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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Wider curriculum focus** | *Science - Humans* | *History – My Family* | *Science - Animals* | *Geography – The Local Area* | *Science – Living Things and their Habitats* | *Creative Arts – Space* |
| **WRITING** | | | | | | |
| **Purpose of writing** | Writing to inform/ entertain | Writing to inform/entertain | Writing to entertain | Writing to entertain | Writing to inform | Writing to entertain/inform |
| **‘Driver’ Text** | I Like Bees, I Don’t Like Honey  Jabari Tries | So Much! | Billy’s Bucket  Hooray for Fish | Eco Girl  The Naughty Bus | Argh! Spider!  Bloom | Astro Girl |
| **Writing Outcomes** | Draw a self-portrait.  Ticklists to say what we like and dislike.  Story mapping, drawing events from a story and labelling. | Creating and labelling a family tree.  Writing in role - speech bubbles  Writing birthday cards and party invitations.  Writing a list of things needed for a party. | Writing captions for illustrations from the story.  Story writing – In my bucket, I can see..  Facts about animals that live under the sea. | Wanted posters  Predict what the next part of the story could be.  Writing instructions on how to make a bird feeder.  Writing a letter to thank Eco Girl for the gift. | Labelling spider diagrams  Minibeast factfiles  Labelling a map of the school grounds to show where they found different minibeasts. | Create, design, label and describe their own rocket.  Instructions on how to build a rocket/helmet/etc. |
| **Reading & supplementary texts** | **Non-Fiction**  The Body Book – Hannah Alice  **Fiction**  Super Duper You – Sophy Henn  You Can! – Alexandra Stick  The Smallest Girl in the Class – Justin Roberts  Norris the Bear who Shared, Catherine Rayner  The Rainbow Fish - Marcus Pfister | **Non-Fiction**  The Great Big Book of Families - Mary Hoffman  **Fiction**  Happy Birthday, Maisy - Lucy Cousins  My Magic Family by Lotte Jeffs and Sharon Davey  Jabari Tries - Gaia Cornwall  Spot’s Birthday Party - Eric Hill | **Non-Fiction**  The Big Book of the Blue - Yuval Zommer  Sea - Patricia Hegarty & Britta Teckentrup  **Fiction**  The Rainbow Fish – Marcus Pfister  Boo! A Fishy Mystery – Kate Read  **Poetry**  Commotion in the Ocean - Giles Andreae & David Wojtowycz | **Non-Fiction**  Errol’s Garden - Gillian Hibbs  Wheels: The Big Fun Book of Vehicles – Tom Schamp  My Big Book of Transport – Moira Butterfield  **Fiction**  Lulu Loves Flowers - Anna McQuinn and Rosalind Beardshaw  Alfie Outdoors - Shirley Hughes  We Catch the Bus – Katie Abey  The Lost Property Office – Emily Rand  Martha Maps it Out – Leigh Hodginkson | **Non-Fiction**  The Big Book of Bugs – Yuval Zommer  Do You Love Bugs? – Matt Robertson  **Fiction**  The Woolly Bear Caterpillar – Julia Donaldson  The Very Hungry Caterpillar – Eric Carle  Bug Collector – Alex Griffiths  [Bug Hotel](https://www.booksfortopics.com/book/bug-hotel/) - Libby Walden  & Clover Robin  **Poetry**  Mad About Minibeasts - Giles Andreae & David Wojtowycz | **Non-Fiction**  Usborne My Very First Space Book – Emily Bone  Neil Armstrong (Little People, BIG DREAMS)  **Fiction**  How to Catch a Star – Oliver Jeffers Look Up! – Nathan Bryon Here We Are – Oliver Jeffers |
| **Opportunities for oracy** | Talk about how to look after our bodies and make healthy choices.  Talk about what we can see when we look in a mirror.  Talk about how we are similar and different to our peers and family members.  Talk about what we like and dislike.  Oral story retelling. | Talk about our families and explain our family tree.  Discuss our personal history and how we have changed since being a baby.  Talk about how our family relationships are similar and different to those in the story.  Discuss previous experiences of birthday parties and the things needed to throw a party. | Naming and describing sea creatures.  Discuss and describe habitats.  Oral retelling of the story.  Bucket shop in Role Play | To be able to discuss our local area.  Orally give simple directions to reach familiar places.  Discuss comparisons between our local area and a contrasting environment (Eco Girl’s local area). | To observe and talk about plants and living things they find in the local environment.  To name minibeasts.  To explain how to care for plants and look after the environment. | To explain the process of making our own rockets/helmets. |

**SPAG Progression**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Spelling** | Can spell their first name correctly (some letters may be in wrong position or reversed letters.)  With support can spell simple CVC words (some letters may be reversed) | | Can confidently spell simple CVC words (using taught graphemes)  With support can spell words that include taught graphemes.  Can begin to spell words by identifying the sounds they can hear (Supported by Little Wandle). | | With support, can spell their surname correctly (This maybe earlier for some children)  Can spell some high frequency words  Can spell words by identifying sounds in them and representing the sounds with a letter or letters (using taught graphemes). | |
| **Punctuation** | With support, can write their first name with a capital letter | | To have an understanding of what a capital letter and full stop is.  With support, can leave finger spaces between words | | With support, can write their surname with a capital letter.  Can confidently recognise the capital letter and corresponding lower case letter  Can write short sentences using a capital letter and full stop  Can leave finger spaces between words | |
| **Vocabulary and Grammar** | To use the terminology: sound, letter, word.  Is beginning to use new vocabulary.  Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.  Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”  To **begin** to ask questions to find out more. | | With increasing confidence, can use new vocabulary.  Begin to articulate their ideas and thoughts in well-formed sentences  When talking, can connect one idea or action to another using ‘and’. E.g. I’m going to tidy up and then I’m going to go outside.” | | Is beginning to use new vocabulary in different contexts e.g. “I looked in my bucket and I saw…”  With increasing accuracy, can mostly speak using the correct past, present or future tense e.g. I walked to the park, I am going on holiday.  To know a sentence must make sense  When talking, can connect one idea or action to another using a range of connectives. E.g. I need to put my hood up because it is raining outside.” | |