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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 Donaldson  IT’S A CHIMPANZEE by Tessa Kenan | Daisy Saves the Day by  Shirley Hughes  Major Glad, Major Dizzy by Jan Oke | Robot and the Bluebird by David Lucas | Lila and the Secret of the Rain by David Conway  The Ugly Five by Julia Donaldson | The Secret Sky Garden by Linda Sarah  Clean 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 alley  Debate.  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. | |