

Curriculum Long Term Overview Map
Autumn Term
Key Stage Two
Overall Theme: The World of Roald Dahl

SUBJECT	SUMMARY THEME	
English	<p>Author Study/Link: Roald Dahl</p> <p>The World Of Roald Dahl Novel as a Theme – The Twits Recount – Biography Poetry –Poems with a structure Playscripts Non – Fiction Letters Explanation text linked to science.</p>	<p>Reading</p> <p>Uses tone and intonation when reading aloud</p> <ul style="list-style-type: none"> • Read longer and less familiar texts independently • Use knowledge of root words to understand meanings of words • Use prefixes to understand meanings e.g. un-, dis-, -mis-, re- • Use suffixes to understand meanings e.g. -ation, -ous • Read and understand meaning of words on Y3/4 word list – see bottom • Use intonation, tone and volume when reading aloud • Take note of punctuation when reading aloud <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • Listening to and discussing a range of fiction, poetry, plays. • Regularly listening to whole novels read aloud by the teacher • Analysing and evaluate texts looking at language, structure and presentation e.g. newspaper reports, recipes, etc. • Recognising some different forms of poetry e.g. narrative, free verse • Reading books and texts for a range of purposes e.g. enjoyment, research, skills development, reference • Using dictionaries to check meanings of words they have read • Sequencing and discussing the main events in stories • Retelling a range of stories, including less familiar fairy stories, fables and folk tales e.g. Grimm’s Fairy Tales, Rudyard Kipling Just So Stories • Identifying and discussing themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor • Identifying and discussing conventions e.g. numbers three and seven in fairy tales, magical sentence repeated several times • Identifying, discussing and collecting favourite words and phrases which capture the reader’s interest and imagination • Preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action <p>Understand what they read independently by:</p> <ul style="list-style-type: none"> • Discussing their understanding of the text

		<ul style="list-style-type: none"> • Explaining the meaning of unfamiliar words by using the context • Making predictions based on details stated • Raising questions during the reading process to deepen understanding e.g. I wonder why the character ... • Drawing inferences around characters thoughts, feelings and actions, and justify with evidence from the text • Using point and evidence to structure and justify responses • Discussing the purpose of paragraphs • Identifying a key idea in a paragraph <p>Retrieve and record information from non-fiction</p> <ul style="list-style-type: none"> • Participating in discussion about what is read to them and books they have read independently, taking turns and listening to what others say • Developing and agreeing on rules for effective discussion • Making and responding to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles <p>Vocabulary, Grammar and Punctuation Lower Key Stage Two Develop their understanding of the concepts set out in <u>English Appendix 2</u> 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.</p> <p>Vocabulary, Grammar and Punctuation Upper Key Stage Two Develop their understanding of the concepts set out in <u>English Appendix 2</u> by: Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Using passive verbs to affect the presentation of information in a sentence Using the perfect form of verbs to mark relationships of time and cause Using expanded noun phrases to convey complicated information concisely Using modal verbs or adverbs to indicate degrees of possibility</p>
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<p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>Learning the grammar for years 5 and 6 in English Appendix 2</p> <p>Indicate grammatical and other features by:</p> <p>Using commas to clarify meaning or avoid ambiguity in writing</p> <p>Using hyphens to avoid ambiguity</p> <p>Using brackets, dashes or commas to indicate parenthesis</p> <p>Using semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>Using a colon to introduce a list</p> <p>Punctuating bullet points consistently</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>
<p>Composition</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • Reading and analysing narrative, non-fiction and poetry in order to plan and write their own versions • Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing • Discussing and recording ideas for planning • Creating and developing settings for narratives • Creating and developing characters for narrative • Creating and developing plots based on a model • Generating and selecting from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms for said for appropriate to text type • Grouping related material into paragraphs • Using headings and sub headings to organise information <p>Evaluate, and edit by:</p> <ul style="list-style-type: none"> • Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing. • Discussing and proposing changes with partners and in small groups • Improving writing in the light of evaluation <p>Perform their own compositions by:</p> <ul style="list-style-type: none"> • Using appropriate intonation, tone and volume to present their writing to a group or class
<p>Spelling Year 3</p> <p>Suffixes from Year 2: '-s', '-es', '-er', '-ed', '-ing'</p> <p>Prefix 'un-'</p> <p>Prefix 'dis-'</p> <p>Apostrophes for contractions</p>

