identify and group them...grouping animals according to what they eat.</p> <p>Using their senses to compare different textures, sounds and smells.</p> <p>Asking questions about what things animals need for survival and what humans need to stay healthy and suggesting ways to find answers to their questions.</p> <p>Mutual respect Individual liberty</p> <p>Lovely manners Being honest Self control</p>		
Science Assessment	GD	Below	GD	Below								

RE	<p>1.2Harvest (3hrs)</p> <p>CC – write poems and prayers on theme of Harvest.</p> <p>2.3Jesus friend to Everyone</p> <p>CC – Blind Bartimaeus newspaper story.</p> <p>Letter from leper to say thank you.</p> <p>Tolerance Mutual Respect</p> <p>Lovely manners Showing compassion</p>	<p>2.3Jesus Friend to Everyone</p> <p>2.2 Christmas – Why was the birth of Jesus such good news?</p> <p>CC – ‘Good News’ letter for newsletter</p> <p>Write a job description for an angel.</p> <p>Tolerance Mutual Respect Lovely manners</p>	<p>2.1The Bible – Why is it such a special book?</p> <p>CC retell a favourite Bible story</p> <p>Special books NC faith unit</p> <p>Tolerance Mutual Respect Showing compassion</p>	<p>1.5Easter – Celebrating new life and new beginnings</p> <p>cc- life cycles explanation</p> <p>Combined with</p> <p>2.4 Easter how do symbols help us to understand the story</p> <p>Tolerance Mutual Respect</p> <p>Showing compassion Being peaceful and calm</p>	<p>Multicultural Christianity</p> <p>Tolerance Mutual Respect</p> <p>Acceptance</p>	<p>Why is the Church a special place for Christians?</p> <p>(include Baptism)</p> <p>NC faith unit – places of worship</p> <p>Tolerance Mutual Respect Acceptance Being peaceful and calm</p>
Computing	<p>Information technology</p> <p>NC Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.</p>		<p>Digital Literacy</p> <p>NC Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Computer Science</p> <p>NC Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>NC Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.</p>		

	<p>Understand what algorithms are and develop strategies to help find bugs in them.</p> <p>Make very simple programs</p> <p>Use algorithms and know that they can be implemented as programs on devices.</p> <p>Know what debugging is and find errors in their programs.</p> <p>Understand that programs execute by following a precise set of instructions.</p> <p>Create simple programs and further develop their strategies and logical thinking to find bugs and predict outcomes in their algorithms and programs.</p> <p>UNIT 1) Programming using espresso Year 2 Starter unit</p> <p>UNIT 2) Programming using espresso unit 2a, leading to free code at end of 2b unit. You do not need to do 2b unit.</p> <p>UNIT 3) Simulations using BBC clips, and topmarks e.g. <a href="http://flash.topmarks.co.uk/3661">http://flash.topmarks.co.uk/3661</a></p>	<p>Learn to make a range of simple digital assets such as presentations, movies, audio files and graphs.</p> <p>UNIT 3) Data handling using Purple Mash unit 1.3 pictograms</p> <p>Use simple simulations and understand how they work. (Titanic)</p> <p>Mutual respect</p> <p>Lovely manners</p>	<p>Understand the rules and responsibilities outlined by the school’s acceptable use policy and understand where to go for help when they have concerns.</p> <p>Begin to develop an understanding of the importance of computers and the internet to communicate.</p> <p>UNIT 1) Online safety using Think U know Jessie and Friends.</p> <p>Rules Online Private information Email</p> <p>Appropriate/inappropriate sites Cyber-bullying Digital footprint Keyword searching</p> <p>Rule of law Individual liberty</p> <p>Self-control Lovely manners</p>	<p>Learn to make a range of simple digital assets such as presentations, movies, audio files and graphs.</p> <p>UNIT 1) Create content using Animate me App (Florence Nightingale)</p> <p>Begin to develop an understanding of the importance of computers and the internet to communicate.</p> <p>UNIT 2) Electronic communication using Zoom as a class to share information (contact a nurse) (Contact Artist via twitter)</p> <p>Rule of law Individual liberty</p> <p>Self-control Lovely manners Showing compassion</p>	<p>Use simple simulations and understand how they work. (With plants topic)</p> <p>Begin to develop an understanding of the importance of computers and the internet to communicate.</p> <p>UNIT 2) Electronic communication using Zoom as a class to share information (contact a school in London)</p> <p>Rule of law Individual liberty</p> <p>Self-control Lovely manners</p>	<p>Learn to make a range of simple digital assets such as presentations, movies, audio files and graphs.</p> <p>UNIT 2) Sound using Keezy app Indian music</p> <p>Mutual respect Tolerance</p> <p>Achieving and persevering Being peaceful and calm</p>
--	---	---	--	---	---	---

