



	Autumn It's a Kind of Magic 		Spring Ancient Egyptians 		Summer We Will Rock You! 	
Core Texts	<p>Harry Potter and The Philosopher's Stone - JK Rowling</p> <p>Harry Potter immersive day x 2</p>	<p>Mythical Creatures</p> <p>The Book of Mythical Beasts and Magical Creatures - DK & Stephen Krensky</p> <p>Mythopedia: An Encyclopedia of Mythical Beasts and Their Magical Tales - Good Wives and Warriors</p> <p>Non-fiction science week based on invisibility & the viability of an invisibility cloak</p> <p>What Would It Take to Make an Invisibility Cloak?- Clara Maccarald</p>	<p>Non-fiction – Egyptians</p> <p>Mummies Unwrapped – Tom Froese</p> <p>The Magnificent Book of Treasures: Ancient Egypt – Phillip Steele</p> <p>Mummification day</p>	<p>The Story of Tutankhamun</p> <p>Tutankhamun's Treasure: Discovering the Secret Tomb of Egypt's Ancient King- David Long</p> <p>Secrets of a Sun King - Emma Carroll (guided reading text)op</p>	<p>The First Drawing - Mordicai Gerstein</p> <p>The Wild Way Home - Sophie Kirtley</p> <p>Butser Farm visit</p>	<p>Non-fiction – Stone Age</p> <p>The Stone Age: Hunters, Gatherers and Woolly Mammoths - Marcia Williams</p> <p>The History Detective Investigates: Stone Age to Iron Age - Clare Hibbert</p> <p>Live Like a Hunter Gatherer- Naomi Walmsley</p> <p>How to Wash a Woolly Mammoth – Michelle Robinson</p>
Core writing outcomes	<p>Fiction diary Harry Potter first person</p> <ul style="list-style-type: none"> •Show knowledge and understanding of a range of writing forms, their features and when to apply them 	<p>Non-fiction Non-chronological information leaflet about quidditch</p> <ul style="list-style-type: none"> •Planning and writing shows increasing awareness of purpose 	<p>Non-fiction Blog about Egyptian life</p> <ul style="list-style-type: none"> •Present perfect form of verbs •Using expanded noun phrases by adding modifying adjectives, 	<p>Non-fiction Instructions – how to mummify.</p> <ul style="list-style-type: none"> •Use dictionaries to check the meaning of words they have read 	<p>Fiction Story – time travel story based in the Stone Age reflecting The Wild Way Home</p>	<p>Non-fiction Factual writing about cave art</p> <ul style="list-style-type: none"> •Extend interest in meaning and origin of words



	<ul style="list-style-type: none"> •Accurate use of pronouns in sentences •Expressing time, place and cause using conjunctions, adverbs or prepositions •Listen to longer and wider range of texts •Make inferences – characters feelings, thoughts and motives from their actions – and justify these with evidence •Ask questions to improve understanding of a text 	<p>and audience. Word choice and structure begins to reflect this.</p> <p>Fiction Fact Card about a mythical creature</p> <ul style="list-style-type: none"> •Use some subordination •Using expanded noun phrases by adding modifying adjectives, nouns and preposition phrases •Identify how structure and presentation contribute to meaning <p>Fiction Creative writing mythical creatures – focus on adjectives and description</p> <ul style="list-style-type: none"> •Using an increasingly varied vocabulary •Using expanded noun phrases by adding modifying adjectives, nouns and preposition phrases 	<p>nouns and preposition phrases</p> <ul style="list-style-type: none"> •Use some simple links between paragraphs •Retrieve and record information from non-fiction •Use contents pages and indexes to locate information 	<p>Fiction Diary as Howard Carter (longer and more detailed incorporating factual knowledge)</p> <ul style="list-style-type: none"> •Organise paragraphs around a theme •Use more varied sentence structure – conjunctions for more than one clause •Show familiarity with the patterns and structures in a wide range of books 	<ul style="list-style-type: none"> •Use accurate punctuation of direct speech •Use a range of narrative structures •Create settings, character and plot in narrative •Understand and use some figurative language <p>Non-fiction Non chronological report/web page - about Stone Age</p> <ul style="list-style-type: none"> •Use a range of organisational devices •Sequence ideas or material logically •Identify how structure and presentation contribute to meaning 	<ul style="list-style-type: none"> •Use contents pages and indexes to locate information •Recognise the conventions of organisation, structure and presentation of the different forms they read •Retrieve and record information from non-fiction <p>Fiction Instruction writing woolly mammoth</p> <ul style="list-style-type: none"> •Use a range of organisational devices •Use commas after fronted adverbials
<p>The craft of writing Editing Writing activities</p>	<ul style="list-style-type: none"> *Fiction - Compare book and film *Adverbs, fronted adverbials 	<ul style="list-style-type: none"> *Play quidditch *Watch video clips *Write leaflet 	<ul style="list-style-type: none"> *Non-fiction – Nile. Information writing *Non-fiction booklet – Egyptian Gods and Goddesses. 	<ul style="list-style-type: none"> *Non-fiction Look at sets of instructions *Learn about mummification. Order pictures. Use the 	<ul style="list-style-type: none"> *Fiction The Wild Way Home in GR ongoing *Descriptive work on the First Drawing. 	<ul style="list-style-type: none"> *Non-fiction factual writing about cave art. *Fact boxes, bullet points, captions.