<p>Strategies for learning words Words with the /ei/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight), or 'ey' (they) Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun) Prefix 'mis-' and 're-' Words with the /i/ sound spelt 'y' Proofreading Words ending in the /g/ sound spelt '-gue' and the /k/ sound spelt 'que'</p>
<p>Spelling Year 4 Strategies for leaning words Words ending in /zə/ Possessive apostrophe with singular proper nouns Homophones (peace/piece, main/mane, fair/fare) Proofreading Prefixes 'in-', 'il-', 'im-' and 'ir-' Words with the /ei/ sound spelt 'ei', 'eigh' or 'ey' Words with the /ʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou' Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')</p>
<p>Spelling Year 5 Words with the letter string 'ough' Words with 'silent' letters Strategies for learning words Words ending in '-able' and '-ible' Homophones (isle/aisle, aloud/allowed, affect/effect, heard/heard, past/passed) Plurals (adding '-s' and '-ies') Apostrophe for contraction and possession Use of the hyphen Proofreading Using a dictionary to support learning word roots, derivations and spelling patterns Using dictionaries to create word webs Building new words from known morphemes</p>
<p>Spelling Year 6 Learn words from statutory word list Words ending '-able'/'-ably', and '-ible'/'-ibly' Strategies for learning words ending '-able' and '-ible' Adding suffixes beginning with vowels to words ending in '-fer' SATS practice Proofreading sentences and paragraphs Homophones ('ce'/'se')</p>

		Words endings that sound like /ʃəs/ spelt '-cious' or '-tious'
		<p>Handwriting Year 3 Use the diagonal and horizontal strokes that are needed to join letters Begin to understand which letters, when adjacent to one another, are best left unjoined Ensure 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</p>
		<p>Handwriting Year 4 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 Ensure 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</p>
		<p>Handwriting Year 5 Increasingly legibly, fluently and with increasing speed through improving choices of which shape of letter to use when given choices and deciding whether or not to join specific letters Write increasingly legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task</p>
		<p>Handwriting Year 6 Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task</p>
Mathematics	Autumn 1	Place Value Addition and Subtraction including perimeter and money Multiplication and Division including area, area of compound shapes, multiples and factors Fractions, Decimals and Percentages including addition, subtraction, division and multiplication of fractions Time, Measure, Scales Data Handling including Pie Charts Angles/Shape
	Autumn 2	Place Value Addition and Subtraction including perimeter and money Multiplication and Division including area, area of compound shapes, multiples and factors Fractions, Decimals and Percentages including addition, subtraction, division and multiplication of fractions Time, Measure, Scales

		Data Handling including Pie Charts Angles/Shape
Science	Autumn 1: Plants	<p>To be able to identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <ul style="list-style-type: none"> • To investigate the way in which water is transported within plants • To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
	Autumn 2: Food	<ul style="list-style-type: none"> • To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
History	NOT DONE THIS TERM	
Geography	Why do people go on holiday to the Mediterranean?	<ul style="list-style-type: none"> • To be able to describe the locality and the things that happen there, using the correct geographical language. • To be able to use maps and atlases appropriately by using contents and indexes. • To name and locate some well-known European countries including Russia. • To name a number of countries in the Northern Hemisphere. • To name and locate the capital cities of neighbouring European countries. • To be aware that the weather is different in different parts of the world, especially Europe. • To be able to locate the Mediterranean and explain why it is a popular holiday resort. • To be able to explain how the lives of people living in the Mediterranean would be different from their own. • To be able to confidently describe human features in a locality, and say why a place is like it is, and why it has certain human features. • To be able to recognise the 8 points of the compass.
	Region of France	<ul style="list-style-type: none"> • To be able to describe the locality and the things that happen there, using the correct geographical language. • To be able to use maps and atlases appropriately by using contents and indexes. • To identify key features of a locality by using a map. • To use 4 figure grid references. • To name and locate the capital cities of neighbouring European countries. • To be able to plot NSEW on a map. • To be able to use some basic OS map symbols. • To make accurate measurements of distances within 100Km. • To be able to confidently describe physical features of a locality. • To be able to recognise the 8 points of the compass. • To be able to describe how volcanoes and earthquakes are created.

