



IPC Topic		Let's Get Growing				Different Places Similar Lives.			
Week	Week X One World Week	1 Base Class Book Week	2, 3, 4,5 Language and Literacy – Unit 6 – Fiction Folk Tales	6 Base Class Big Write	7 /8 Language and Literacy Unit 6 Non Fiction Biography and Autobiography	9 Base Class Big Write To write a folk tale Grammar and sentence level work	10, 11, Language and Literacy Unit 4– Poetry	12 Assessment Week	13, 14 Base Class Big Write Non chronological report
Reading		Star testing - AR RWI Assessments  Cornish Stories Jill Paton Walsh Thomas and The Tinnars.	To identify features of folk tales To identify how authors create vivid settings.	To identify features of a recount.	To identify differences between biography and autobiographical texts.	To investigate dialogue in text.	To identify the features of poetry including simile, repetition, rhyme, alliteration and onomatopoeia	Assessment Week	To research Christmas around the world.
Writing		Big Write – baseline assessment.  To write a 5 part story using a paragraph for each.	To write vivid settings, To create tension and suspense in an exciting climax.	To write a recount. (Children's visit to Newquay Orchard.)	To write notes To use paragraphs	To retell a folk tale. To write correctly punctuated dialogue.	To write a poem using interesting combinations of pairs of words. To present a poem in a shape.	Assessment Week - Spelling and Grammar.	BIG Write Xmas Report
Grammar		Punctuating simple and compound sentences. Identifying conjunctions.	Prepositions. Recap – Nouns, Verbs Adjectives.  To use adverbs and adverbials to explain when and where things happened ( <i>The next evening... On the far side...</i> ).	apostrophes for contraction	To use paragraphs to help the reader follow writing easily.	To use inverted commas.	To use punctuation to mark line breaks to aid the reader.		



Spoken Language	Taught throughout Literacy and Language								
Spelling		<b>Week 2</b> Year 2 review of suffixes (-ed, -ing, -er and -est)	<b>Week 3</b> Year 2 review of suffixes (-ness, -ment, -ful, -less)  <b>Week 4</b> 'i' sound spelt 'y'  <b>Week 5</b> 'u' sound spelt 'ou'	<b>Week 6</b> 'ai' sound spelt 'ei' 'eigh' or 'ey'	<b>Week 7</b> un – prefix  <b>Week 8</b> dis- prefix	<b>Week 9</b> mis- prefix	<b>Week 10</b> re-prefix  <b>Week 11</b> Word families  <b>Week 12</b> Look at Year 3/4 word list.		
Hand writing	First join Second join				Third join Fourth join Double letters that join				
Class Novel	Thomas and the Tinnors Mr Majeika				You're a Bad Man Mr Gum				

Spelling ongoing	<p><b>Learning Spellings</b> (<i>Spelling Bank p.16</i>)</p> <p>Children:</p> <ul style="list-style-type: none"> <li>• Learn words taught in new knowledge this term.</li> <li>• Learn words from Y3/4 word list. Suggest an average of 5/6 a term of highlighted words. Group other words for cross curricular teaching.</li> <li>• Learn words from personal list.</li> </ul>
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