





	Autumn Tour of Britain 		Spring Romans 		Summer Field to Fork 	
<b>Core texts</b>	<p><b>The Silence Seeker</b> - Ben Morely</p> <p><b>We are Britain</b> - Benjamin Zephania</p> <p>Biography Beatrix Potter – <b>Tale of Peter Rabbit</b></p>	<p>Photographs and videos of Great Britain</p> <p><b>The Big Book of the UK</b> – Imogen Russell Williams</p> <p><b>Little Miss Sunshine’s Tour of Great Britain</b></p> <p>Character studies of famous Brits past and present</p>	<p><b>Escape From Pompeii</b> – Christina Balit</p> <p>Roman myths and legends</p> <p><b>Fact Planet: Volcanoes</b> - Izzy Howell</p>	<p><b>Fishbourne Roman Palace trip</b></p> <p>Romans non fiction</p> <p><b>So You Think You've Got It Bad? A Kid's Life in Ancient Rome</b> - Chae Strathie</p> <p><b>What the Romans Did for Us</b> – Alison Hawes</p>	<p><b>Charlotte’s Web</b> – EB White</p> <p><b>Cow</b> - Malachy Doyle and Angelo Rinaldi</p> <p><b>The Farm That Feeds Us: A Year in the Life of an Organic Farm</b> Nancy Castaldo</p> <p><b>Gardening and cooking</b></p>	<p><b>A Seed is Sleepy</b> - Diana Hutts Aston and Sylvia Long</p> <p><b>Seed to Sunflower</b> – Camilla de la Bedoyere</p> <p>Non-fiction – sustainable farming</p>
<b>Core writing outcomes</b>	<p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>•Participate in discussions about poetry</li> </ul> <p><b>Non-fiction - Non chronological report</b></p> <ul style="list-style-type: none"> <li>•Accurate demarcation of straightforward sentences</li> </ul> <p><b>Fiction - Letter writing</b> – informal letter to asylum seeker</p> <ul style="list-style-type: none"> <li>•Understand differences between</li> </ul>	<p><b>Non-fiction Descriptive writing</b> inspired by photographs &amp; videos of GB</p> <ul style="list-style-type: none"> <li>•Use an increasingly varied vocabulary</li> </ul> <p><b>Non-fiction Non chronological reports</b> - landmarks of GB</p> <ul style="list-style-type: none"> <li>•Retrieving and recording information from non fiction</li> </ul> <p><b>Fiction Rewrite a Beatrix Potter story</b></p>	<p><b>Fiction Playscript</b> for a Roman myth and perform</p> <ul style="list-style-type: none"> <li>•Prepare readings for performance and show understanding through volume, tone, intonation and action</li> <li>•Showing familiarity with the patterns and structures in a wide range of books, including myths</li> </ul> <p><b>Fiction Diary entry</b> – when volcano erupted in Escape from Pompeii</p>	<p><b>Non-fiction Non chronological report</b> of trip</p> <ul style="list-style-type: none"> <li>•Increasing elaboration on information/events</li> <li>•Organising paragraphs around a theme</li> </ul> <p><b>Non-fiction Non chronological report</b> Roman homes</p> <ul style="list-style-type: none"> <li>•Use a range of organisational devices such as headings and subheadings</li> </ul>	<p><i>Charlotte’s Web</i> – identifying themes and conventions in a wide range of texts such as the triumph of good over evil</p> <p><b>Fiction Narrative</b> – a day in the life of a cow</p> <ul style="list-style-type: none"> <li>•Increasing adaptation of style to get the attention of the reader</li> <li>•Use an increasingly varied vocabulary</li> <li>•Understanding and using some figurative language</li> </ul>	<p><b>Fiction Story writing</b></p> <ul style="list-style-type: none"> <li>•Creating settings, character and plots in narrative writing</li> <li>•Use of a range of narrative structures</li> <li>•Identifying main ideas drawn from more than one paragraph and summarising these</li> </ul> <p><b>Non-fiction Formal letter</b> to local MP about climate change &amp; sustainable farming</p> <ul style="list-style-type: none"> <li>•Understand differences between</li> </ul>