		<ul style="list-style-type: none"> To be able to describe how volcanoes have an impact on people's lives. To be able to name and locate some of the world's most famous volcanoes.
Art	Drawing George Seurat Pointillism	<p>To study the style of Quentin Blake in his drawn characterisations</p> <p>To identify and collect his individual facial/body features and investigate the best drawing tools with which to recreate them</p> <p>To use their close studies and experiments in different media to create their own characterisations in Blake's style.</p> <p>To create sketch books to record observations and use these to review and revisit ideas.</p> <p>To improve their mastery of art and design technique including painting with a range of materials. To learn about a great artist in history.</p>
Design Technology	To design and make a loaf of bread using healthy ingredients	<p>To analyse the taste, texture, smell and appearance of a range of foods. (predominantly savoury) To follow Instructions.</p> <p>To Make healthy eating choices.</p> <p>To Join and combine a range of ingredients.</p> <p>To explore seasonality of vegetables and fruit.</p> <p>To find out which fruit and vegetables are grown in countries/continents studied in Geography.</p>
PE	Autumn 1: Gymnastics and Indoor Athletics	<p>Practice, improving and holding a 2 point balance. Combine with travelling and apparatus work. Combine spin tuck and pin shapes. Refine and perform to others. Evaluate each other's performance. Work together with a partner.</p> <p>To perform and refine travelling and different paces, sprints and longer distance running. To develop and refine running styles.</p> <p>To devise a simple team relay strategy.</p> <p>To develop and refine basic throwing skills. To develop and refine jumping skills.</p> <p>To work together and decide on and implement a team strategy.</p>
	Autumn 2: Dance and Gymnastics	<p>Exploring and performing small and large gestures.</p> <p>To select and link gestures together in response to a stimulus. To be able to assess and improve their performance.</p> <p>To practice travelling using different pathways.</p> <p>To practice different movements and shapes and apply these when using apparatus.</p>
RE	Autumn 1: Harvest	<p>Unpack the meaning and purpose of the Harvest Festival celebrations.</p> <p>-Be able to ask questions about the meaning and purpose of Harvest celebrations.</p> <p>-Know why harvest is celebrated and talk about related Christian beliefs.</p> <p>-Understand that Harvest is celebrated in different ways across the world (Judaism – Sukkot)</p>
	Autumn 2: God with us	<p>Children will have the opportunity to reflect upon Christmas as a celebration of God's presence with us 2000 years ago and now.</p> <p>-Know that Christmas is a celebration of God's presence with us;</p>

		<p>-Christians believe God is with us through his Son, Jesus: -Christians believe that the presence of God changes our lives. -Talk about the actions of Christians showing Jesus' presence in the world.</p>
Music	Blackburn with Darwen Music Service	P-Trumpets
PSHE	Essential PSHE Skills Food Groups & Healthy Lifestyle	<p>To develop active listening, inter and intra personal skills.</p> <ul style="list-style-type: none"> • To enable pupils to understand the importance of an adequate and varied diet for health. • To raise pupil's awareness of the factors that contribute to a healthy lifestyle. • To become aware of health issues such as the role of medicines and importance of exercise.
Computing	Programming and Control	<p>Children will be using the Purple Mash program to develop skills in programming and control. Children will be encouraged to solve problems they encounter, both independently and collaboratively. The Purple Mash program will follow the sequence: skill, skill, debug, apply to vehicles, shapes and random words.</p> <ul style="list-style-type: none"> • To use their understanding of how precise instructions and commands can control a device to create more complex sequences of instructions. • To create, edit and refine more complex sequences of instructions for a variety of programmable devices. • To be able to debug more complex programs. • To investigate how different variables can be changed to enable different outcomes (e.g. angles in shapes and units of measurement)
MFL	French	<p><u>Year 3 and 4</u></p> <ul style="list-style-type: none"> • to listen and show understanding of familiar phrases and sentences • to be able to ask and answer several simple questions with a rehearsed response • to be able to read and recognise some familiar phonemes in familiar words and pronounce correctly when modelled • to be able to read and show understanding of simple familiar phrases and short sentences. • to be able to say a simple phrases to describe where something is <p><u>Language to be taught:</u></p> <ul style="list-style-type: none"> • Recap on greetings and questions and answers learnt last year E.g. name, feelings, age, where you live • Recap on days of the week and months of the year and how to say and write the date in French • Recap on numbers to 20 and how to write (focus on phonemes). Begin to extend to 31. • Learn the names of classroom objects and how to ask for these in French E.g. 'Have you...?' Yes I have/No I haven't • Look at pictures of a French school and compare with their school. What is the same? What is different? • Learn the names of shops and places in a town or city. • Learn to ask and answer the question, 'Where is....?' • Learn to understand, follow and give simple directions: turn left, turn right, go straightahead.

Year 5 and 6

- To be able to listen and show understanding of more complex familiar phrases and sentences.
- To be able to ask and answer more complex familiar questions with a scaffold of responses. To be able
- to ask for clarification and help
- To be able to use familiar vocabulary to say simple sentences, such as presenting facts and ideas, using a
- language scaffold.
- To be able to read and pronounce familiar words accurately using knowledge of letter strings/
- phonemes in French; use awareness of the silent letter rule in French
- To be able to write familiar complex sentences from memory with understandable accuracy.

Autumn 1:

- Language to be taught:
- Emotions and feelings
- Asking and answering what school subjects we learn
- Expressing a simple opinion - Likes and dislikes
- Asking and answering information about the day and subjects
- Adjectives to give opinion
- Places around the school
- Phonics and grammar
- Key sounds in school subjects/opinions
- Asking and answering simple question about someone else (3rd person singular)
- conjunctions to create extended sentences

Autumn 2:

- Language to be taught
- Buildings and places of interest
- Where is (+ shops)
- Here is (+ shops)
- Simple directions
- There is / there are...
- What would you like?/ I would like
- How much does it cost?/ It costs.....
- Numbers 0-50

Phonics and grammar:

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| | | <ul style="list-style-type: none">• Key sounds in buying a gift - role play structures• Commands• Verb to have- present tense |
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