**Curriculum Year 1**

Year group 3

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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| * Explore and collect words with **prefixes**, super, anti, auto * Explore and identify main and **subordinate clauses** in complex sentences. * Explore, identify and create complex sentences using a range of **conjunctions** e.g. *if, while, since, after, before, so, although, until, in case.* * Revise correct use of **capital letters, end of sentence punctuation** and **commas in lists.** * Recap word types: noun, adjective, verb, adverb | * Explore and collect words with **prefixes**, super, anti, auto * Explore and identify main and **subordinate clauses** in complex sentences. * Explore, identify and create complex sentences using a range of **conjunctions** e.g. *if, while, since, after, before, so, although, until, in case.* * Revise correct use of **capital letters, end of sentence punctuation** and **commas in lists.** * Recap word types: noun, adjective, verb, adverb | * Explore, identify and create complex sentences using a range of **conjunctions** e.g. *if, while, since, after, before, so, although, until, in case.* * Identify, select, generate and effectively use **prepositions** for where e.g. *above, below, beneath, within, outside, beyond.* * Explore and collect words with **prefixes ‘mis’, ‘dis’ and suffixes er,ed,en,ing  Plus** Words with short /i/ sound spelt with ‘y’, words with a /k/ sound spelt with ‘ch’ * Explore, identify, collect and use noun phrases   e.g. *The crumbly cookie with tasty marshmallow pieces melted in my mouth.*   * Use apostrophes for singular and plural possession e.g. *the dog’s bone and the dogs’ bones.* * Use perfect form of verbs using *have* and *had*   to indicate a completed action e.g. *I have washed my hands. We will have eaten our lunch by the time Dad arrives. Jack had watched TV for over two hours!* | * Select, generate and effectively use adverbs                         e.g*. suddenly, silently, soon, eventually.*   * Consolidate knowledge and use of **prepositions** for where e.g. *above, below, beneath, within, outside, beyond.* * Use **inverted commas to** punctuate **direct speech (speech marks).** * Use perfect form of verbs using *have* and *had*                         to indicate a completed action e.g. *I have washed my hands. We will                                have eaten our lunch by the time Dad arrives. Jack had watched TV for over two hours!*   * Explore and learn spelling of Homophones & Near Homophones; the pre-fix ‘bi and ‘re; Words ending in the /g/ sound spelt ‘gue’ and the /k/ sound spelt ‘que’ Words with a /sh/ sound spelt with ‘ch’ | Select, generate and effectively use adverb e.g*. suddenly, silently, soon, eventually.*  Consolidate knowledge and use of **prepositions** for where e.g. *above, below, beneath, within, outside, beyond.*  Use **inverted commas to** punctuate **direct speech (speech marks).**  Use perfect form of verbs using *have* and *had*  to indicate a completed action e.g. *I have washed my hands. We will have eaten our lunch by the time Dad arrives. Jack had watched TV for over two hours!* | Explore and identify main and **subordinate clauses** in complex sentences.  Explore, identify and create complex sentences using a range of **conjunctions** e.g. *if, while, since, after, before, so, although, until, in case.*  Identify, select, generate and effectively use **prepositions** for where e.g. *above, below, beneath, within, outside, beyond.*  Use **inverted commas to** punctuate **direct speech (speech marks).**  Use perfect form of verbs using *have* and *had*  to indicate a completed action e.g. *I have washed my hands. We will have eaten our lunch by the time Dad arrives. Jack had watched TV for over two hours!* |