	<p>Instructions Algorithm Buttons Robots Patterns Program</p> <p>Forward Backward Right-angle turn Algorithm Sequence Debug Predict</p> <p>Tolerance</p> <p>Self control</p>											
Computing Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
DT			<p>Mechanisms – A snow vehicle - Make vehicles with construction kits which contain free running wheels</p> <p>Design generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups</p>	<p>Structures – Making a house for an animal (bug hotel/hedgehog house)</p> <p>Design design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking,</p>			<p>Food</p> <p>Uk food and Indian Sandwiches wraps rolls pitta pockets blinis toasties salad snacks</p> <p>use the basic principles of a healthy and varied diet to prepare dishes</p> <p>understand where food comes from.</p>					

		<p>and, where appropriate, information and communication technology</p> <p>Say how they will make products suitable for users</p> <p>Make select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>measure, mark out, cut and shape materials</p> <p>Evaluate evaluate their ideas and products against design criteria</p> <p>suggest how products could be improved</p> <p>Technical knowledge explore and use mechanisms [for</p>	<p>drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria</p> <p>Technical Knowledge</p> <p>build structures, exploring how they can be made stronger, stiffer and more stable</p>		
--	--	---	---	--	--



Art and Design	<p>In all units</p> <p>Exploring and Developing Ideas</p> <p>KS1 - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Record and explore ideas from first hand observations.</p> <p>Ask and answer questions about the starting points for their work.</p> <p>Develop their ideas – try things out, change their minds.</p> <p>Evaluating and Developing Work</p> <p>KS1 - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>Review what they (and others) have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work (and explain their reasoning)..</p> <p>Drawing</p> <p>KS1 - to use drawing to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.</p> <p>Control the types of marks made with the range of media.</p>
----------------	--

	<p>Painting – The Great Wave off Kanagawa by Katsushika Hokusai</p> <p>Lines and Marks Name, match and draw lines/marks from observations. Invent new lines.</p> <p>Form, Shape Tone and Texture Observe and draw shapes from observations.</p> <p>Invent new shapes.</p> <p>Draw shapes in between objects.</p> <p>Painting Use a variety of tools and techniques including different brush sizes and types.</p> <p>Mix and match colours to artefacts and objects.</p> <p>Work on different scales.</p> <p>Name different types of paint and their properties.</p> <p>Colour Colour Identify primary and secondary colours by name.</p> <p>Mix primary shades and tones.</p> <p>Mix secondary colours.</p>		<p>3D – clay – make an animal to link to DT structure.</p> <p>Manipulate malleable materials for a purpose in a variety of ways including rolling and kneading Form</p> <p>Experiment with constructing and joining recycled, natural and manmade materials</p> <p>Texture</p> <p>Change the surface of a malleable material e.g. build a textured tile</p> <p>Individual liberty Mutual respect</p> <p>Being honest Showing compassion</p> <p>vocab 3D kneading, sculpture, joining, 2D shapes.</p>	<p>Digital media Pop art- Litchenstein with Rachel List</p> <p>Lines and Marks Name, match and draw lines/marks from observations. Invent new lines. Form, Shape Tone and Texture Observe and draw shapes from observations.</p> <p>Invent new shapes.</p> <p>Draw shapes in between objects. Digital media Explore ideas using digital sources i.e. internet.</p> <p>Record visual information using digital cameras, video recorders.</p> <p>Use a simple graphics package to create images and effects - Use basic selection and cropping tools.</p> <p>Individual liberty</p>	<p>Collage - (Giuseppe Arcimboldo) Form, Shape Tone and Texture Observe and draw shapes from observations.</p> <p>Invent new shapes.</p> <p>Draw shapes in between objects.</p> <p>Digital media Explore ideas using digital sources i.e. internet.</p> <p>Record visual information using digital cameras, video recorders.</p> <p>Use a simple graphics package to create images and effects - Use basic selection and cropping tools.</p> <p>Collage Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc</p>	<p>Printing and Textiles</p> <p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge</p> <p>Build and design repeating patterns and recognise pattern in the environment</p> <p>Make simple marks on rollers and printing palettes Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils</p> <p>Create simple printing blocks with press print</p> <p>Take simple prints i.e. mono-printing</p> <p>Colour Experiment with overprinting motifs and colour.</p> <p>Textiles</p>
--	--	--	--	---	--	--

Tolerance  
Mutual respect  
  
Being honest  
Showing compassion

Vocab  
Drawing  
light and dark lines, textures.

