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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 humansHow 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 toyHow 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 descriptionNon-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 LlenasCroc and bird – Alexis DeaconA place to call home – Alexis DeaconMan 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 DonaldsonThis Rabbit Belong to Emily Brown – Cressida CowellAnita and the Dragons – Hannah CarmonaWhere the Wild Things Are – Maurice SendakLost 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 DunbarLost and Found by Oliver JeffersBlue Penguin by Petr HoracekThe Penguin who wanted to find out by Jill Tomlinson365 Penguins by Jean-Luc Fromental**Non-fiction** - Penguins (National Geographic Readers) by Anne ShreiberAnimals are Amazing: Penguins by Valerie BoddenWhen Penguins Cross the Ice: The Emperor Penguin Migration by Sharon Katz CooperProfessor 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 LitchfieldThe Lighthouse Keepers Lunch – Ronda ArmitageBoo! A Fishy Mystery – Kate ReadDolphin Boy – Michael MorpurgoClem and Crab – Fioan Lumbers**Non-fiction** – Look what I found at the seaside – Moira ButterfieldAbove 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 ReeveHow to Wash a Woolly Mammoth – Michelle RobinsonRange 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 HegartyA Little Guide to Wild Flowers – Charlotte Voake | **Fiction** – The return of the killer Cat – Anne FineThe Killer Cat’s Birthday Bash – Anne FineThe Killer Cats Christmas – Anne FineThe Killer Cat runs away – Anne FineThere’s a tiger in the garden – Lizzy StewartHarry the Poisonous Centipede – Tony Ross.Mini Rabbit Not Lost – John BondWorld’s Worst Pets – David Walliams**Non-fiction** - Everything Pets – National GeographicCats and kittens – RSPCAWe’re Getting a cat – Vivien FrenchHow 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 |