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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Wider curriculum focus** | **Science** – Materials.  What is a material? | **History** – Beyond living memory.  How has our school and its community changed over time? | **Science** –animals including humans  How can we sort animals and humans? | **Geography** – The United Kingdom and coastlines.  Is the seaside the same in every country? | **Science** – plants  How do plants change throughout the year? | **Design and technology** – cat toy  How do you look after a pet cat? |
| **WRITING** | | | | | | |
| **Purpose of writing** | To entertain | To entertain | To inform | To inform | To inform | To entertain |
| **‘Driver’ Text** | Beegu by Alexis Deacon | Egg Box Dragon by Richard Adams | Emperor’s Egg | The Storm Whale by Benji Davies | Rapunzel by Bethan Woollvin | The Diary of a Killer Cat by Anne Fine |
| **Writing Outcomes** | Write a character description.  Writing a letter to a character.  Write a class poem. | Write instructions for making an Egg Box Dragon.  Write the next part of a story.  Poetry – a free verse poem about Winter | Write a setting description  Non-chronological report on penguins.  Writing a poem – ‘wake me from this nightmare’, written from the characters perspective | Re-write the story from the perspective of another character.  Persuasive – Why you should go to a coastline. | Write instructions on how to plant seeds and care for plants.  Writing a poem – witches spell | Write a diary entry for the main character.  Write a recount on how we cared for the school rabbits. |
| **Reading & supplementary texts** | **Fiction** –  What the Ladybird Heard – Julia Donaldson (transition text)  Colour monster – Anna Llenas  Croc and bird – Alexis Deacon  A place to call home – Alexis Deacon  Man on the Moon – Simon Bartram.  Welcome to Alien School – Caryl Hart  **Non-fiction** -  Here we are – Oliver Jeffers.  Usbourne Lift the Flap, Look inside Space.  Everyday Materials – Fundamental Science | **Fiction** –  The Detective Dog – Julia Donaldson.  Zog – Julia Donaldson  This Rabbit Belong to Emily Brown – Cressida Cowell  Anita and the Dragons – Hannah Carmona  Where the Wild Things Are – Maurice Sendak  Lost in the Toy Museum – David Lucas  **Non-fiction** –  I am not an egg box.  Toys and Games – Ways into history.  **Poetry –**  Beware – James Carter.  Chocolate Cake – Michael Rosen. | **Fiction** –  Penguin by Polly Dunbar  Lost and Found by Oliver Jeffers  Blue Penguin by Petr Horacek  The Penguin who wanted to find out by Jill Tomlinson  365 Penguins by Jean-Luc Fromental  **Non-fiction** -  Penguins (National Geographic Readers) by Anne Shreiber  Animals are Amazing: Penguins by Valerie Bodden  When Penguins Cross the Ice: The Emperor Penguin Migration by Sharon Katz Cooper  Professor Astro Cat’s Human Body Odyssey – Dominic Walliman.  How Many Spots has a Cheetah Got? – Steve Martin | **Fiction** –  Jabari Jumps – Gaia Cornwall.  Lights on Cotton Rock – David Litchfield  The Lighthouse Keepers Lunch – Ronda Armitage  Boo! A Fishy Mystery – Kate Read  Dolphin Boy – Michael Morpurgo  Clem and Crab – Fioan Lumbers  **Non-fiction** –  Look what I found at the seaside – Moira Butterfield  Above and Below: Sea and Shore – Harriet Evans  **Poetry –**  Seaside Poems – Jill Bennett  A First Book of the Sea – Nicola Davies | **Fiction** –  How the Library (NOT the Prince) Saved Rapunzel – Wendy Meddour.  The Legend of Kevin – Philip Reeve How to Wash a Woolly Mammoth – Michelle Robinson  Range of traditional tales - Hansel and Gretel, Ugly Duckling, Three Billy Goats Gruff, Jack and the Beanstalk, Three Little Pigs, Princess and the Pea, Goldilocks, Gingerbread Man  **Non-fiction** -  A Seed is Sleepy – Dianna Aston.  Once Upon a Raindrop (Non-fiction poem) – James Carter.  The Big Book of Blooms – Yuval Zommer.  Tree: Seasons come, seasons go – Patricia Hegarty  A Little Guide to Wild Flowers – Charlotte Voake | **Fiction** –  The return of the killer Cat – Anne Fine  The Killer Cat’s Birthday Bash – Anne Fine  The Killer Cats Christmas – Anne Fine  The Killer Cat runs away – Anne Fine  There’s a tiger in the garden – Lizzy Stewart  Harry the Poisonous Centipede – Tony Ross.  Mini Rabbit Not Lost – John Bond  World’s Worst Pets – David Walliams  **Non-fiction** -  Everything Pets – National Geographic  Cats and kittens – RSPCA  We’re Getting a cat – Vivien French  How to Speak Cat – National Geographic |