<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>	<ul style="list-style-type: none"> *Fiction - Write a mini recount/diary of going to Diagon Alley with Hagrid *Plan diary in 5 sections of the day. *Watch video clip, then plan what they want to include. *Write from plan, listen to extracts from the story. Use images as prompts. *Self-assessment of diary *Learning about maps using Hogwarts map – how to read and understand *Answering questions *Word classes, commas in lists, embedded clauses (all HP linked) *Write three short pieces of text to assess what they have learnt in the half term to be self-assessed to make own targets 1) 3rd person fictional recount when HP received the broom 	<ul style="list-style-type: none"> *Analyse & describe mythical creature characters *Research mythical beasts 	<ul style="list-style-type: none"> *Non-fiction – what they Egyptians ate. (Try Egyptian food) *Factual writing Research tomb – learn about sentence lengths •Use increasingly varied vocabulary 	<p>information to convert into a set of instructions. Using imperative verbs.</p> <ul style="list-style-type: none"> *Immersive morning with teachers modelling mummification. *Fiction Diary *Use of paragraphs *Non-fiction learning about the tomb through stories, non fiction, videos and photos *Plan and write diary in stages. A room in the tomb at a time. *Incorporate what they know about Carter's personality. *Apostrophes for possession and contractions *Recap use of commas *Inverted commas in prep for story writing 	<ul style="list-style-type: none"> *Describing what we see, imagination and dreams, cave art. *Plural nouns. *Write a descriptive encounter with a mammoth in the first person. *Map in WWH – map work activities Settings – forest settings. Descriptive writing *Annotate pictures – bullet points *Comparison of characters chart *Plan story based in stone age, annotate with phrases. *Plan description and speech and add onto drawing. *On field, find natural mysterious items that they could use in story. *Write a different section of their story each day. Model and recap embedded clauses, fronted adverbials. *Reread and edit 	<ul style="list-style-type: none"> *Instruction writing for washing a woolly mammoth *Skara Brae and Stone Henge – draw and label picture
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	<p>2) factual quidditch sentences</p> <p>3) letter to parents about Halloween feast</p>				<p>*Share their stories with each other</p>	
<p>Oracy (Speaking, Listening and Drama)</p>	<p>Harry Potter drama – first day at Hogwarts</p> <p>Reenactment</p> <p>Understanding character drama</p>	<p>Present information about mythical beast</p> <p>Drama – selling invisible cloak</p>	<p>Reenacting different stages of discovery of the tomb.</p> <p>Fact and opinion – debate over real and not real history</p>	<p>Hot seating Howard Carter</p> <p>Reenacting discovery of the tomb</p>	<p>Freeze frame from the first picture book to write fronted adverbials sentences</p>	
<p>Poetry (analyse, create, perform)</p>	<p>Analyse and perform 3 HP poems.</p> <p>Perform the Sorting Hat.</p> <p>Free verse - Write own poem based on HP.</p> <ul style="list-style-type: none"> •Identify themes and conventions in a wide range of books (poems) •Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action •Participate in discussion about both books (poems) that are read to them and those they can read for themselves, taking turns and listening to what others say. 		<p>Features of poems – metaphors, similes, personification, hyperbole. (Micheal Rosen poems)</p> <p>Use poetry features to describe pictures</p> <ul style="list-style-type: none"> •Recognise different forms of poetry Identify themes and conventions in a wide range of books (poems) •Discuss words and phrases that capture the reader’s interest and imagination •Use an increasingly varied vocabulary <p>Performance Poem - Child’s Song in Spring – E Nesbit</p>		<p>Performance poem - The River Valene - Bloom</p> <ul style="list-style-type: none"> •Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action 	<p>Haiku – stone age</p> <ul style="list-style-type: none"> •Recognise some different forms of poetry •Discuss writing similar to that they are planning to write to learn from structure, vocabulary and grammar •Read aloud their own writing using appropriate intonation, tone and volume to convey meaning



