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|  | **Autumn 1**  | **Autumn 2**  | **Spring 1**  | **Spring 2** | **Summer 1**  | **Summer 2** |
| **Wider curriculum focus** | **Science** – Health & Growth (Living Things) | **History** -Victorians | **Science** – Materials: properties and classification  | **Geography** - Life in Kenya compared to the UK | **Science** – Plants/Living things and their habitats | **Creative Arts** |
| **WRITING** |
| **Purpose of writing** | Writing to entertain / inform | Writing to entertain/ inform | Writing to entertain/ inform | Writing to entertain / persuade | Writing to entertain / inform | Writing to entertain  |
| **‘Driver’ Text** | Monkey Puzzle by Julia DonaldsonIT’S A CHIMPANZEE by Tessa Kenan  | Daisy Saves the Day by Shirley HughesMajor Glad, Major Dizzy by Jan Oke | Robot and the Bluebird by David Lucas | Lila and the Secret of the Rain by David ConwayThe Ugly Five by Julia Donaldson  | The Secret Sky Garden by Linda SarahClean Up by Nathan Byron | Ossiri and the Bala Mengro by Richard O'Neill and Katharine Quarmby |
| **Writing Outcomes**  | **Non-Fiction** -Animal description with expanded noun phrases**Non-chronological –** Collins Chimpanzees, a report on animals | **Narrative –** Character description of Daisy. Expanded noun phrase and conjunctions **Recount –** oral recount and writing linked to the Nativity story | **Narrative –** 3rd person, retell of the Robot and the Bluebird story**Poetry** – Worry monster**Instructions -** How to make a bird feeder | **Narrative -** 3rd person, retell of the story with a new character**Non-chronological -** report of an animal | **Narrative -** Innovated story in 3rd person**Recount** - of tidying up a local shared space | **Instructions** – How to make an instrument**Narrative -** Innovated story 3rd person, changing the main character, instrument and monster |
| **Reading & Supplementary Texts** | **Fiction -** Other Julia Donaldson texts, Smartest Giant in Town, A Squash and a Squeeze.Fabulous Frankie by Simon James Green.The Rainbow Bear by Michael Morpurgo.Slime? It’s not mine by Clare Helen.The Invisible Dog by Dick King Smith.**Non-fiction** - Information texts about animals.The Big Book of Beasts by Yuval Zommer.Growing and Changing, all about life cycles by Ruth Owen.Healthy me: exercise and play by Katie Wooley. | **Fiction –** Shirley Hughes Alfie collection.A Life Drawing by Shirley Hughes.Shirley Hughes Treasury.The Secret Diary of Jane Pinny by Philip Ardagh.**Non-fiction** - Information texts about the Victorians.You wouldn’t want to be a Victorian School Child by John Malam.Usborne Victorian House Picture Book.Victorians by Ann Kramer.Queen Victoria by V&A. | **Fiction** – Huge bag of worries by Virginia Ironside.The Giving Tree by Shel Silverstein.Bluebird by Bob Staake.Little Home Bird by Jo Empson**Non-fiction** - Information texts about materials and robots.Usborne Little Book of Birds by Sarah Khan.**Poetry –** The First Book of Nature by Nicola Davies | **Fiction -** The Leopard’s Drum. The Ugly 5 by Julia Donaldson.Furaha Means Happy by Wilson-Max.Handa’s Surprise by Browne E.Handa’s Hen by Browne E.Mama Panya’s Pancakes by Mary Chamberlin.The Day the Rains Fell by Anne Faundez.**Non-fiction** –Information texts about Kenya/ Africa.Mara-Serengeti, A Photographer’s paradise by Jonathon Scott.A book of Swahili Words by R. Chamberlin. | **Fiction -** The Seeds of Friendship by Michael Foreman.The Extraordinary Gardener by Sam Boughton.The Little Gardener by Emily Hughes.Errol’s Garden by Gillian Hibbs.**Non-fiction –** A Little Guide to Flowers by Charlotte Voake.British Wild Flowers: A Photographic Guide by Victoria Munson.A seed is Sleepy by Diana Hutts.Things that Grow by Libby Walden.The Tiny Seed by Eric Carle. | **Fiction -** Where the Wild things are by Maurice Sedak.Ambrose goes for Gold.Here Comes Frankie! By Tim Hopgood.A Brave Bear by Sean Taylor.A Book of Ogres and Trolls by Ruth Manning-Saunders.The Troll by Julia Donaldson.Troll and the Oliver by Adam Stower.**Traditional –** Collected Folk Tales by Alan Garner.Tales of Hans Christian Andersen by Joel Stewart.**Poetry -** Poems aloud by Joseph Coelho**Non-fiction –**Information texts about minibeasts  |
| **Opportunities for oracy** | Performing poems in class | Opportunity to speak in front of an audience through the Nativity play.  | Role play and drama.Conscience alleyDebate.Retelling.Book talk.Freeze-frame and thought tracking | Children to create their own reports comparing Kenya and UK.Book talk.Drama and role play.Visualising.  | Rhyme challenge- learn and recite poems.Role on the wall.Response to illustration.Conscience alley.Debate and discussion.Book talk. | Group and Class opportunities of oral story telling.Response to illustration.Freeze-frame and thought tracking.Hotseating.Conscience alley.Role play and re-enactment |

**SPAG Progression**

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|  | **Autumn 1**  | **Autumn 2**  | **Spring 1**  | **Spring 2** | **Summer 1**  | **Summer 2** |
| **Spelling** | * The sound /dʒ/ spelt ‘-ge’ and ‘-dge’ at the end of words, and sometimes spelt as ‘g’ elsewhere in words before ‘e’, ‘i’ and ‘y’.