Painting  
Brush size, poster paint, primary and secondary colours (by name), textured paint.

Mutual respect

Being honest  
Showing compassion

vocab  
Digital media  
Manipulate.

Arrange and glue materials to different backgrounds

Sort and group materials for different purposes e.g. colour texture  
Fold, crumple, tear and overlap papers.

Work on different scales

Individual liberty  
Mutual respect

Being honest  
Showing compassion

vocab  
Drawing  
light and dark lines, textures.

Collage  
Sort, group,

Match and sort fabrics and threads for colour, texture, length, size and shape

Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting cords for decoration

Cut and shape fabric using scissors/snips

Apply shapes with glue or by stitching

Apply decoration using beads, buttons, feathers etc

Texture

Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel

Individual liberty  
Mutual respect

Being honest  
Showing  
compassion

vocab  
Printing  
Hard and soft  
materials, rollers.

Textiles  
Fabrics, texture,  
pulling, twisting,

Art and design assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
PSHE Following SCARF (life education plan)												
PSHE assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
Music	Unit: Rhythm In The Way We Walk and Banana Rap Style: Reggae, Hip Hop Curriculum Objective: -Use their voices expressively and creatively by singing songs and speaking chants and rhymes  Mutual respect Individual liberty		Unit: Christmas Production Style: Christmas Curriculum Objective: -Use their voices expressively and creatively by singing songs and speaking chants and rhymes		Unit: Zootime Style: Reggae Curriculum Objective: -Listen with concentration and understanding to a range of high-quality live and recorded music.  Mutual respect Individual liberty  Self-control Being peaceful and calm		Unit: Your Imagination Style: Pop Curriculum Objective: -Experiment with, create, select and combine sounds using the inter-related dimensions of music.		Unit: Recorder Style: Pop, Hip Hop, Disco, Blues Curriculum Objective: -Play tuned and untuned instruments musically.  Mutual respect Individual liberty  Self-control		Unit: Reflect, Rewind and Replay  Style: Western Classical Music and your choice from Year 1 or Year 2  Curriculum Objective: -Listen with concentration and understanding to a	

	Self-control Being peaceful and calm		Mutual respect Individual liberty  Self-control Being peaceful and calm			Mutual respect Individual liberty  Self-control Being peaceful and calm		Being peaceful and calm		range of high-quality live and recorded music. -Experiment with, create, select and combine sounds using the inter-related dimensions of music.  Mutual respect Individual liberty  Self-control Being peaceful and calm		
Music Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
Languages												
Languages Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
PE	Fundamental skills  Lancs planning – catching and overarm.		Fundamental skills  Lancs planning – underarm and rolling.		Gymnastics (preparation for the comp)  Y1 skills:		Dance (Y2 skills)  Explore a range of actions related to theme.		Net and Wall (Y2 skills) (tennis)		Games – kicking  To explore different ways of kicking objects	

<p>Carousel</p> <p>Catching Skills:          To explore the skill of catching a ball          To develop travelling skills          To catch a ball with two hands          To develop the skill of bouncing a ball with control          To revise the skill of catching a ball and bouncing a ball          To apply simple tactics in a game          To bounce a ball while travelling in a game.</p> <p>Overarm skills:          To explore the skill of running fast          To explore the skill of throwing overarm          To develop the skill of running fast          To develop the skill of throwing overarm for distance          To develop the skill of throwing overarm for accuracy          To understand simple tactics in a game          To work cooperatively in a small group          To strike a ball off a tee          To apply simple tactics in a game</p> <p>If Y2 children are excelling in the fundamental skills they can begin to use the skills in game situations (Y2 planning)</p>	<p>Carousel</p> <p>Underarm skills:          To explore throwing equipment underarm          To develop the skill of the side gallop          To develop the skill of running          To apply the skill of an underarm throw in different ways          To develop the skill of dodging          To apply simple tactics in a team game</p> <p>Rolling skills:          To explore the skill of running fast          To explore rolling different equipment          To explore the skill of jumping          To develop the skill of rolling different equipment          To explore the skill of dodging          To apply the skill of rolling different equipment          To apply simple tactics in a game</p>	<p>To develop the basic skills of travelling          To develop the basic skills of rolling          To develop the basic skills of jumping          To perform basic skills with straight and tuck shapes          To link basic movements together          To apply the skills of travelling, rolling and jumping with two different shapes          To link basic movements together to create a sequence          To adapt the sequence to perform on apparatus</p> <p>Y2 skills:          To develop the skills of jumping with different shapes          To develop the basic skills of travelling on hands and feet.          To develop the skill of balancing on different body parts.          To develop the basic skills of rolling.          To link actions of movement together to create a simple sequence.</p>	<p>To compose and perform a dance phrase.          To respond to a stimulus.          To select appropriate movements and body shapes to communicate ideas in relation to the theme.          To explore movements to depict life relating to the theme.          To remember, repeat and perform a short dance.</p> <p>Mutual respect Rule of law</p> <p>Achieving and persevering Being honest Self-control</p>	<p>To develop the skill of throwing underarm          To develop the skill of catching          To develop the skill of side gallop          To apply the skill of throwing underarm with accuracy          To know the ready position and how to hold a bat          To develop the skill of striking a ball          To develop simple tactics          To apply striking a ball and tactics in a simple team game</p> <p>Mutual respect Rule of law</p> <p>Achieving and persevering Being honest Self-control</p>	<p>with increasing accuracy and control.          To receive a kick with control.          To intercept a ball.          To explore kicking with a variety of equipment.          To choose skills effectively for a game.</p> <p>Mutual respect Rule of law</p> <p>Achieving and persevering Being honest Self-control</p>
---	---	---	---	---	---

