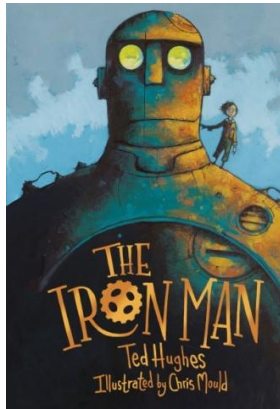


Summer 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reading	<p>The Iron Man</p>  <p>THE IRON MAN Ted Hughes Illustrated by Chris Mould</p>					
Writing	<p>Stories from other Cultures</p> <p>Read a selection of short stories from <i>African Tales</i>; research info about Africa. Watch a storyteller's performance and prepare and perform a storytelling of their own. Compare two versions of a story and write their own using a variety of conjunctions.</p>	<p>Stories from other Cultures</p> <p>Read two more African stories. Revise verbs, verb phrases, clauses and conjunctions. Use conjunctions to write multi-clause sentences in their own version of the <i>Ananse</i> story.</p>	<p>Chronological Reports</p> <p>Children explore chronological reports through reading & discussing the inspirational true life texts: Henry's Freedom Box and Who Was Rosa Parks? They create story maps, write letters and newspaper reports</p>	<p>Chronological Reports</p> <p>Grammar focuses include: past tense; present perfect form and using conjunctions, adverbs and prepositions to express time and cause. The unit ends with investigation and games exploring prefixes.</p>	<p>Poetry by Heart</p> <p>Children immerse themselves in poetry and learn some poems by heart, inspired by Off By Heart – Poems for YOU to Remember. From learning short poems, they move on to a longer poem of their choice and explore prepositions and fronted adverbials.</p>	<p>Poetry by Heart</p> <p>Children immerse themselves in poetry and learn some poems by heart, inspired by Off By Heart – Poems for YOU to Remember. From learning short poems, they move on to a longer poem of their choice and explore prepositions and fronted adverbials.</p>

	Grammar focus: - Extending the range of sentences with more than one clause by using a wider range of conjunctions	Grammar focus: - Using conjunctions, adverbs and prepositions to express time and cause.	Grammar focus: - Use the perfect form of verbs in to mark relationships of time and cause.	Grammar focus: - Use conjunctions, adverbs and prepositions to express time and cause.	Grammar focus: - Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	Grammar focus: - Use conjunctions, adverbs and prepositions to express time and cause
Maths	Consolidation This provides an opportunity to revisit skills content covered this year. This also provides the opportunity to ensure any possible gaps in understanding are addressed before children move on.	Shape Discuss the significance of clockwise and anticlockwise in this context, using the hands of a clock to demonstrate if needed. Children explore different turns from different starting points, including using compass directions. They then work out the turn after being given a start and end position. They also consider what a pictorial representation of an angle looks like and how this relates to turns.	Shape Children explore the meanings of “regular” and “irregular” in the context of polygons, learning that in a regular polygon, the sides are all equal in length and the angles are all equal in size. They are often surprised that, for example, a rectangle is irregular. By making shapes with straws or lolly sticks, children can easily create their own polygons and decide if they are regular or irregular	Statistics Give children the opportunity to explore which scale will be the most appropriate when drawing their own bar charts and which key will be the most appropriate for a pictogram. Further questioning about the data should be explored, so that children can demonstrate their ability to interpret the data as well as draw charts. At this stage, they do not need to use the data in calculations to solve problems, as this will be covered in the next step.	Position and Direction In this step, children are introduced to coordinate grids and begin to describe the positions of points on a grid. Explain that the x-axis is horizontal and the y-axis is vertical. Show that the point where the axes meet has the coordinates (0, 0) and the numbers increase on both axes, like number lines	Position and Direction In this step, children translate points and shapes on a coordinate grid for the first time. Children start by translating one point horizontally or vertically. They understand that the word “translate” in this context means “move”, but that the points can only move along grid lines. Once they are confident in translating a point either left/right or up/down, introduce the idea of translating a point both left/right and up/down