



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. Select, generate and effectively use verbs. 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 <ul style="list-style-type: none"> A list of reasons Write short predictions Write a short persuasive piece of writing to a teacher and an item in the classroom (cold write). Gather and plan ideas to deliver in a debate. Write simple, coherent narratives Write short apology statements punctuated correctly. 	<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.
	Year 1 - Composition		Year 2 - Composition	
Writing KLI PS	<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.</p> <p><u>Performing</u> Read aloud their writing with intonation to make the meaning clear.</p>
Favourite Five (Reading for pleasure)	<p>We're Going To Find The Monster! (Malorie Blackman)</p> <p>Nappy The Pirate Baby (Alan Macdonald)</p> <p>The Tidings Of Rubbish Island (Sally Gardner And Lydia Corry)</p> <p>In Every House, On Every Street (Jess Hitchman)</p> <p>The Storm Whale (Benji Davies)</p>	<p>1. Adjectives 2. Speech 3. Commas in a list</p> <p>1. Chapters 2. Expanded Noun phrases 3. Commas for extra information</p> <p>1. Chapters 2. Climate change link 3. Prepositional language</p> <p>1. Variety of punctuation 2. Conjunctions 3. 1st Person</p> <p>1. Adventure 2. 1st Person Narrative</p>	<p><u>Enhance Reading Opportunities</u></p> <p><u>Extra Curriculum Links</u></p>	
			<p>World Book Day</p> <p>Multicultural Children's Book Day</p> <p>Winnie the Pooh Day</p> <p>History - Toys within living memory</p>	<p>World Poetry Day</p>
				Computing - Robot Algorithms

		3. Expanded Noun Phrases		Physical Education - Dance - Toy Story	Design & Technology - Mechanisms - wheels and axles
--	--	--------------------------	--	---	---

ST ANTHONY'S CATHOLIC PRIMARY SCHOOL
Our Year 1/2 Curriculum - Cycle A



Summer

<u>Themes 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>			