| **Opportunities for oracy** | Making predictions. Generating questions. Presenting scientific findings to a group.  Hot seating a book character.  Role play area – alien school. | News reporter interview with a book character.  Create a new part to the story of the Egg Box Dragon (talk for writing and role play).  Book talk.  Response to illustration.  Share memories of toys.  Perform a group poem.  Compose a whole class poem to solve the mystery in the driver text.  Role play area – puppet theatre | Responding to illustrations.  Ask questions to extend knowledge and understanding.  Consider and evaluate viewpoints.  Participate in discussions.  Readers theatre.  Conscience alley.  Oral story telling around the ‘camp fire’. | Oral storytelling.  Ask questions to inform a line of enquiry.  Responding to illustrations.  Freeze frame and thought tracking.  Looking at language.  Book talk: tell me.  Drama and role play | Book talk.  Role-play.  Conscience Alley.  Responding to illustrations.  Listen to and respond to adults and peers.  Ask questions to extend knowledge and understanding.  Consider and evaluate viewpoints.  Participate in discussions.  Poetry performance – spells. | Debate.  Articulate and justify answers and opinions.  Speak audibly and fluently with increasing command of standard English.  Use spoken language to develop understanding through imagining and exploring ideas.  Book talk. |

**SPAG Progression**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Composition** | * Say out loud what they are going to write about * Discuss what they have written with the teacher. | | • Compose a sentence orally before writing it  • With support re-read what they have written to check that it makes sense  • Discuss what they have written with the teacher or other pupils | | • Sequencing sentences to form short narratives (real or fiction).  • Re-reading what they have written to check that it makes sense  • Read aloud their writing clearly enough to be heard by their peers and the teacher | |
| **Spelling** | * Can confidently spell their first name and surname. * Can confidently spell words using Little Wandle Phase 3 sounds. * Can chunk longer to write them, recognising syllables in words. * Can spell simple high frequency words from phase 3 and 4 Little Wandle. * Can spell tricky words from Phase 3 and 4 Little Wandle. * With support can write simple, dictated sentences. | | • Can spell words using Little Wandle Phase 3 and the start of Phase 5 sounds.  • Can spell many Year 1 common exception words.  • Can confidently chunk longer words to write them, recognising syllables in words. Developing into the teaching of compound words.  • Name the letters of the alphabet in order.  • Begin to use letter names to distinguish between alternative spellings of the same sound.  • Write simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far | | • Can spell words with the prefix ‘un’  • Can spell words with the suffixes: ing, ed, er, est, where no change is needed to the root word.  • Can spell some high frequency words from phase 5.  • Can confidently chunk longer words to write them, recognising syllables in words.  • Can spell unfamiliar words using plausible graphemes.  • Can spell the days of the week.  • Can say letters in alphabetical order, starting with any letter. | |
| **Vocabulary, Grammar and Punctuation** | * With support, can use the ‘s’ or ‘es’ spelling rule as the plural marker for nouns and the third person singular marker for verbs. * Can use capital letters for their name including surname. * Can use a capital letter to start a sentence. * With support, can leave finger spaces between words in a sentence. * With support can use verbs * With support can use adjectives | | • Can usually leave spaces between words.  • Can accurately use a full stop at the end of a sentence.  • Can sometimes independently use an exclamation mark or question mark to demarcate a sentence.  • Can start sentences with capital letters.  • Join words and clauses using and.  • With support can identify and use verbs in their own writing responses.  • Add suffixes to verbs using -ing, -ed, -er and -est where no change is needed in the spelling of root words: e.g. helping, helped, helper, eating, quicker, quickest | | • Can confidently use the ‘s’ or ‘es’ spelling rule as the plural marker for nouns and the third person singular marker for verbs.  • Can use capital letters for people’s names and the personal pronoun I and at the start of additional sentences.  • Can write a statement using an exclamation mark or question mark correctly.  • Can almost always leave spaces between words.  • Can demarcate a collection of sentences correctly with full stops.  • Can use simple adjectives and change the meaning.  • Can leave spaces between words.  • Can join words and clauses using and | |
| **Handwriting** | * Beginning to sit correctly at a table, holding a pencil comfortably and correctly * Begin to form lower case letters in the correct direction, starting and finishing in the right place. * Begin to form capital letters. * Mostly forms digits 0–9 correctly. * Begin to understand which letters belong to which handwriting ‘families’ and practise these. | | • Mostly sits correctly at a table, holding a pencil comfortably and correctly. | | • Sit correctly at a table, holding a pencil comfortably and correctly  • Mostly forms lower- case letters in the correct direction, starting and finishing in the right place  • Form capital letters correctly  • Form digits 0–9 correctly  • Understand which letters belong to which handwriting ‘families’ and practise these | |