	<p>Mutual respect Rule of law</p> <p>Achieving and persevering Being honest Self-control</p>		<p>work cooperatively in a small group</p> <p>If Y2 children are excelling in the fundamental skills they can begin to use the skills in game situations (Y2 planning)</p> <p>Mutual respect Rule of law</p> <p>Achieving and persevering Being honest Self-control</p>		<p>To develop the basic skills of travelling, balancing, jumping and rolling.</p> <p>To link actions of movement together to create a simple sequence.</p> <p>To adapt a sequence of moves to apparatus.</p> <p>Mutual respect Rule of law</p> <p>Achieving and persevering Being honest Self-control</p>							
PE Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
Maths												

Maths Christian Values	Christian Value: Achieving and persevering	Christian Value: Achieving and persevering	Christian Value: Achieving and persevering	Christian Value: Achieving and persevering	Christian Value: Achieving and persevering	Christian Value: Achieving and persevering
Literacy						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	<p>Stories By The Same Author</p> <p>Emiy Gravett- Tidy</p> <p>Reading</p> <p>Year One</p> <ul style="list-style-type: none"> <li>- Relate texts to own experiences.</li> <li>- Orally retell familiar stories in a range of contexts e.g. small world, role play, storytelling.</li> <li>- Give opinions and support with reasons e.g. I like the Little Red Hen because she...</li> <li>- Identify and discuss the main characters in stories.</li> <li>- Recall specific information in fiction and non-fiction texts.</li> </ul> <p>Read words with contractions</p> <ul style="list-style-type: none"> <li>- e.g. I'm, I'll, we'll and understand the apostrophe</li> </ul>	<p>Stories With a Familiar Setting- Sophie's Snail</p> <p>Reading</p> <p>Year One</p> <ul style="list-style-type: none"> <li>-Identify and discuss the main events in stories.</li> <li>-Discuss the title and how it relates to the events in the whole story e.g. Olivier's Vegetables.</li> <li>-Demonstrate understanding of texts by answering questions related to who, what,</li> </ul>	<p>Traditional Tales With a Twist- 3 little wolves and the big bad pig</p> <p>Reading</p> <p>Year One</p> <ul style="list-style-type: none"> <li>-Recognise and join in with language patterns and repetition.</li> <li>-Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors.</li> <li>-Identify and discuss the main events in stories.</li> </ul> <p>☑ Develop and demonstrate their understanding of</p>	<p>Repetitive Patterned Stories</p> <p>Supertato</p> <p>Reading</p> <p>Year One</p> <ul style="list-style-type: none"> <li>-Identify and discuss the main events in stories.</li> </ul> <p>Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.</p> <p>☑ Develop and demonstrate their understanding of characters and</p>	<p>Classic Text- Katie Morag</p> <p>Reading</p> <p>Year One</p> <ul style="list-style-type: none"> <li>- Identify and discuss the main characters in stories. Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. Make basic inferences about what is being said and done. Recall specific</li> </ul>	<p>Stories with a Fantasy Setting- The Wishing Chair</p> <p>Reading</p> <p>Year One</p> <ul style="list-style-type: none"> <li>- Identify and discuss the main characters in stories.</li> <li>- Introduce and discuss key vocabulary, linking meanings of new words to those already known.</li> <li>- Make basic inferences about what is being</li> </ul>

