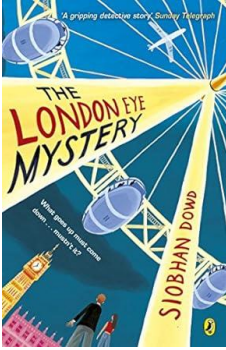


**Summer 1**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Reading</b>	<p><b>The London Eye Mystery</b></p> 					
<b>Writing</b>	<p><b>Short Stories – Fantasy</b></p> <p>Explore <i>Tales from Outer Suburbia</i>; make predictions. Read and discuss some of the stories and make summary notes about the content.</p> <p>Grammar focus:</p>	<p><b>Short Stories – Fantasy</b></p> <p>Learn about modal verbs. Read and discuss <i>Eric</i>, identifying modal verbs and use them to write about the story.</p> <p>Grammar focus:</p>	<p><b>Letters and correspondence</b></p> <p>Read and analyse different types of correspondence. Read and answer questions about contrasting letters; look at formal and informal language used. Read informal and formal letters.</p> <p>Grammar focus:</p>	<p><b>Letters and correspondence</b></p> <p>Read historical letters and summarise. Explore language in a letter using dictionaries, finding synonyms and studying word class. Using the letters read in this unit as a model write a letter to pupils of the future thinking carefully about audience and purpose.</p> <p>Grammar focus:</p>	<p><b>Poems on a theme</b></p> <p>Children look at Kate Webb’s anthology and discuss why the idea of a favourite poem is such a powerful one. They read several poems and compare the features, incl. choice of vocabulary: alliteration, assonance, and features of content: similes, imagery, metaphors.</p> <p>Grammar focus:</p>	<p><b>Poems on a theme</b></p> <p>Children read different poems which have an air of mystery and of possibilities. They study modal verbs and how these can aid poets in suggesting ‘what if...’. Children revise features of poetry and compare and discuss, then writing imaginative scenarios, using modal verbs.</p> <p>Grammar focus:</p>

	- Expanded Noun Phrases	- Modal verbs	- Formal and informal language	- Adverbs - Modal verbs	- Modal verbs	- Figurative Language
<b>Maths</b>	<b>Shape</b> Children are introduced to degrees as a unit of measure for turn, including the degree symbol. Children explore the fact that there are 360° in a full turn, and therefore 180° in half a turn, 90° in a quarter turn (or right angle) and 270° in a three-quarter turn. They use this knowledge and the language of clockwise and anticlockwise to describe turns, including in the context of compass directions and clocks.	<b>Shape</b> Children draw lines and angles accurately and use what they have learnt about shapes to construct shapes. Children begin by drawing straight lines of given lengths, in both centimetres and millimetres. They practice measuring using the correct scale, for example centimetres, not inches, and how to use a protractor to draw a given angle.	<b>Shape</b> Children start by recapping the names of 3-D shapes, and then move on to their properties. Use models of 3-D shapes to explore the differences between faces, edges and vertices. Children also look at 2-D drawings of 3-D shapes on isometric paper, identifying the 3-D shape as well as its properties.	<b>Position and Direction</b> Children recap reading and plotting coordinates on a coordinate grid. Children identify the coordinates of given points on a grid, then move on to plotting points with given coordinates. They also practice drawing shapes on a coordinate grid with given coordinates or working out the coordinates of a shape from known information.	<b>Position and Direction</b> Children complete reflections for the first time. They begin by looking at what reflection is and how it is different from translation.	<b>Decimals</b> Children add and subtract decimals within 1 whole using known facts. They will move on to using a formal method to add and subtract decimals later in this block.