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|  |  | **Autumn 1** | **Autumn 2** | | **Spring 1** | | | **Spring 2** | | **Summer 1** | | **Summer 2** |
| **Topics** | **History**  **Geography**  **Science** | Toys in the past | | Bingham  Everyday materials | | Homes in the past  Plants | Directions | | Queens of England | | Where is Bingham in the UK?  Animals including humans | |
| **Reading for Pleasure stories** |  | **Rhyming books**  Oi Dog  Polar bear, polar bear, what do you hear?  There’s a bear on my chair  Chocolate moose for greedy goose  Don’t put your finger in the jelly, nelly! | | **Julia Donaldson – Author study**  The Gruffalo’s child  Zog  Snail and the whale  The Gruffalo  The paper dolls | | **Heroes and Villains**  The giggle pigs  The Three Little Super Pigs  Goldilocks and Just One Bear | **Traditional Tales**  The ugly duckling  Princess and the pea  The elves and the shoemaker  Hansel and Gretel  Chicken licken | | **Poetry**  Bananas in my Ears  The Lost Words | | **Animals**  Where the wild things are  The tiger who came to tea  Elmer  Zerrafa Geraffa  Shark in the dark | |
| **Key texts/writing stimulus** |  | Peace at last   * Jill Murphy     How to babysit a  grandma      Shh we have a plan!   * Chris Haughton | Beegu   * Alexis Deacon       Dear Father Christmas   * Alan Durrant   Dear Father Christmas: With lift-the ...    Mog’s Christmas Calamity – Visual Literacy | | Toys in Space   * Mini Grey       Stanley’s Stick   * John Hegley   Stanley's Stick : Layton, Neal, Hegley, John: Amazon.co.uk: Books    Stick Man   * Julia Donaldson   Stick Man : Donaldson, Julia, Scheffler, Axel: Amazon.co.uk: Books | | | Goldilocks and the three bears   * Susanna Davidson       Growing a sunflower   * Practical | | Whatever next – Jill Murphy      The Storm Whale by Benji Davies  See the source image    Little People, Big Dreams – Elizabeth II | | Field Trip to Whisby Nature Education Centre   * Practical         The Bug Collector   * Alex Griffiths       Fruit Salad   * Practical     The Sound Collector   * Roger McGough |
| **Writing outcomes** | **Fiction**  **Non Fiction**  **Poetry** | Narrative with a clear sequence   * Peace at last     Instructions   * How to babysit a grandma     List poem | Story mapping   * Beegu     Letter Writing  To Santa Claus in the first person    Adapted Narrative/Sequel –   Creative writing of another occasion. Mog the hero - Mog goes on to save the day.   * Mog’s Christmas Calamity. | | Lost toy poster   * Toys in Space      Story retell   * Stanley’s Stick   Postcard   * Stick Man     Rhyming poem   * Stick Man | | | Narrative – retell a traditional tale in a zigzag storybook (traditional tale)   * Goldilocks and the three bears     Letter of apology (Quick write)  - Note for Bears from Goldilocks      Non-chronological report (leaflet) – plants   * Sunflower Growing | | Instructions  – What to take to the moon  Whatever Next!    Short narrative   * Storm whale     Fact File Leaflet   * Elizabeth II | | First person Recount   * Year 1 Trip to Whisby Nature Education Centre     Narrative in the third person   * Bug collector     Instructions writing/recipes   * Fruit Salad       Poetry  The Sound Collector   * Roger McGough |
| **Stages of Writing** | |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | 1. Engage with a stimulus | 1. Examine real life and model texts of that genre | 1. Learn the features of and language type of the genre | 1. Practice the composite aspects of the text (such as intro, middle, conclusion) | 1. Plan effectively | 1. Complete and extended piece of writing drawing on modelling and real-life examples | 1. Edit the writing based on previous learning and feedback | 1. Publish a final piece | | | | | | | | | | | | |
| **Ongoing writing objectives throughout year** |  | **Ongoing objectives across the year:**  Write sentences:   * saying out loud what they are going to write about   Discuss what they have written with others  Read aloud their writing  *Pupils’ vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. (NC Reading non-statutory)* | | | | | | | | | | |
| **Composition** |  | * Continue to orally compose and sequence sentences before writing * Begin to sequence sentences to form short written narratives * Leave spaces between words * Re-read what they have written to check that it makes sense * Read aloud their writing to some of their peers * Continue to discuss what they have written with the teacher or other pupils | * Continue to focus on speaking coherently and developing the use of complete sentences when verbally communicating thoughts and ideas * Continue to orally compose and sequence sentences before writing * Sequence sentences to form short narratives * Sequence sentences to share information * Create opportunities to discuss and read aloud their writing with peers and teacher * Continue to focus on leaving spaces between words * Use regular plural noun suffixes –s in writing * Re-reading what