	<p>represents the omitted letter.</p> <p>Year Two</p> <p>Orally retell a wider range of stories, fairy tales and traditional tales.</p> <p>☒ Explain and discuss their understanding, giving opinions and supporting with reasons.</p> <p>Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</p> <p>☒ Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised.</p> <p>Activate prior knowledge and raise questions e.g. What do we know? What do we want to know? What have we learned?</p>	<p>where, when, why, how.</p> <p>- Introduce and discuss key vocabulary, linking meanings of new words to those already known.</p> <p>Year Two</p> <p>Demonstrate understanding of fiction and non-fiction texts by asking and answering who,</p>	<p>characters and events through role play and drama, drawing on language from the text.</p> <p>Year Two</p> <p>Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling?</p> <p>Sequence and discuss the main events in stories and recounts</p> <p>Introduce and discuss words within the context of a text, linking new</p>	<p>events through role play and drama, drawing on language from the text.</p> <p>Make basic inferences about what is being said and done.</p> <p>Year Two</p> <p>Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling?</p> <p>Sequence and discuss the main</p>	<p>information in fiction and non-fiction texts.</p> <p>Year Two</p> <p>. Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling?</p> <p>Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</p> <p>☒ Use morphology to work out the meaning of</p>	<p>said and done.</p> <p>Year Two</p> <p>Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling?</p>
--	---	---	--	---	---	--

	<p>Writing</p> <p>Year One</p> <p>Separate words with spaces.</p> <p>Use punctuation to demarcate simple sentences (capital letters and full stops).</p> <p>Use capital letter for the personal pronoun I.</p> <p>☑ Use capital letters for names of people</p>	<p>what, where, when, why, how questions.</p> <p>Sequence and discuss the main events in stories and recounts</p> <p>Activate prior knowledge and raise questions e.g. What do we know? What do we want to know? What have we learned?</p>	<p>meanings to known vocabulary.</p> <p>☑ Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised.</p> <p>Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</p> <p>Writing</p> <p>Year One</p> <p>Use the joining word and to link words and clauses.</p> <p>Orally compose every sentence before writing.</p>	<p>events in stories and recounts</p> <p>Activate prior knowledge and raise questions e.g. What do we know? What do we want to know? What have we learned?</p> <p>Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</p> <p>Writing</p> <p>Year One</p> <p>Sequence ideas and events in narrative</p>	<p>unfamiliar words e.g. terror, terrorised.</p> <p>Read words containing common suffixes e.g. -ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y.</p>	<p>Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.</p> <p>Identify, discuss and collect favourite words and phrases.</p> <p>Read words containing common suffixes e.g. -ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y.</p>
--	---	--	--	---	---	--

	<p>Write simple sentences that can be read by themselves and others</p>	<p>Writing Year One</p> <p>Sequence ideas and events in narrative</p> <p>Use familiar plots for structuring the opening, middle and end of their stories.</p> <p>Compose and sequence their own sentences to write short narratives</p> <p>Use formulaic phrases to open and close texts.</p>	<p>☑ Re-read every sentence to check it makes sense.</p> <p>Use formulaic phrases to open and close</p> <p>Write simple sentences that can be read by themselves and others</p> <p>Spell words with the /v/ sound at the end of words, e.g. have, live, give.</p> <p>☑ Add s and es to words, e.g. thanks, catches.</p> <p>☑ Add the endings –ing, –ed and –er to verbs where no change is needed to the root word.</p>	<p>Compose and sequence their own sentences to write short narratives</p> <p>Identify and use question marks and exclamation marks.</p> <p>Make singular nouns plural using ‘s’ and ‘es’ e.g. dog, dogs; wish, wishes.</p> <p>☑ Add suffixes to verbs where no spelling change is needed to the root word e.g. helping, helped, helper</p>	<p>Writing Year One</p> <p>Use familiar plots for structuring the opening, middle and end of their stories.</p> <p>Compose and sequence their own sentences to write short narratives</p> <p>Use formulaic phrases to open and close texts</p> <p>Use capital letters for names of people, places and days of the week.</p>	<p>Writing Year One</p> <p>Use the joining word and to link words and clauses.</p> <p>Orally compose every sentence before writing.</p> <p>☑ Re-read every sentence to check it makes sense.</p>
	<p>Year Two</p> <p>To spell correctly, distinguish between homophones (e.g. here and hear; sea and see; bear and bare; night</p>	<p>Spell common exception words (see below).</p>	<p>Year Two</p> <p>- the /l/ or /əl/ sound spelt –al at the end of words, e.g. pedal, capital.</p>	<p>Spell words ending –y (/i:/ or /I/), e.g. happy.</p>	<p>Identify and use question marks and</p>	<p>Sequence ideas and events in narrative</p>

