

## TOPIC: ROTTEN ROMANS!

<b>Subjects</b>	<b>Week: 1 6.6.22</b>	<b>Week: 2 13.6.22</b>	<b>Week: 3 20.6.22</b>	<b>Week: 4 27.6.22</b>	<b>Week: 5 4.7.22</b>	<b>Week: 6 11.7.22</b>	<b>Week: 7 18.7.22</b>
<b>SPELLING Mrs Long</b>	<b>READ WRITE INC SPELLINGS</b>	<b>READ WRITE INC SPELLINGS</b>	<b>READ WRITE INC SPELLINGS</b>	<b>READ WRITE INC SPELLINGS</b>	<b>READ WRITE INC SPELLINGS</b>	<b>READ WRITE INC SPELLINGS</b>	<b>READ WRITE INC SPELLINGS</b>
<b>READING Mrs Long</b>	Roman Rescue eBook	Roman Rescue eBook	Roman Rescue eBook	Roman Rescue eBook	Roman Rescue eBook	Roman Rescue eBook	Roman Rescue eBook
<b>SPAG Mrs Long</b>	<b>YEAR 3 &amp; 4 ADVERBS, TIME, PLACE AND CAUSE</b>	<b>YEAR 3 &amp; 4 PREFIXES-IN</b>	<b>YEAR 3 &amp; 4 SUFFIXES-ATION</b>	<b>YEAR 3 &amp; 4 CO-ORDINATING CONJUNCTIONS</b>	<b>YEAR 3 &amp; 4 INVERTED COMMAS</b>	<b>REVISION</b>	<b>REVISION</b>
<b>ENGLISH WRITING Mrs Long/ Ms Osborne</b>	ROMAN PROJECT CREATE A NON- FICTION BOOK ABOUT THE ROMANS	ROMAN PROJECT CREATE A NON- FICTION BOOK ABOUT THE ROMANS	ROMAN PROJECT CREATE A NON- FICTION BOOK ABOUT THE ROMANS	ROMAN PROJECT CREATE A NON- FICTION BOOK ABOUT THE ROMANS	ROMAN PROJECT CREATE A NON- FICTION BOOK ABOUT THE ROMANS	ROMAN PROJECT CREATE A NON- FICTION BOOK ABOUT THE ROMANS	ROMAN PROJECT CREATE A NON- FICTION BOOK ABOUT THE ROMANS

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## APPENDIX 2

Year 3: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i> ] Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a</i> rock, <i>an</i> open box] <b>Word families</b> based on common <b>words</b> , showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i> ]
<b>Sentence</b>	Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i> ], <b>adverbs</b> [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i> ], or <b>prepositions</b> [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i> ]
<b>Text</b>	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i> ]
<b>Punctuation</b>	Introduction to inverted commas to <b>punctuate</b> direct speech

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Year 3: Detail of content to be introduced (statutory requirement)	
<b>Terminology for pupils</b>	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

Year 4: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	The grammatical difference between <b>plural</b> and <b>possessive –s</b> Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> ]
<b>Sentence</b>	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> ) <b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i> ]
<b>Text</b>	Use of paragraphs to organise ideas around a theme Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition
<b>Punctuation</b>	Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ] <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name</i> , <i>the girls' names</i> ] Use of commas after <b>fronted adverbials</b>
<b>Terminology for pupils</b>	determiner pronoun, possessive pronoun adverbial