

[illegible]

SPAG	<p>Y2 Revision (based on SPAG test results) Identify correct punctuation for different sentences Words that should have capital letters in a sentence Prefix that can be used for two words Joining words gap fill Y3 Revision (based on SPAG test results) Contraction apostrophes Add " " to sentences Identify command words Choose . ! and ? for sentences Verbs Write adjectives to complete a sentence Possessive apostrophes- tick correct version Identify where a full stop should go in the middle of a sentence. Suffix matching Y4 Revision (based on SPAG test results) Contraction-write full version from shortened Re write sentence using capital letters Identify main and subordinate clause Identify longest noun phrase in a sentence Re write adverbial sentences NVAP-identify Nouns, verbs, adjectives and pronouns in a sentence.</p> <p>*Daily spelling session including dictation and Countdown</p> <p>*revise Fronted Adverbials</p>	<p>Y2 Revision (based on SPAG test results) Identify correct punctuation for different sentences Words that should have capital letters in a sentence Prefix that can be used for two words Joining words gap fill</p> <p>Y3 Perfect present tense</p> <p>Y4 Perfect present tense</p> <p>*Daily spelling session including dictation and Countdown</p>	<p>Y2 Revision (based on SPAG test results) Identify correct punctuation for different sentences Words that should have capital letters in a sentence Prefix that can be used for two words Joining words gap fill</p> <p>Y3 Subordinate Clauses</p> <p>Y4 Subordinate Clauses</p> <p>*Daily spelling session including dictation and Countdown</p>	<p>Y2 Revision (based on SPAG test results) Identify correct punctuation for different sentences Words that should have capital letters in a sentence Prefix that can be used for two words Joining words gap fill</p> <p>Y3 Determiners</p> <p>Y4 Determiners</p> <p>*Daily spelling session including dictation and Countdown</p>	<p>Y2 SPAG practise test</p> <p>Y3 SPAG practise test</p> <p>Y4 SPAG practise test</p> <p>*Daily spelling session including dictation and Countdown</p>	<p>Y2 SPAG practise test</p> <p>Y3 SPAG practise test</p> <p>Y4 SPAG practise test</p> <p>*Daily spelling session including dictation and Countdown</p>	<p>Assess and Review for next term's planning</p> <p>*Daily spelling session including dictation and Countdown</p>
------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------

Literacy	MR KEALOHA-SEPARATE PLANNING <u>NARRATIVE - ADVENTURE STORIES</u> PIRATE/TREASURE ISLAND THEME *Create own Pirate character Setting description Use Radio, Film and Drama to explore character, setting and plot Dialogue and speech marks Wanted poster Instructions Newspaper report NON-FICTION ADVENTURE ISLAND PROJECT Create own island-use ipads to research Persuasive advert DRAMA PIRATES V MERMAIDS	MR KEALOHA-SEPARATE PLANNING <u>NARRATIVE - ADVENTURE STORIES</u> PIRATE/TREASURE ISLAND THEME *Create own Pirate character Setting description Use Radio, Film and Drama to explore character, setting and plot Dialogue and speech marks Wanted poster Instructions Newspaper report NON-FICTION ADVENTURE ISLAND PROJECT Create own island-use ipads to research Persuasive advert DRAMA PIRATES V MERMAIDS	MR KEALOHA-SEPARATE PLANNING <u>NARRATIVE - ADVENTURE STORIES</u> PIRATE/TREASURE ISLAND THEME *Create own Pirate character Setting description Use Radio, Film and Drama to explore character, setting and plot Dialogue and speech marks Wanted poster Instructions Newspaper report NON-FICTION ADVENTURE ISLAND PROJECT Create own island-use ipads to research Persuasive advert DRAMA PIRATES V MERMAIDS	MR KEALOHA-SEPARATE PLANNING <u>NARRATIVE - ADVENTURE STORIES</u> PIRATE/TREASURE ISLAND THEME *Create own Pirate character Setting description Use Radio, Film and Drama to explore character, setting and plot Dialogue and speech marks Wanted poster Instructions Newspaper report NON-FICTION ADVENTURE ISLAND PROJECT Create own island-use ipads to research Persuasive advert DRAMA PIRATES V MERMAIDS	MR KEALOHA-SEPARATE PLANNING <u>NARRATIVE - ADVENTURE STORIES</u> PIRATE/TREASURE ISLAND THEME *Create own Pirate character Setting description Use Radio, Film and Drama to explore character, setting and plot Dialogue and speech marks Wanted poster Instructions Newspaper report NON-FICTION ADVENTURE ISLAND PROJECT Create own island-use ipads to research Persuasive advert DRAMA PIRATES V MERMAIDS	MR KEALOHA-SEPARATE PLANNING <u>NARRATIVE - ADVENTURE STORIES</u> PIRATE/TREASURE ISLAND THEME *Create own Pirate character Setting description Use Radio, Film and Drama to explore character, setting and plot Dialogue and speech marks Wanted poster Instructions Newspaper report NON-FICTION ADVENTURE ISLAND PROJECT Create own island-use ipads to research Persuasive advert DRAMA PIRATES V MERMAIDS	MR KEALOHA-SEPARATE PLANNING <u>NARRATIVE - ADVENTURE STORIES</u> PIRATE/TREASURE ISLAND THEME *Create own Pirate character Setting description Use Radio, Film and Drama to explore character, setting and plot Dialogue and speech marks Wanted poster Instructions Newspaper report NON-FICTION ADVENTURE ISLAND PROJECT Create own island-use ipads to research Persuasive advert DRAMA PIRATES V MERMAIDS
Topic Geography	MR KEALOHA-SEPARATE PLANNING ISLANDS AND OCEANS	MR KEALOHA-SEPARATE PLANNING ISLANDS AND OCEANS	MR KEALOHA-SEPARATE PLANNING ISLANDS AND OCEANS	MR KEALOHA-SEPARATE PLANNING ISLANDS AND OCEANS	MR KEALOHA-SEPARATE PLANNING ISLANDS AND OCEANS	MR KEALOHA-SEPARATE PLANNING ISLANDS AND OCEANS	MR KEALOHA-SEPARATE PLANNING ISLANDS AND OCEANS