	<p>and knight) and near-homophones (e.g. quite and quiet; one and won; are and our).</p> <p>the /l/ or /əl/ sound spelt –le at the end of words, e.g. table, apple.</p> <p>- the /l/ or /əl/ sound spelt –el at the end of words, e.g. camel, tunnel.</p> <p>Add suffixes ness and er e.g. happiness, sadness, teacher, baker.</p> <p>Select, generate and effectively use nouns.</p> <p>☑ Secure the use of full stops, capital letters, exclamation marks and question marks.</p> <p>☑ Use commas to separate items in a list.</p> <p>☑ Evaluate their writing with adults and peers.</p>	<p>☑ Spell days of the week.</p> <p>☑ Name the letters of the alphabet in order.</p> <p>☑ Use letter names to distinguish between alternative spellings of the same sound</p> <p>Year Two</p> <p>Use suffixes er and est e.g. faster, fastest, smaller, smallest.</p> <p>☑ Use suffix ly e.g. slowly, gently, carefully.</p> <p>Spell words with:</p>	<p>- the ending –il e.g. pencil, fossil, nostril.</p> <p>- the /aɪ/ sound spelt –y at the end of words, e.g. try, reply.</p> <p>Add –ed, –ing, –er and –est to a root word ending in</p> <p>–y with a consonant before it, e.g. copied, copier.</p> <p>☑ Use subordination for time using when, before and after e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</p> <p>☑ Use apostrophes for contracted forms e.g. don't, can't, wouldn't, you're, I'll.</p>	<p>Year Two</p> <p>the /s/ sound spelt c before e, i and y, e.g. ice, cell</p> <p>- the /n/ sound spelt kn and gn at the beginning, e.g. knee, gnat.</p> <p>- the /ɹ/ sound spelt wr at the beginning e.g. wrote, wrong.</p> <p>Use present tense for non-chronological reports and persuasive adverts.</p> <p>☑ Use commas to separate items in a list.</p>	<p>exclamation marks.</p> <p>Write simple sentences that can be read by themselves and others</p> <p>Divide words into syllables, e.g. pocket.</p> <p>Year Two</p>	<p>Add the prefix 'un' to verbs and adjectives to change the meaning e.g. untie, unkind.</p> <p>Add the prefix –un.</p> <p>☑ Spell compound words, e.g. farmyard, bedroom.</p> <p>☑ Add –er and –est to adjectives where no change is needed to the root word.</p> <p>Year Two</p>
--	---	---	---	--	--	--

☑ Proofread to check for errors in spelling, grammar and punctuation.

- the /dʒ/ sound spelt as ge and dge at the end (e.g. age, badge), and spelt as g elsewhere (e.g. magic, giant)

☑☑ Use subordination for reason using because and if e.g. I put my coat on because it was raining. Because it was raining, I put on my coat.

Use the subordinating conjunction that in a sentence, e.g. I hope that it doesn't rain on sports day.

☑ Use apostrophes for singular possession in nouns, e.g. the girl's name.

The /ɔ:/ sound spelt a before l and ll, e.g. call, walk

The /ɒ/ sound spelt a after w and qu, e.g. wander, quantity.

- The /ɜ:/ sound spelt or after w, e.g. word, worm.

- The /ɔ:/ sound spelt ar after w, e.g. war, warm.

- The /z/ sound spelt s, e.g. television, usual.

Spell words ending in -tion, e.g. station, fiction

☑ Add suffix ment to spell longer words, e.g.

enjoyment.

☑ Add suffixes ful and less e.g. playful, careful,

careless, hopeless

Learn to spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.

Say, write and punctuate simple and

compound sentences using the joining

words and, but, so and or (co-ordination).

Use past tense for narrative, recount (e.g.