	<p><i>standard and non-standard English</i></p> <ul style="list-style-type: none"> <li>•Drawing inferences such as characters feelings, thoughts and motives from their actions and justifying with evidence</li> </ul> <p><b>Non-fiction Biography writing</b></p> <ul style="list-style-type: none"> <li>•Showing knowledge and understanding of a range of writing forms, their features and when to apply them</li> </ul>	<ul style="list-style-type: none"> <li>•Creating settings, character and plots in narrative writing</li> </ul>	<ul style="list-style-type: none"> <li>•Showing knowledge and understanding of a range of writing forms, their features and when to apply them</li> <li>•Predicting what might happen from details stated and implied</li> <li>•Extend interest in meaning and origin of words</li> </ul> <p><b>Volcano poem</b></p>	<ul style="list-style-type: none"> <li>•Retrieving and recording information from fiction and non-fiction</li> </ul> <p><b>Non-fiction - Job advert</b> for a Roman Soldier</p> <ul style="list-style-type: none"> <li>•Retrieving and recording information from fiction and non-fiction</li> <li>•Showing knowledge and understanding of a range of writing forms, their features and when to apply them</li> </ul>	<ul style="list-style-type: none"> <li>•Identify how language, structure and presentation contribute to meaning</li> <li>•Show awareness that writers have different purposes</li> <li>•Discuss words and phrases that capture the readers interest and imagination</li> </ul> <p><b>Non-fiction Instruction writing</b> – using imperative verbs. Recipes</p> <p><b>Non-fiction Blog</b> – about food</p>	<p><i>standard and non standard English</i></p> <ul style="list-style-type: none"> <li>•Beginning to establish and sustain a viewpoint</li> <li>•Sequence ideas or material logically</li> </ul>
<p><b>The craft of writing Editing</b></p> <p><i>In children’s research, planning, drafting and editing there is evidence of an increased awareness of and reflection on how to enhance the effectiveness of writing.</i></p>	<p>Fiction Identifying features of poem</p> <p>Fiction Inverted commas conversation writing</p> <p>Non-fiction Features of a biography including paragraphs</p> <p>Fiction Third person writing</p> <p>Chronological order</p> <p>Non-fiction Identifying features of a letter</p>	<p>Fiction Adjectives, vivid verbs, expanded noun phrases, imagery, adverbs</p> <p>Features of a non-fiction text</p> <p>Fiction Story writing – story planning, using story maps, identify character, setting and plot and message of the story</p> <ul style="list-style-type: none"> <li>•Using expanded noun phrases by adding</li> </ul>	<p>Fiction Retelling Roman myths scripts</p> <ul style="list-style-type: none"> <li>•Retelling orally a wider range of stories including myths</li> <li>•Using more varied sentence structure including wider range of conjunctions to create sentences with more than one clause</li> </ul>	<ul style="list-style-type: none"> <li>•Expressing time, place and cause using conjunctions, adverbs or prepositions for trip recount writing</li> <li>•Use of the present perfect form of verbs for job advert</li> </ul>	<p>Past tense revision – using ed</p> <ul style="list-style-type: none"> <li>•Beginning to use some subordination</li> </ul>	




	Using the purple pen for editing and proof reading	<i>modifying adjectives, nouns and preposition phrases</i>				
<b>Oracy (Speaking, Listening and Drama)</b>	Perform aloud poetry  Oral rehearsal of retelling Peter Rabbit using puppets  Oral rehearsal of speech (Silence Seeker conversation)	Tour guide narration – Loch Ness	Perform Roman myth			
<b>Poetry (analyse, create, perform)</b>	Class poem focus on rhyming couplets Poetry performance • <i>Develop positive attitudes to reading and understanding what they read by listening to and discussing a wide range of poetry</i> • <i>Preparing reading for performance and showing understanding through volume, tone, intonation and action</i>		Free verse poetry using onomatopoeia and simile - Volcanoes poetry inspired by videos • <i>Understanding and using some figurative language</i> • <i>Discussing words and phrases that capture the reader’s interest and imagination</i> • <i>Recognising some different forms of poetry</i>	Performance poetry		Question and answer poem – based on food and farming • <i>Read aloud their own writing using appropriate intonation and controlling the tone and volume so the meaning is clear</i>
<b>Reading spine</b>	Collection of Beatrix Potter children’s books  <b>The Colour of Home</b> - Mary Hoffman (guided reading)	Non-fiction guided reading - Landmarks  <b>Maps of the United Kingdom</b>	Variety of playscripts – guided reading  <b>I Was There – Boudica’s Army</b> – Hilary McKay	<b>Roman Soldiers Handbook</b> - Lesley Sim and Ian McNee	<b>foodfactoflife.org.uk</b>  <b>World of Food: A delicious discovery of the foods we eat</b> - Sandra Lawrence	<b>Sticky Jam – the story of sugar</b> - Meredith Hooper  Reading recipes