<p>Reading spine</p>	<p>Harry Potter Guided reading ongoing</p>				<p>Stone Age Tales The Great Cave The Great Storm - Terry Deary Stone Age Boy - Satoshi Kitamura</p>	<p>Stig of the Dump – Clive King</p>
<p>Grammar and punctuation</p>	<p>Revision of:-</p> <ul style="list-style-type: none"> • Word classes • Commas • Embedded clauses • Subordinating clauses • Vowel phonemes • Noun phrases • Adverbs <ul style="list-style-type: none"> • Sentence basics • Fronted adverbials • Question marks • Tenses • Vocabulary • Self assessments 		<p>Revision of:-</p> <ul style="list-style-type: none"> • Commas for lists (revision) • Paragraphs (revision) • Coordinating conjunctions • Imperative verbs • Possessive apostrophes <ul style="list-style-type: none"> • Alliteration • Personification • Hyperbole • Simile(Yr5) • Metaphors (Yr5) • Extending sentences 		<p>Revision of:-</p> <ul style="list-style-type: none"> • Inverted commas/speech punctuation] • Regular/plural nouns • Fronted adverbials • Adverbs • Character and setting descriptions • Commas – lists and embedded clauses • Possessive plural 	
<p>Spelling/Phonics</p>  	<p><i>Song of Sounds phonics revision & assessment – identified children to continue working on phonics</i></p> <ul style="list-style-type: none"> •Vowel phonemes •Year 3 & 4 common exception words •Spelling strategies •Words ending in ‘ure’ 		<ul style="list-style-type: none"> •Possessive apostrophe with singular proper nouns •Prefixes in- il -im -ir •Spelling strategies •ei, eigh, ey •ch as sh (chef) •u sounds as ou (touch) •Adding suffixes beginning with vowels to words of more than one syllable -ing – er 	<ul style="list-style-type: none"> •g sound spelt gu •Words with -ture endings (mixture, picture) •Possessive apostrophe with plurals •Homophones – there/they’re/their your/you’re to/too/two •Spelling strategies •Prefixes anti- inter- 	<ul style="list-style-type: none"> •s sound spelt sc •sion word endings sounding like explosion/confusion •Apostrophe for possession, including singular and plural •Homophones 	<ul style="list-style-type: none"> •Suffix -ous •Prefixes un- dis- in- re- sub- inter- super- anti- auto- •Suffix ly added to words ending in ‘y’ ‘le’ ‘ic’



		-en -ed	•cian- sion -tion -ssion endings		
<p>Handwriting Letter-join </p>	<ul style="list-style-type: none"> • 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 say. • Use of diagonal and horizontal strokes to join letters • Joining of appropriate adjacent letters • Appropriate spacing of lines of writing • Parallel and equidistant downstrokes 				