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|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topics** | **History**  **Geography**  **Science** | The Great Fire of London  Use of everyday materials | The UK | Communication through time  Animal including humans | Europe | Famous people who influenced the world  Plants | The World  Living things and their habitats |
| **Reading for Pleasure** |  | **Repetitive language**   * Rhino’s don’t eat pancakes * Funnybones * Fox in socks * Squash and a squeeze * Not now Bernard! | **Traditional tales**   * Who’s afraid of the big bad book * The three little wolves and the big bad pig * Jack and the beanstalk by Richard walker * Little red reading hood * Rumplestiltskin | **Animals**   * Giraffe’s can’t dance * Dogs in space * The guard dog * The squirrels who squabbled * How to hide a lion | **Fantasy Stories**   * The Tear Thief * Look Up! * Leon and the place Between * Float * Flat Stanley – chapter book | **Climate change**  -What the elephant heard  - The Last tree  - Here We Are  - A Walk in the Woods  - Greta and the Giants | **Stories from other cultures**   * Bringing the rain to Kapiti Plain * Mama Panya’s pancakes * Handa’s hen * Handa’s surprise * One Plastic Bag |
| **Key texts/writing stimulus** |  | There is no dragon in this story   * Lou Carter     Tell me a dragon   * Jackie Morris | Vlad and the great fire    The Polar Express | The Owl who was afraid of the dark   * Jill Tomlinson | The disgusting sandwich | Greta and the Giants   * Zoe Tucker     The last tree   * Emily Haworth-Booth | Handa’s surprise   * Eileen Browne     One Plastic Bag |
| **Writing outcomes** | **Fiction**  **Non Fiction**  **Poetry** | Adapted fairy-tale   * There is no dragon in this story   Descriptive poem   * Tell me a dragon | The Polar Express  - Instructions How to make a hot chocolate  Diary writing   * Vlad and the Great fire of London | Narrative – Creating a new chapter   * The owl who was afraid of the dark   Non-chronological report   * Barn Owls | Recount   * Geography trip – Sherwood Forest   Journey story   * The disgusting sandwich | Letter writing – persuasive   * Greta and the giants/climate change   Explanation text   * Life cycle of a plant | Narrative – story from a different culture   * Lila and the secret of the rain   Fact file of a significant person   * Linked to topic |
| **Ongoing writing objectives throughout year** |  | **Ongoing objectives across the year:**   * Develop positive attitudes to and stamina for writing by writing for different purposes * Before beginning to write consider writing down ideas and/or key words, including new vocabulary; encapsulating what they want to say, sentence by sentence * Make simple additions, revisions and corrections by evaluating their writing with the teacher and other pupils * Read aloud what they have written with appropriate intonation to make the meaning clear   *Deliberate steps should be taken to increase pupils’ vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written*  *language. (NC Reading non-statutory)* | | | | | |
| **Composition** |  | * Write for different purposes, about real events and poetry * Write a narrative about personal experiences and those of fictional characters * Plan own writing using simple scaffold * Introduce the use of the suffix –ly to turn adjectives into adverbs * Practise proof reading to check for errors in punctuation and common known spellings * Re-read to check writing makes sense including appropriate content and consistency of grammar choices * Introduce how to make simple revisions to writing and continue to make simple corrections | * Write a coherent narrative * Write about real events and for different purposes, including poetry * Plan what they are going to write about * Re-read to check that their writing makes sense and verbs to indicate time are correct * introduce how to make simple additions to writing and continue to make simple corrections and revisions * Proof read to check for errors in spelling, grammar and punctuation | * Write for different purposes, about real events and poetry * Write a narrative about personal experiences and those of fictional characters * Plan own writing using simple scaffold * Introduce the use of the suffix –ly to turn adjectives into adverbs * Practise proof reading to check for errors in punctuation and common known spellings * Re-read to check writing makes sense including appropriate content and consistency of grammar choices * Introduce how to make simple revisions to writing and continue to make simple corrections | * Write a coherent narrative * Write about real events and for different purposes, including poetry * Plan what they are going to write about * Re-read to check that their writing makes sense and verbs to indicate time are correct * introduce how to make simple additions to writing and continue to make simple corrections and revisions * Proof read to check for errors in spelling, grammar and punctuation | * Writing own imaginary narrative plots * Writing about personal real experiences (chronological order) * Develop