	<p>Poetry</p> <p><b>My Name is Not Refugee</b> – Kate Milner</p> <p><b>Coming to England</b> - Floella Benjamin</p>	<p>Rachel Dixon</p>	<p><b>The Romans – Gods, Emperors and Dormice</b> – Marcia Williams</p> <p>Volcanoes non fiction <b>Pop-Up Volcano</b> - Tom Vaillant</p>	<p><b>Romans in Britain</b> – National Geographic Kids</p>	<p><b>The Story of Climate Change</b> - Catherine Barr</p> <p><b>Food For the Future:sustainable farming around the world</b> – Mia Wenjen</p> <p><b>Food and Fair Trade</b> – Paul Mason</p>
<p><b>Grammar and punctuation</b></p>	<p>Revision of: -</p> <ul style="list-style-type: none"> <li>• Revision of capital letters, full stops, commas for lists, question marks, exclamation marks, apostrophes for contractions, conjunctions for cause and effect, year 2 suffixes (-s -es -er -ed – ing –ness –ful)</li> <li>• Adjectives, nouns and verbs</li> <li>• Specific sounds (vowel phonemes)</li> <li>• Homophones</li> <li>• Root words &amp; prefixes un- dis- mis- re-</li> <li>• Determiners (a and an)</li> <li>• Paragraphs (person, place, time and topic)</li> <li>• Inverted commas (direct speech)</li> </ul>		<ul style="list-style-type: none"> <li>• Use of paragraphs</li> <li>• Root words &amp; suffixes -less -ly -ness -ful</li> <li>• Prefixes -sub -tele -super -auto</li> <li>• Conjunctions for time, place and cause</li> <li>• Subordinating conjunctions</li> <li>• Adverbials (time)</li> <li>• Heading and subheadings as organisational devices</li> <li>• Perfect present tense</li> <li>• Third person</li> <li>• Possessive apostrophes</li> </ul>	<ul style="list-style-type: none"> <li>• Root words, prefixes and suffixes -ly(le/ic)</li> <li>• Homophones</li> <li>• Conjunctions for time, place and cause</li> <li>• Subordinating conjunctions</li> <li>• Adverbs</li> <li>• Fronted adverbials</li> <li>• Heading and subheadings as organisational devices</li> <li>• First and second person</li> <li>• Possessive apostrophes</li> <li>• Subordinating clauses/embedded clauses</li> </ul>	
<p><b>Phonics/Spelling</b></p>  	<p><i>Song of Sounds phonics revision &amp; assessment – identified children to continue working on phonics</i></p> <ul style="list-style-type: none"> <li>• Suffixes from Yr 2</li> <li>• -s -es -er -ed -ing</li> <li>• Prefixes dis- un-</li> </ul>	<ul style="list-style-type: none"> <li>• Prefixes mis- re-</li> <li>• l as y</li> <li>• Proofreading</li> <li>• gue (g) que (k)</li> </ul>	<ul style="list-style-type: none"> <li>• Suffixes -ness &amp; -ful following a consonant</li> <li>• Prefixes sub- &amp; tele-</li> <li>• ch (s)</li> <li>• s ss (ion-ure)</li> <li>• Suffixes -ness -ful -less -ly</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling strategies</li> <li>• Prefixes super- auto-</li> <li>• Homophones</li> <li>• Proofreading</li> <li>• ch (/k/)</li> </ul>	<ul style="list-style-type: none"> <li>• Suffixes revision -ed -ing -s -ss -ness -ful -less -ly</li> <li>• ly with root words ending in le &amp; ic</li> <li>• Rare GPCs /l/ sounds</li> <li>• Spelling strategies</li> </ul>



	<ul style="list-style-type: none"> <li>• Apostrophe for contraction</li> <li>• ei eigh aigh ey</li> <li>• Homophones</li> </ul>					
<p><b>Handwriting</b></p> <p><i>Letter-join</i> </p>	<ul style="list-style-type: none"> <li>• Children’s handwriting should be increasingly legible and consistent with joined handwriting as the norm and an ability to use it fast enough to keep pace with what they want to</li> <li>• Use of diagonal and horizontal strokes to join letters</li> <li>• Joining of appropriate adjacent letters</li> <li>• Appropriate spacing of lines of writing</li> <li>• Parallel and equidistant downstrokes</li> </ul>					