they have written to check that it makes sense | | * Continue to orally compose and sequence sentences before writing * Begin to sequence sentences to form short written narratives * Leave spaces between words * Re-read what they have written to check that it makes sense * Read aloud their writing to some of their peers * Continue to discuss what they have written with the teacher or other pupils | | | * Continue to focus on speaking coherently and developing the use of complete sentences when verbally communicating thoughts and ideas * Continue to orally compose and sequence sentences before writing * Sequence sentences to form short narratives * Sequence sentences to share information * Create opportunities to discuss and read aloud their writing with peers and teacher * Continue to focus on leaving spaces between words * Use regular plural noun suffixes –s in writing * Re-reading what they have written to check that it makes sense | | * Say what they are going to write about * Discuss and select new vocabulary for writing * Continue to orally compose and sequence sentences before writing * Continue to focus on use of complete sentences when verbally communicating thoughts and ideas with others (speaking coherently) * Sequence sentences to form short narratives and recount narratives of an imaginary event * Continue to embed re-reading what they have written to check that it makes sense and is coherently sequenced * Ensure opportunities to read aloud their writing with their peers and the teacher | | * Continue to embed orally composing and sequence sentences before writing * Consolidate coherent sequencing of simple sentences * Embed re-reading what they have written to check that it makes sense and is coherently sequenced * Provide opportunity to read aloud their writing with their peers and teacher |
| **Grammar and punctuation** |  | * Practise punctuating sentences using capital letters and full stops to demarcate sentences * Begin to use ‘and’ to join words * Continue to develop the use of complete sentences when verbally communicating thoughts and ideas with others (speaking coherently) * Begin to use regular plural noun suffixes –s in writing * Recognise suffixes that can be added to verbs when no change is needed (ed, ing, er) | * Continue to use ‘and’ to join words * Begin to use ‘and’ to join clauses * Introduce questions marks to demarcate question sentences * Continue to practise punctuating sentences with both capital letters and full stops to demarcate sentences * Consistently use a capital letter for names of people * Use a capital letter for the days of the week, and the personal pronoun ‘I’ * Use a capital letter for names of people and the days of the week | | * Practise punctuating sentences using capital letters and full stops to demarcate sentences * Begin to use ‘and’ to join words * Continue to develop the use of complete sentences when verbally communicating thoughts and ideas with others (speaking coherently) * Begin to use regular plural noun suffixes –s in writing * Recognise suffixes that can be added to verbs when no change is needed (ed, ing, er) | | | * Continue to use ‘and’ to join words * Begin to use ‘and’ to join clauses * Introduce questions marks to demarcate question sentences * Continue to practise punctuating sentences with both capital letters and full stops to demarcate sentences * Consistently use a capital letter for names of people * Use a capital letter for the days of the week, and the personal pronoun ‘I’ * Use a capital letter for names of people and the days of the week | | * Begin to use regular plural noun suffixes –es in writing * Continue to demarcate sentences with capital letters, full stops, question marks * Further embed use ‘and’ to join clauses * Introduce exclamation marks to demarcate sentences and phrases * Use a capital letter for the names of places * Develop range of adjectives used in spoken language to describe the characters * Continue to leave spaces between words | | * Develop use of varied sentence structure when sequencing to include simple and compound  using ‘and’ * Use regular plural noun suffixes s/es in writing * Identify and use suffixes that can be added to verbs when no change is needed * Continue to recognise and begin to use how the prefix –un changes the meaning of verbs and adjectives * Consolidate sentence demarcation learned across Year 1, including consistently using a capital letter for proper nouns, names of people and the personal pronoun ‘I’ |
| **Wider Curriculum** |  | Toys in the Past    Toys and games – History snapshots   * Sarah Ridley | Everyday Materials  Everyday materials (ways into science)   * Peter riley | | Homes in the Past  Homes – History Snapshots   * Sarah Ridley     Plants  The Big book of blooms | | | Plants  Plants – National geographic kids | | Queens of England  Queen Victoria  Queen Elizabeth (88) (Little People ... | | Animals Including Humans  First book of animals   * Nicola Davis |