



Themes Units	Spring - Toys, Technology and Transport			
Core texts	No-Bot, the Robot with No Bottom Fiction	The Robot and the Bluebird Fiction	The Day the Crayons Quit Fiction	If I Built a Car Fiction
Outcome	Innovated fantasy story		Persuasive writing	Instructions - wheels and axles (DT)
Grammar	<ul style="list-style-type: none"> Recognising And Writing Sentences Coordination Using And; Or; But Plural nouns 'es' 's' 	<ul style="list-style-type: none"> Recognising And Writing Noun Phrases Past Tense Recognising And Using Adjectives For Effect 	<ul style="list-style-type: none"> Use apostrophes for contracted forms. Use subordination for reason - because and if. Progressive form of verbs Add the prefix un to verbs and adjectives to change the meaning. 	<ul style="list-style-type: none"> Use subordination for time. Select, generate and effectively use nouns. Use present tense for non-chronological reports and persuasive adverts.
Punctuation	<ul style="list-style-type: none"> Capital Letters Full Stops Finger Spaces 	<ul style="list-style-type: none"> Question marks Exclamations 	<ul style="list-style-type: none"> Capital Letters Full Stops Commas Speech Marks <p>A list of reasons</p> <p>Write short predictions</p> <p>Write a short persuasive piece of writing to a teacher and an item in the classroom (cold write).</p> <p>Gather and plan ideas to deliver in a debate.</p> <p>Write simple, coherent narratives</p> <p>Write short apology statements punctuated correctly.</p>	<ul style="list-style-type: none"> Question marks Exclamations Commas Apostrophe for contraction State emotive reflections based on and backed up with evidence from the text. Write a short formal letter (drafting) Plan a longer formal letter Write a short character description Writing in role as a piece of school equipment To state simple opinions based on what is read Short diary entry in role.
Short Writing Opportunities	<ul style="list-style-type: none"> Informal letter Simple predictions Summarise a character's job role Sequence chronologically Create a bank of questions 	<ul style="list-style-type: none"> Setting description Summarise Answer questions based on genre Answer questions in role A diary entry Text messages replies (1st person focus) 		<ul style="list-style-type: none"> Capital Letters Full Stops Finger Spaces Apostrophe for contraction Write and compose simple titles Write a list of items needed. Create chronological correct sentences. Write simple bullet points or numbers to separate steps. Use imperative verbs to create instructions. Write complex sentences to describe. <p>A short 2 week unit linked with Design Technology Unit</p>
Writing KLIPS	Year 1 - Composition		Year 2 - Composition	
	<p><u>Planning</u> Orally plan and rehearse ideas. Sequence ideas and events in narrative. Sequence ideas and events in non-fiction. Use familiar plots for structuring the opening, middle and end of their stories.</p> <p><u>Drafting and Writing</u> Orally compose every sentence before writing. Re-read every sentence to check it makes sense.</p>	<p>Compose and sequence their own sentences to write short narratives. Use formulaic phrases to open and close texts. Write in different forms with simple text type features</p> <p><u>Evaluating and Editing</u> Discuss their writing with adults and peers.</p> <p><u>Performing</u> Read aloud their writing audibly to adults and peers.</p>	<p><u>Planning</u> Plan and discuss what to write about</p> <p><u>Draft and Writing</u> Orally rehearse each sentence prior to writing. Embed a positive attitude to writing. Develop stamina for writing in order to write at length. Write about real and fictional events. Use specific text type features to write for a range of audiences and purposes.</p>	<p><u>Evaluating and Editing</u> Evaluating their writing with adults and peers. Edit and improve own writing in relation to audience and purpose. Proofread to check for errors in spelling, grammar and punctuation. Proofread to check for correct forms of verbs within sentences.</p> <p><u>Performing</u> Read aloud their writing with intonation to make the meaning clear.</p>
Favourite Five (Reading for pleasure)	We're Going To Find The Monster! (Malorie Blackman)	1. Adjectives 2. Speech 3. Commas in a list	<p><u>Enhance Reading Opportunities</u></p> <p><u>Extra Curriculum Links</u></p>	
Nappy The Pirate Baby (Alan Macdonald)	1. Chapters 2. Expanded Noun phrases 3. Commas for extra information			
The Tidings Of Rubbish Island (Sally Gardner And Lydia Corry)	1. Chapters 2. Climate change link 3. Prepositional language			
In Every House, On Every Street (Jess Hitchman)	1. Variety of punctuation 2. Conjunctions 3. 1st Person			
The Storm Whale (Benji Davies)	1. Adventure 2. 1st Person Narrative			
	World Book Day	World Poetry Day		
	Multicultural Children's Book Day			
	Winnie the Pooh Day			
	History - Toys within living memory	Computing - Robot Algorithms		

		3. Expanded Noun Phrases		Physical Education - Dance - Toy Story	Design & Technology - Mechanisms - wheels and axles
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ST ANTHONY'S CATHOLIC PRIMARY SCHOOL
Our Year 1/2 Curriculum - Cycle A



Summer

<u>Themes</u> <u>Units</u>	Amazing Animals		
<u>Core texts</u>			
<u>Outcome</u>			
<u>Grammar</u>			
<u>Punctuation</u>			
<u>Short Writing Opportunities</u>			
<u>Writing KLIPS</u>			
<u>Favourite five</u>	The Way Back Home (Oliver Jeffers)	1. Adjectives. 2. Sentences Construction. 3. Sci-Fi.	
	Meerkat Mail (Emily Gravett)	1. Information Text. 2. Setting Description. 3. Vocabulary.	
	Dogs Don't Do Ballet (Anna Kemp)	1. Prefixes and Plural Suffix -s and -es. 2. Debate/Discursive. 3. Inference.	
	The Enormous Crocodile (Roald Dahl)	1. Repetitive Phrases. 2. High Quality Vocabulary. 3. Time Phrases.	
	The Smartest Giant in Town (Julia Donaldson)	1. Rhyme. 2. Descriptive language. 3. Fantasy.	
<u>Enhance Reading Opportunities</u>	Library trip		
<u>Extra Curriculum Links</u>			