Year group 4

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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| * Use apostrophes for singular and plural possession e.g. *the dog’s bone and the dogs’ bones.*  Prefixes and suffixes * Create complex sentences with adverb starters   e.g. *Silently trudging through the snow, Sam made his way up the mountain.*   * Create sentences with fronted **adverbials** for when e.g. *As the clock struck twelve, the soldiers sprang into action.* * *Create sentences with fronted* ***adverbials*** *for where* e.g*. In the distance, a lone wolf howled.* * Use commas after fronted adverbials; * Identify, select and effectively use **pronouns.** | * Use apostrophes for singular and plural possession e.g. *the dog’s bone and the dogs’ bones.*  Prefixes and suffixes * Create complex sentences with adverb starters   e.g. *Silently trudging through the snow, Sam made his way up the mountain.*   * Create sentences with fronted **adverbials** for when e.g. *As the clock struck twelve, the soldiers sprang into action.* * *Create sentences with fronted* ***adverbials*** *for where* e.g*. In the distance, a lone wolf howled.* * Use commas after fronted adverbials; | * Use apostrophes for singular and plural possession e.g. *the dog’s bone and* Explore, identify and create complex sentences using a range of **conjunctions** e.g. *if, while, since, after, before, so, although, until, in case.* * Identify, select, generate and effectively use **prepositions** for where e.g. *above, below, beneath, within, outside, beyond.* * Explore, identify, collect and use noun phrases   e.g. *The crumbly cookie with tasty marshmallow pieces melted in my mouth.*   * Explore, identify and use Standard English verb inflections for writing e.g. *We were* instead of *we was. I was* instead of *I were, I did* instead of *I done. She saw it* instead of *she seen it.* * Use apostrophes for singular (revise) and plural possession e.g. *the dog’s bone and the dogs’ bones.* * Explore and collect homophones and near homophones, nouns ending in the suffix -ation, the prefixes ‘sub’ and ‘super’ and plural possessive apostrophes with plural words | * Create complex sentences with adverb starters   e.g. *Silently trudging through the snow, Sam made his way up the mountain.*   * Create sentences with fronted **adverbials** for when e.g. *As the clock struck twelve, the soldiers sprang into action.* * *Create sentences with fronted* ***adverbials*** *for where* e.g*. In the distance, a lone wolf howled.* * Use commas to mark clauses in complex sentences. * Use inverted commas and other punctuation to indicate direct speech e.g. *The tour guide announced, “Be back here at four o’ clock.”* * Explore, identify and use Standard English verb inflections for writing e.g. *We were* instead of *we was. I was* instead of *I were, I did* instead of *I done. She saw it* instead of *she seen it.* * Explore and learn spelling of words with the /s/ sound spelt with ‘sc’ Words with a ‘soft c’ spelt with ‘ce’ Words with a ‘soft c’ spelt with ‘ci’ Word families based on common words, showing how words are related in form and meaning | Create complex sentences with adverb starters  e.g. *Silently trudging through the snow, Sam made his way up the mountain.*  Create sentences with fronted **adverbials** for when e.g. *As the clock struck twelve, the soldiers sprang into action.*  *Create sentences with fronted* ***adverbials*** *for where* e.g*. In the distance, a lone wolf howled.*  Use commas to mark clauses in complex sentences.  Use inverted commas and other punctuation to indicate direct speech e.g. *The tour guide announced, “Be back here at four o’ clock.”*  Explore, identify and use Standard English verb inflections for writing e.g. *We were* instead of *we was. I was* instead of *I were, I did* instead of *I done. She saw it* instead of *she seen it.* | Explore and identify main and **subordinate clauses** in complex sentences.  Explore, identify and create complex sentences using a range of **conjunctions** e.g. *if, while, since, after, before, so, although, until, in case.*  Create complex sentences with adverb starters  e.g. *Silently trudging through the snow, Sam made his way up the mountain.*  Create sentences with fronted **adverbials** for when e.g. *As the clock struck twelve, the soldiers sprang into action.*   * *Create sentences with fronted* ***adverbials*** *for where* e.g*. In the distance, a lone wolf howled.*   Use commas to mark clauses in complex sentences.  Use inverted commas and other punctuation to indicate direct speech e.g. *The tour guide announced, “Be back here at four o’ clock.”*   * Identify, select and effectively use **pronouns.** |

Year group 5

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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| * Revise the possessive apostrophe (as Year 4) * Use suffixes *–ate, -ise, -ify* to convert nouns and adjectives into verbs. * Investigate verb prefixes e.g. *dis-, re-, pre-, mis-, over-* * Create complex sentences by using relative clauses with pronouns *who, which, where, whose, when, that* e.g. *Sam, who had remembered his wellies, was first to jump in* *the river. The robberies, which had taken place over the past month, remained unsolved;* * use commas to clarify meaning or avoid ambiguity in writing. | * Revise the possessive apostrophe (as Year 4) * Use suffixes *–ate, -ise, -ify* to convert nouns and adjectives into verbs. * Investigate verb prefixes e.g. *dis-, re-, pre-, mis-, over-* * Create complex sentences by using relative clauses with pronouns *who, which, where, whose, when, that* e.g. *Sam, who had remembered his wellies, was first to jump in* *the river. The robberies, which had taken place over the past month, remained unsolved;* * use commas to clarify meaning or avoid ambiguity in writing. | * Revise the possessive apostrophe for plurals (as Year 4) * Creating nouns using suffixes*–ity, ness and ship* * Exploring homophones and near homophones. * Create and punctuate complex sentences using *ed* openers. * Create and punctuate complex sentences using *ing* openers. * Create and punctuate complex sentences using simile starters. * Demarcate complex sentences using commas and explore **ambiguity** of meaning. * Explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, go in – request. | * revise and embed the use of inverted commas and other punctuation to indicate direct speech * Use devices to build cohesion within a paragraph e.g. *firstly, then, presently, subsequently.* * Explore, collect and use **modal verbs** to indicate degrees of possibility e.g. *might, could, shall, will, must.* * Create complex sentences by using relative clauses with pronouns * Explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, go in – request. * Explore and learn spellings of words with an /or/ sound spelt ‘or’ Words with /or/ sound spelt ‘au’; convert nouns or adjectives into verbs using the suffix -ate, ise, ify,en | revise and embed the use of inverted commas and other punctuation to indicate direct speech  Use devices to build cohesion within a paragraph e.g. *firstly, then, presently, subsequently.*  Explore, collect and use **modal verbs** to indicate degrees of possibility e.g. *might, could, shall, will, must.*  Create complex sentences by using relative clauses with pronouns  Explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, go in – request. | Create complex sentences by using relative clauses with pronouns *who, which, where, whose, when, that* e.g. *Sam, who had remembered his wellies, was first to jump in*  *the river. The robberies, which had taken place over the past month, remained unsolved.*  Demarcate complex sentences using commas and explore **ambiguity** of meaning.  Link ideas across paragraphs using adverbials for time, place and numbers e.g. *later, nearby, secondly.*  Identify and use **brackets** and **dashes**  Revise and embed the use of inverted commas and other punctuation to indicate direct speech |