		<p>☒ Select, generate and effectively use verbs.</p> <p>☒ Explore the progressive form of verbs in the present tense (e.g. she is drumming) and past tense (e.g. he was shouting) to mark actions in progress.</p> <p>☒ Proofread to check for correct form of verbs within sentences, e.g. correcting he walking to the shop to he walked to the shop</p>				<p>diary, newspaper report, biography)</p> <p>historical reports.</p> <p>Use sentences with different forms:</p> <p>statement, question, command, exclamation.</p> <p>Edit and improve own writing in relation to audience and purpose.</p> <p>E-Safety Use technology safely.</p>
Fiction Links						

Poetry	<p>Poems on a Theme- Water- Once Upon A Raindrop</p> <p>Reading</p> <p>Year One</p> <p>Enjoy and recite rhymes and poems by heart.</p> <p>Recognise and join in with language patterns and repetition.</p> <p>Year 2</p> <p>Recognise the use of repetitive language within a text or poem (e.g. run, run as fast as you can) and across texts (e.g. long, long ago in a land far away...).</p> <p>☑ Learn and recite a range of poems using appropriate intonation.</p>	<p>Poems on a Theme- Season Poems</p> <p>Reading</p> <p>Year One</p> <p>Enjoy and recite rhymes and poems by heart.</p> <p>Recognise and join in with language patterns and repetition.</p> <p>Year 2</p> <p>Recognise the use of repetitive language within a text or poem (e.g. run, run as fast as you can) and across texts (e.g.</p>	<p>Traditional Rhymes</p> <p>Reading</p> <p>Year One</p> <p>Enjoy and recite rhymes and poems by heart.</p> <p>Recognise and join in with language patterns and repetition.</p> <p>Year 2</p> <p>Recognise the use of repetitive language within a text or poem (e.g. run, run as fast as you can) and across texts (e.g. long, long ago in a land far away...).</p> <p>☑ Learn and recite a range of poems using appropriate intonation.</p>	<p>Traditional Rhymes</p> <p>Reading</p> <p>Year One</p> <p>Enjoy and recite rhymes and poems by heart.</p> <p>Recognise and join in with language patterns and repetition.</p> <p>Year 2</p> <p>Recognise the use of repetitive language within a text or poem (e.g. run, run as fast as you can) and across texts (e.g.</p>	<p>Traditional Rhymes</p> <p>Reading</p> <p>Year One</p> <p>Enjoy and recite rhymes and poems by heart.</p> <p>Recognise and join in with language patterns and repetition.</p> <p>Year 2</p> <p>Recognise the use of repetitive language within a text or poem (e.g. run, run as fast as you can) and across texts (e.g. long, long ago in a land far away...).</p>	<p>Poem to Learn By Heart</p> <p>Reading</p> <p>Year One</p> <p>Enjoy and recite rhymes and poems by heart.</p> <p>Recognise and join in with language patterns and repetition.</p> <p>Year 2</p> <p>Recognise the use of repetitive language within a</p>
--------	--	---	---	---	--	--

	<p>Writing</p> <p>Write simple poems based on models.</p>	<p>long, long ago in a land far away...).</p> <p>☐ Learn and recite a range of poems using appropriate intonation.</p> <p>Writing</p> <p>Write simple poems based on models.</p>	<p>Writing</p> <p>Write simple poems based on models.</p>	<p>long, long ago in a land far away...).</p> <p>☐ Learn and recite a range of poems using appropriate intonation.</p> <p>Writing</p> <p>Write simple poems based on models</p>	<p>☐ Learn and recite a range of poems using appropriate intonation.</p> <p>Writing</p> <p>Write simple poems based on models</p>	<p>text or poem (e.g. run, run as fast as you can) and across texts (e.g. long, long ago in a land far away...).</p> <p>☐ Learn and recite a range of poems using appropriate intonation.</p> <p>Writing</p> <p>Write simple poems based on models.</p>
Poetry Links						
Non-fiction	<p>Non Chronological Reports- Badgers</p> <p>Reading</p> <p>Year One</p>	<p>Recount- Titanic</p> <p>Reading</p> <p>Year One</p>	<p>Persuasion: Letter for Plants</p> <p>Reading</p> <p>Year One</p>	<p>Non- Chronological Reports- Florence Nightingale</p> <p>Reading</p> <p>Year One</p>	<p>Explanation Text- How Plants Grow</p> <p>Reading</p> <p>Year One</p>	<p>Instructions: Food</p> <p>Reading</p> <p>Year One</p>