sentences in chronological order and maintain coherence throughout * Writing for different purposes: simple explanations * Vary sentence structures to engage the reader * Continue to check for sense and verbs to indicate time are in the correct tense * Proofread to check for errors in spelling, grammar and punctuation * Continue to make simple additions and revisions to enhance the writing and provide precise detail for the reader * Writing ideas down including new vocabulary before beginning to write * Leave spaces between words that reflect size of letters when publishing * Read aloud what they have written with appropriate intonation for meaning | * Writing own narrative based on familiar story * Continue to develop varied sentence structures with simple, compound and complex sentences * Reread writing is ensure sentences and whole composition is coherent and makes sense, including consistency of tense * Continue to leave spaces between words that reflect size of letters * Further embed making simple revisions and additions to compositions to improve overall composition * Writing for different purposes * Develop vocabulary choices |
| **Grammar and punctuation** | **New learning**  **Recap/refine** | * Introduce and use different sentence forms: commands * Introduce and use subordinating conjunctions to join clauses (using when, because) in spoken and written forms * Vary sentence structure by include co-ordinating conjunctions * Revisit use of question sentences and demarcating with question marks * Continue to practise sentence demarcation * Use expanded noun phrases to describe * Introduce and use apostrophes to mark where letters are missing in spelling * Introduce the progressive form of past and present verb tenses | * Consistently apply sentence demarcation * Use sentences with different forms: statement, question, command * Introduce exclamations and revisit use of the exclamation mark * Extend the range of subordinating conjunctions to joining clauses (using when, if, that, or because) * Begin to use commas to separate items in a simple list * Use apostrophes to mark where letters are missing in spelling -contracted form * Recognise apostrophes to mark singular possession * Continue to focus on the progressive form of past and present verbs * Use a range of coordinating and subordinating conjunctions to joining clauses | * Introduce and use different sentence forms: commands * Introduce and use subordinating conjunctions to join clauses (using when, because) in spoken and written forms * Vary sentence structure by include co-ordinating conjunctions * Revisit use of question sentences and demarcating with question marks * Continue to practise sentence demarcation * Use expanded noun phrases to describe * Introduce and use apostrophes to mark where letters are missing in spelling * Introduce the progressive form of past and present verb tenses | * Consistently apply sentence demarcation * Use sentences with different forms: statement, question, command * Introduce exclamations and revisit use of the exclamation mark * Extend the range of subordinating conjunctions to joining clauses (using when, if, that, or because) * Begin to use commas to separate items in a simple list * Use apostrophes to mark where letters are missing in spelling -contracted form * Recognise apostrophes to mark singular possession * Continue to focus on the progressive form of past and present verbs * Use a range of coordinating and subordinating conjunctions to joining clauses | * Introduce the use of suffixes to form adjectives such as –ful/-less * Continue to use expanded noun phrases to add detail for the reader * Further develop application of the progressive verb form * Use exclamation sentences and exclamation marks to demarcate * Use co-ordinating & subordinating conjunctions to join clauses * Continue to embed range of sentence demarcation * Revisit and use commas to separate items in a list * Begin to use apostrophes to mark singular possession in nouns * Continue to accurately use the range of sentence punctuation including capital * Explore and develop expanding noun phrase and alternative adjectives | * Use range of sentence types: statements, questions, exclamations and commands (where relevant) * Continue to embed range of basic sentence demarcation * Develop use of apostrophes to mark singular possession and contraction * Identify and maintain appropriate tense * Embed use of expanded noun phrase |
| **Wider Curriculum** |  | The great fire of london    The buildings that made London   * David Long and Josie Shenoy | The Big Book of the UK    The adventures of Robin Hood – Marcia Williams    A Walk in London – Salvatore Rubbino | Growing and changing, all about life cycles – Ruth Owen    Animal Babies – Martin Jenkins and Jane McGuiness | A Walk in Paris - Salvatore Rubbino    The Usborne First Atlas | Ten seeds – Ruth brown    The amazing life cycle of plants – Kay barnham    Roots, Stems, leaves and flowers   * Ruth Owen | Me on a Map – Joan Sweeney    The Tiny Seed – Eric Carle    One day on our blue planet – book collection |