

Year 3

	Autumn		Spring		Summer	
Phonics						

Curriculum links	Science - food chains and skeletons Geography - England	History - Stone Age to Bronze Age	Geography - Rivers and water cycles	History - Indus Valley	History - Egyptians Science - Magnets	Geography - The UK Science - Working Scientifically
Assessment	self mark and CT check books	PIRA	self mark and CT check books	PIRA	self mark and CT check books	PIRA
Fiction	Lyrics - Bare Necessities How far I'll go Extract - Matilda Krinklecrack superzeros Scripts - Jack and Jill Video - The Birds	Ellie and the Cat - Malorie Blackman	rhythm of the rain An Alien in the Jam Factory	Firework Makers Daughter	The Diary of BUG	The Land of Roar
Non-fiction	Why are tomatoes a fruit? Literacy shed Year 3 food chains Isaac Newton Bessie Coleman	Guy Fawkes Children in Need Diwali Stone Age to Bronze Age texts WW2	Chinese New Year Picasso Jacob Lawrence Geography links Science Links Literacy Shed Year 3	History links Science Links Literacy Shed Y3	History Links Science Links Literacy Shed Y3	Geography links Science Links Famous female inventors Literacy Shed Y3

		Lilian Bader and Sister Rosetta Tharpe				
Poetry	Limerick Dentists and the crocodile ning nang nong	Twas the Night Before Christmas The Sound Collector			poetry - Don't be bored, rock	

Year 4

	Autumn	Spring	Summer
Phonics			

Curriculum links	Geography - hills and mountains Black History Months links	History - war and remembrance day PSHE - friendships Links to RE (Dalai Lama) History of Tibet	History - Egyptians	Geography - rivers and waterfalls The Water Cycle	Science - Living things and their habits and animals including humans	History links to WW2 PSHE - growing and changing Links to the bible/christianity
Assessment	self mark and CT check books	PIRA	self mark and CT check books	PIRA	self mark and CT check books	PIRA
Fiction	The 1,000 year old boy	Running on the Roof of the World	The Story of Tutankhamun	Flotsam, To the edge of the world, The Rhythm of the Rain	The Shark Caller	The Lion, the Witch and the Wardrobe
Non-fiction	Stormzy biography		Mummification instructions		A range of shark information texts	
Poetry		Where the poppies now grow		River poem.		

Word reading		<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> - <i>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</i> - <i>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</i>
Understanding		<p><i>Pupils should be taught to:</i> <i>develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p>
	Range of texts	<ul style="list-style-type: none"> - <i>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i> - <i>reading books that are structured in different ways and reading for a range of purposes</i> - <i>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</i> - <i>recognising some different forms of poetry [for example, free verse, narrative poetry]</i>
	Vocabulary	<ul style="list-style-type: none"> - <i>using dictionaries to check the meaning of words that they have read</i> - <i>discussing words and phrases that capture the reader's interest and imagination</i> - <i>explaining the meaning of words in context (understanding)</i>
	Themes and conventions	<ul style="list-style-type: none"> - <i>identifying themes and conventions in a wide range of books</i>
	Learning and performing	<ul style="list-style-type: none"> - <i>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</i>
		<p><i>Pupils should be taught to:</i> <i>understand what they read, in books they can read independently, by:</i></p>
	Monitoring and developing understanding	<ul style="list-style-type: none"> - <i>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</i>
	Questioning	<ul style="list-style-type: none"> - <i>asking questions to improve their understanding of a text</i>
	Inferring	<ul style="list-style-type: none"> - <i>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i>
	Predicting	<ul style="list-style-type: none"> - <i>predicting what might happen from details stated and implied</i>
	Summarising	<ul style="list-style-type: none"> - <i>identifying main ideas drawn from more than one paragraph and summarising these</i> - <i>identifying how language, structure, and presentation contribute to meaning</i>
		<p><i>Pupils should be taught to:</i></p>
Discussion, explanation, viewpoint	<ul style="list-style-type: none"> - <i>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.</i> 	
Non-fiction	<ul style="list-style-type: none"> - <i>retrieve and record information from non-fiction</i> 	