Numeracy	<u>FOCUS</u> TIME	<u>FOCUS</u> TIME	<u>FOCUS</u> <u>Data Handling /</u> <u>Statistics</u>	<u>FOCUS</u> <u>Data Handling /</u> <u>Statistics</u>	<u>FOCUS</u> POSITION AND DIRECTION ANGLE	<u>FOCUS</u> POSITION AND DIRECTION ANGLE	<u>FOCUS</u> SHAPE
	YEAR 2 TIME	YEAR 2 TIME	YEAR 2 DATA HANDLING	YEAR 2 DATA HANDLING	YEAR 2 POSITION AND DIRECTION ANGLE	YEAR 2 POSITION AND DIRECTION ANGLE	YEAR 2 SHAPE/SYMMETRY
	<p>I can compare and sequence time intervals.</p> <p>I can tell and write the time to the hour, half hour and quarter hour and draw the hands on a clock face to show these times.</p> <p>I can tell and writ the time to five minutes and draw the hands on a clock face to show these times.</p> <p>I know the number of minutes in an hour and the number of hours in a day.</p>	<p>I can compare and sequence time intervals.</p> <p>I can tell and write the time to the hour, half hour and quarter hour and draw the hands on a clock face to show these times.</p> <p>I can tell and writ the time to five minutes and draw the hands on a clock face to show these times.</p> <p>I know the number of minutes in an hour and the number of hours in a day.</p>	<p>I can interpret and construct simple pictograms.</p> <p>I can interpret and construct simple tally charts.</p> <p>I can interpret and construct simple block diagrams.</p> <p>I can interpret and construct simple tables.</p> <p>I can ask and answer simple questions by counting the number of objects in a category and sorting categories by quantity.</p> <p>I can ask and answer questions when comparing data.</p>	<p>I can interpret and construct simple pictograms.</p> <p>I can interpret and construct simple tally charts.</p> <p>I can interpret and construct simple block diagrams.</p> <p>I can interpret and construct simple tables.</p> <p>I can ask and answer simple questions by counting the number of objects in a category and sorting categories by quantity.</p> <p>I can ask and answer questions when comparing data.</p>	<p>I can use mathematical vocabulary to describe position, direction and movement.</p> <p>I can follow instructions to turn an object clock-wise or anti-clockwise.</p> <p>I can use mathematical vocabulary to describe rotation as a turn, in terms of right angles, for quarter, half and three-quarter turns.</p>	<p>I can use mathematical vocabulary to describe position, direction and movement.</p> <p>I can follow instructions to turn an object clock-wise or anti-clockwise.</p> <p>I can use mathematical vocabulary to describe rotation as a turn, in terms of right angles, for quarter, half and three-quarter turns.</p>	<p>I can identify and describe properties of 2D shapes.</p> <p>I can identify a vertical line of symmetry in 2D shapes.</p>
	<p>YEAR 3</p> <p>I can tell and write the time from an analogue clock in both 12 and 24 hour.</p> <p>I can tell the time using Roman Numerals from I to XII</p> <p>I can estimate and</p>	<p>YEAR 3</p> <p>I can tell and write the time from an analogue clock in both 12 and 24 hour.</p> <p>I can tell the time using Roman Numerals from I to XII</p> <p>I can estimate and</p>	<p>YEAR 3</p> <p>I can interpret and present data using bar charts.</p> <p>I can interpret and present data using pictograms.</p> <p>I can interpret and present data in tables.</p>	<p>YEAR 3</p> <p>I can interpret and present data using bar charts.</p> <p>I can interpret and present data using pictograms.</p> <p>I can interpret and present data in tables.</p>	<p>YEAR 3</p> <p>I can identify right angles.</p> <p>I can identify whether angles are greater than or less than a right angle.</p> <p>I can recognise angles as a property of a shape or a</p>	<p>YEAR 3</p> <p>I can identify right angles.</p> <p>I can identify whether angles are greater than or less than a right angle.</p> <p>I can recognise angles as a property of a shape or a</p>	<p>YEAR 3 SHAPE/SYMMETRY</p> <p>I can draw 2D shapes.</p> <p>I can make 3D shapes using modelling materials.</p> <p>I can recognise 3D shapes in different orientations.</p>