Year group 6

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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| * Revise the possessive apostrophe (as Year 4) * Use suffixes *–ate, -ise, -ify* to convert nouns and adjectives into verbs. * Investigate verb prefixes e.g. *dis-, re-, pre-, mis-, over-* * Create complex sentences by using relative clauses with pronouns *who, which, where, whose, when, that* e.g. *Sam, who had remembered his wellies, was first to jump in* *the river. The robberies, which had taken place over the past month, remained unsolved;* * use commas to clarify meaning or avoid ambiguity in writing. | * Revise the possessive apostrophe (as Year 4) * Use suffixes *–ate, -ise, -ify* to convert nouns and adjectives into verbs. * Investigate verb prefixes e.g. *dis-, re-, pre-, mis-, over-* * Use ellipsis to link ideas between paragraphs. * Create complex sentences by using relative clauses with pronouns *who, which, where, whose, when, that* e.g. *Sam, who had remembered his wellies, was first to jump in* *the river. The robberies, which had taken place over the past month, remained unsolved;* * use commas to clarify meaning or avoid ambiguity in writing. * ▪ Identify the subject and object of a sentence. * Explore and investigate active and passive   e.g. I broke the window in the greenhouse  versus the window in the greenhouse was  broken. | * Revise the possessive apostrophe for plurals (as Year 4) * **Explore**: adding suffixes beginning with vowel letters to words ending in -fer; words with a long /e/ sound spelt ‘ie’ or ‘ei’ after c (and exceptions); words with a long /e/ sound spelt ‘ie’ or ‘ei’ after c (and exceptions); word families based on common words, showing how words are related in form and meaning. * Identify and use **colons** to introduce a list. * Identify and use **semi-colons** to mark the boundary between independent clauses e.g. *It is raining; I am fed up*. * Explore how **hyphens** can be used to avoid ambiguity e.g. *man eating shark* versus *man- eating shark* * Explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, go in – request. * Punctuate bullet points consistently | * **Explore and learn spellings of words** with endings which sound like /shuhl/ after a vowel letter and after a consonant letter; words with a ‘soft c’ spelt /ce/; word families based on common words, showing how words are related in form and meaning. * revise and embed the use of inverted commas and other punctuation to indicate direct speech * revise and embed the use of modal  verbs and relative clauses * Explore how **hyphens** can be used to avoid ambiguity e.g. *man eating shark* versus *man- eating shark* * Explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, go in – request. | **Explore and learn spellings of words** with endings which sound like /shuhl/ after a vowel letter and after a consonant letter; words with a ‘soft c’ spelt /ce/; word families based on common words, showing how words are related in form and meaning.  Use devices to build cohesion between  paragraphs in persuasive, discursive and  explanatory texts e.g. on the other hand, the  opposing view, similarly, in contrast, although,  additionally, another possibility, alternatively,  as a consequence.  Revise and embed the use of inverted commas and other punctuation to indicate direct speech  Revise and embed the use of modal verbs and relative clauses  Explore how **hyphens** can be used to avoid ambiguity e.g. *man eating shark* versus *man- eating shark*  Explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, go in – request | Use devices to build cohesion between  paragraphs in narrative e.g. *in the meantime, meanwhile, in due course, until then.*  Manipulate sentences to create particular effects.  Revise and embed the use of inverted commas and other punctuation to indicate direct speech  Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved. |

**Curriculum Year 2- next academic year to map out at the start of the year**

Year group 3

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Year group 4

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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
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Year group 5

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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
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Year group 6

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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
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