* The /s/ sound spelt ‘c’ before ‘e’, ‘i’ and ‘y’ (city, ice, cell)
* The /n/ sound spelt ‘kn’ and (less often) ‘gn’ at the beginning of words
* The /ɔ:/ sound spelt ‘a’ before ‘l’ and ‘ll’ (wall, fall).
* To spell words with the ‘igh’ sound spelt ‘y’ at the end of a word.
* Words ending in ‘-tion’.
* Introduce Year 2 homophones when relevant. (example homophones: see/sea, be/bee blue/ blew, bear/bare, flour/flower, hear/here, whole/ hole, one/won, sun/son, no/know, night/knight, to/too/two).
* Can spell some common exception words
 | * The /r/ sound spelt ‘-wr’ at the be-ginning of words (write, wrong).
* The /l/ or /əl/ sound spelt ‘-le’ at the end of words (apple).
* Adding ‘-es’ to nouns and verbs ending in ‘y’.
* Adding endings ‘-ing-, ‘-ed’, ‘-er’, ‘-est’, ‘-y’ to words ending in ‘e’ with a consonant before it.
* Adding ‘-ing-, ‘-ed’, ‘-er’, ‘-est’ and ‘-y’ to words of one syllable ending in a single consonant letter af-ter a single vowel letter.
* The /aɪ/ sound spelt ‘y’ at the end of words The /i:/ sound spelt ‘-ey’.
* The /ɒ/ sound spelt ‘a’ after ‘w’ and ‘qu’ (squash, was, want) .
* The suffixes ‘-ful’ , ‘-less’ and ‘-ly’.
* The possessive apostrophe (singular nouns).
* Apostrophe for contractions (*can’t, didn’t, hasn’t, it’s, couldn’t, I’ll, they’re*).
* **Homophones and near homophones** *quite/quiet, night/knight, new/knew, not/knot, they’re/there/their* and others as relevant.
* Can spell many common exception words
 | * The /l/ or /əl/ sound spelt ‘-el’ at the end of words.
* The /l/ or /əl/ sound spelt ‘-al’ at the end of words.
* The /l/ or /əl/ sound spelt ‘-il’ at the end of words (unusual spelling).
* Adding endings ‘-ing’, ‘-ed’, ‘-er’, and ‘-est’ to words ending in ‘y’.
* The /ʌ/ sound spelt ‘o’(mother, brother, other).
* The /ɜ:/ sound spelt ‘or’ after ‘w’ (worm, word, worst).
* The /ɔ:/ sound spelt ‘ar’ after ‘w’ (war, warm, towards) .
* The sound spelt ‘s’ in television, treas-ure, usual.
* The suffixes ‘-ment’, ‘-ness’.
* Revision of homophones.
* Can spell most common exception words
 |
| **Punctuation** | * Can use capital letters for the beginning of a sentence and full stops accurately in a simple statements.
* Can use a capital letter for the pronoun I and names of people.
* Beginning to independently use question marks.
* Can use a comma to separate 2 adjectives.
 | * Can use the capital letter for proper nouns that have been taught within a unit of writing (days, months, London, Paris).
* Can use question marks within a piece of writing.
* Can use capital letters and full stops accurately in compound and complex sentences.
* Beginning to use exclamation marks.
* Can use a comma to separate 2 adjectives.
 | * Can use capital letters and full stops accurately (including proper nouns and for the personal pronoun I) with a variety of sentence structures.
* Can use question marks and exclamation in a piece of writing.
* Can use commas to separate items in a list.
* Can write contractions using the apostrophe.
* With support, can use the apostrophe to show singular possession
* Is beginning to use the apostrophe accurately in their writing.
 |
| **Vocabulary and Grammar** | * Understand and identify a wider range of nouns, verbs and adjectives. (including state of being: is, was, be).
* With support can use co-ordination (using and, but).
* With support, can use subordination (using because).
* Can begin to use expanded noun phrases for description.
* Can recognise whether their writing is written in the past tense.
 | * Can confidently use and/but for coordination.
* Can confidently use because for subordination.
* With support, can use or for co-ordination.
* With support, can use when, if, that for subordination.
* Can confidently use expanded noun phrases for description.
* Can begin to use expanded noun phrases for specification (with phrases).
* Can identify a statement, question and command.
* Can confidently write their own questions and statements.
* Can use the present and past progressive form of verbs in their writing.
* Understands that 2 words can create a past or present tense verb (past/present progressive) such as is walking, was walking
 | * Can confidently think of their own nouns, verbs and adjectives for their writing.
* Can vary their sentence structure to include simple, compound and complex sentences using the taught conjunctions.
* Can confidently use expanded noun phrases for specification.
* Can recognise a statement, question, command and exclamation.
* Can confidently write their own statements, questions and commands.
* With support, can write exclamation sentences.
* Is confidently writing in 1 tense throughout their writing.
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