	<p>read time with increasing accuracy and compare times using appropriate vocabulary.</p> <p>I know the number of seconds in a minute and the number of days in each month, year and leap year.</p> <p>I can compare the duration of events.</p>	<p>read time with increasing accuracy and compare times using appropriate vocabulary.</p> <p>I know the number of seconds in a minute and the number of days in each month, year and leap year.</p> <p>I can compare the duration of events.</p>	<p>I can solve one-step problems using data.</p> <p>I can solve two-step problems using data.</p>	<p>I can solve one-step problems using data.</p> <p>I can solve two-step problems using data.</p>	<p>description of a turn.</p> <p>I can recognise that two right angles make a half turn, 3 make a $\frac{3}{4}$ turn and 4 make a complete turn.</p> <p>I can identify horizontal and vertical lines.</p> <p>I can identify pairs of perpendicular and parallel lines.</p>	<p>description of a turn.</p> <p>I can recognise that two right angles make a half turn, 3 make a $\frac{3}{4}$ turn and 4 make a complete turn.</p> <p>I can identify horizontal and vertical lines.</p> <p>I can identify pairs of perpendicular and parallel lines.</p>	
	<p>YEAR 4</p> <p>I can read, write and convert time between analogue and digital 12 and 24 hour clocks.</p> <p>I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to day.</p>	<p>YEAR 4</p> <p>I can read, write and convert time between analogue and digital 12 and 24 hour clocks.</p> <p>I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to day.</p>	<p>YEAR 4</p> <p>I can interpret and present data using bar charts.</p> <p>I can interpret and present data using time graphs.</p> <p>I can solve 'comparison' problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p>I can solve 'sum' problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p>I can solve 'difference' problems using information presented in bar charts, pictograms, tables and other graphs.</p>	<p>YEAR 4</p> <p>I can interpret and present data using bar charts.</p> <p>I can interpret and present data using time graphs.</p> <p>I can solve 'comparison' problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p>I can solve 'sum' problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p>I can solve 'difference' problems using information presented in bar charts, pictograms, tables and other graphs.</p>	<p>YEAR 4</p> <p>I can identify acute and obtuse angles and compare and order angles up to two right angles.</p> <p>I can describe positions on a 2D grid as co-ordinates in the first quadrant.</p> <p>I can translate a given position as a movement to the left/right/up / down</p> <p>I can plot specific points and draw sides to complete a given polygon.</p>	<p>YEAR 4</p> <p>I can identify acute and obtuse angles and compare and order angles up to two right angles.</p> <p>I can describe positions on a 2D grid as co-ordinates in the first quadrant.</p> <p>I can translate a given position as a movement to the left/right/up / down</p> <p>I can plot specific points and draw sides to complete a given polygon.</p>	<p>YEAR 4</p> <p>AREA/PERIMETER</p> <p>I can measure and calculate the perimeter of a rectilinear figure in cm and m.</p> <p>I can find the area of rectilinear shapes by counting squares.</p>

[illegible]

[illegible]

[illegible]