	<p>Activate prior knowledge e.g. what do you know about minibeasts?</p> <p>Locate parts of text that give particular information, e.g. titles, contents page and labelled diagram</p> <p>Year 2</p> <p>Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.</p> <p>Identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossary, diagrams.</p> <p>☒ Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.</p>	<p>Recall specific information in fiction and non-fiction texts.</p> <p>Year 2</p> <p>Identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossary, diagrams.</p> <p>☒ Locate information from non-fiction</p>	<p>Activate prior knowledge e.g. what do you know about minibeasts?</p> <p>Year 2</p> <p>Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.</p> <p>Identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossary, diagrams.</p>	<p>Recall specific information in fiction and non-fiction texts. Locate parts of text that give particular information, e.g. titles, contents page and labelled diagram</p> <p>Year 2</p> <p>Identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossary, diagrams.</p>	<p>Activate prior knowledge e.g. what do you know about minibeasts?</p> <p>Locate parts of text that give particular information, e.g. titles, contents page and labelled diagram</p> <p>Year 2</p> <p>Identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossary, diagrams.</p> <p>☒ Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.</p>	<p>Recall specific information in fiction and non-fiction texts..</p> <p>Year 2</p> <p>Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.</p> <p>Identify how specific information is</p>
--	--	---	---	---	--	---

	<p>Make simple notes from non-fiction texts, e.g. highlighting and noting key words.</p> <p>Year One Writing</p> <p>Compose and sequence their own sentences</p> <p>to write short non-fiction texts, e.g. recounts, information texts, instructions.</p> <p>Write in different forms with simple text type</p> <p>features e.g. instructions, narratives, recounts, poems, information texts.</p>	<p>texts using the contents page, index, labelled diagrams and charts.</p> <p>☑ Use specific text type features to write for a range of audiences and purposes e.g. to instruct, inform, entertain, explain, discuss, persuade.</p> <p>Year One Writing</p> <p>Compose and sequence their own sentences</p>	<p>Read words containing common suffixes e.g. -ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y.</p> <p>Year One Writing</p> <p>Write in different forms with simple text type features e.g. instructions, narratives, recounts, poems, information texts</p> <p>Sequence ideas and events in non-fiction.</p>	<p>☑ Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.</p> <p>Year One Writing</p> <p>Compose and sequence their own sentences</p> <p>to write short non-fiction texts, e.g. recounts, information texts, instructions.</p>	<p>Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions</p> <p>Year One Writing</p> <p>Write in different forms with simple text type features e.g. instructions, narratives, recounts, poems, information texts</p> <p>Sequence ideas and events in non-fiction.</p>	<p>organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossary, diagrams.</p> <p>Year One Writing</p> <p>Compose and sequence their own sentences</p> <p>to write short non-fiction texts, e.g. recounts,</p>
--	--	---	--	---	--	--

	<p>Year 2 Writing (NF)</p> <p>☑ Add suffixes <i>ness</i> and <i>er</i> to create nouns</p> <p>e.g. happiness, sadness, teacher, baker.</p> <p>Create compound words using nouns, e.g. whiteboard and football.</p> <p>☑ Select, generate and effectively use adjectives.</p> <p>☑ Identify, generate and effectively use noun phrases, e.g. the blue butterfly with</p>	<p>to write short non-fiction texts, e.g. recounts,</p> <p>information texts, instructions.</p> <p>Sequence ideas and events in non-fiction.</p> <p>Year 2 Non-Fiction</p> <p>☑ Learn the possessive apostrophe (singular), e.g. the</p>	<p>Year 2 Non-Fiction</p> <p>Select, generate and effectively use adverbs.</p> <p>☑ Use suffix <i>ly</i> to turn adjectives into adverbs</p> <p>e.g. slowly, gently, carefully.</p>	<p>Year 2 Non-Fiction</p> <p>☑ Add <i>-ing</i>, <i>-ed</i>, <i>-er</i>, <i>-est</i> and <i>-y</i> to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. patting, patted.</p> <p>Ind: Modern Nurse</p>	<p>Year 2 Non-Fiction</p> <p>Add suffixes <i>ful</i> or <i>less</i> to create adjectives</p> <p>e.g. playful, careful, careless, hopeless.</p> <p>☑ Use suffixes <i>er</i> and <i>est</i> to create adjectives</p> <p>e.g. faster, fastest, smaller, smallest..</p> <p>Year 2 Non-Fiction</p> <p>Add the endings <i>-ing</i>, <i>-ed</i>, <i>-er</i>, <i>-est</i> and <i>-y</i> to words ending in <i>-e</i> with a consonant before it, e.g. hiking, hiked, hiker.</p>	<p>information texts, instructions.</p>
--	---	--	---	--	---	---

	<p>shimmering wings (for description),</p> <p>granulated sugar (for specification).</p>	<p>girl's book.</p> <p>☒ To spell correctly, distinguish between homophones</p> <p>(e.g. here and hear; sea and see; bear and bare; night and knight) and near-homophones (e.g. quite and quiet; one and won; are and our)</p>				<p>☒</p>
Fiction Links						