

| Year 1 | Autumn | | Spring | | Summer | |
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| | <i>Memory Box</i> | <i>Superheroes</i> | <i>Moon Zoom!</i> | <i>Splendid Skies</i> | <i>Bright Lights Big City</i> | <i>Paws, Claws and Whiskers</i> |
| Trip | <i>National Transport Museum</i> | <i>Superhero Day</i> | <i>Science Museum</i> | <i>Nature Walk</i> | <i>London Eye/Sightseeing Cruise</i> | <i>Animal Workshop/Visit</i> |
| Text | <i>Kipper's Toy Box</i> | <i>Traction Man</i> | <i>Aliens in Underpants Save the World</i> | <i>Chicken Licken The Secret Sky Garden</i> | Paddington at the Palace | <i>Tiger who came to Tea</i> |
| Literacy (<i>opportunities for writing link to topic</i>) | Diary Writing Invitations Descriptions | Comic Strips Narratives Fact Files | Sci Fi Stories Character Descriptions Non Chronological Reports | Postcards Weather Reports Lists | Recounts Poetry | Instructions Booklets Fables |
| SPAG | Capital and Lowercase letters Verbs Suffixing Question Marks Writing Sentences | Personal Pronouns NOUN Suffixes- s Prefixes un- Capital Letters and Full Stops Writing Sentences | Singular Nouns Past and Present Verbs Suffixes -ed Capital Letters for the Days of the Week Writing Sentences | Plural Nouns Noun Suffixes-es Compound Words Capital letters for names Of people and places Sequencing Sentences | Punctuating Sentences Noun Suffixes -es Exclamation Marks Joining Words and clauses using 'and' Writing Question Sentences | Finger Spaces Suffixes -er Punctuating Sentences Writing Stories Writing Exclamation sentences |
| Geography | | | <p>Space Terrain Create a large scale space terrain on a grid in the school grounds. Use objects and equipment found in school to add obstacles to their terrain. Working with a partner, explore ways of directing each other to follow a route. Use positional language, such as behind, next to and in front of, as well as directional language, such as left, right, straight ahead and turn, to direct their partner around the terrain.</p> <p>NASA! Get a rocket's eye view. Visit the NASA website to see and discuss images of Earth from space. Explore the Earth from above on mapping websites,</p> | <p>Weather watcher: Identify the current season and observe the weather on a daily basis. Ask and answer questions about the weather, such as 'Is this weather typical of the season? How is the weather the same or different to yesterday or the day before?' Make simple weather symbols using card, coloured pens and pencils and place them on a class weather chart every day.</p> <p>Extreme Weather: Watch videos of everyday and extreme weather in the UK and identify which season they think it might be. Discuss the consequences of different types of weather and recall their experiences of them. Draw a picture and write a</p> | <p>The UK: Introduce the children to the United Kingdom map. Encourage the children to locate each country and its capital city, using the key and labels. Invite the children to use the compass to describe where the countries are in relation to each other. For example, London is east of Cardiff; Scotland is north of England. Explain that the United Kingdom is a union of the four countries, England, Northern Ireland, Scotland and Wales. Invite the children to point to where they think they live on the map. Reveal the answer, then ask the children to talk about how near or far those countries are from the place they live. Challenge the children to identify and label each</p> | <p>Imaginary Zoo: Make a picture map of an imaginary zoo or wildlife park using simple symbols and a key. Use symbols to show which animals live where and include other features such as roads, woodland, water sources and buildings.</p> <p>Locating Continents: Locate the world's seven continents on a world map and identify some countries and continents that are home to different species of big cat. Explore the characteristics of one location, including its climate and vegetation, and explore how these help or hinder the survival of the big cat that lives there. Mark the location of their chosen big cat on a world map and write a</p> |

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| | | | <p>identifying basic geographical features such as a sea, ocean, land, island, forest, city, lake and river. Try to spot similar features on other planets in a selection of aerial photographs, such as Martian river beds and mountains on Venus.</p> | <p>sentence or two about a specific type of weather.</p> <p>Aerial Views: Use a variety of aerial views to spot recognisable features, such as trees, houses, rivers, roads and fields. What might it be like to sit on a cloud above the school? Think and talk about things they might see. Draw simple sketch maps to record their ideas.</p> <p>The Equator: Explore maps, globes and atlases to locate the equator and the countries and continents that are near and far from the equator. Make a list of countries that the equator runs through. Choose a country or continent to research online and print a picture. Write a sentence to describe their picture.</p> <p>Locating the Poles: Explore images of Antarctica and Africa and identify their locations on a world map. Find clues in the images to identify what type of climate each place has, such as looking at evidence of the types of weather, plants and animals. Describe how the two places are similar or different and make a list to identify the features of each.</p> | <p>country, capital city, and the place they live on the Blank United Kingdom map, using the United Kingdom map for reference. Invite the children to check their work with a partner.</p> <p>Physical Features of the UK: Show the children the Physical features of the United Kingdom video. After watching, encourage the children to recall the names of common physical features of the United Kingdom, using the correct geographical vocabulary. Encourage them to describe some of the characteristics of each feature. For example, 'A lake is a body of water surrounded by land'. Challenge the children to demonstrate their understanding using the Physical features matching sheet or Physical features labelling sheet. Invite the children to share their answers with the group. Children could also write a list of the physical features shown in the video to help them remember the different types.</p> <p>What is a city?: Ask the children 'What is a city?' Invite the children to share their ideas, then watch the What is a city? video. After watching the video, discuss whether their thoughts were right. Explain that a</p> | <p>sentence about the characteristics of its habitat.</p> |
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| | | | | | <p>city is a large settlement where lots of people live and work, and recap on capital cities of the United Kingdom by locating them on a map. Ask 'Have you ever been to a city? What was it like?' Encourage the children to name their nearest cities and find them on a map. Challenge the children to write sentences to describe features and characteristics of a city using the Cities writing frame. Invite the children to share their work and discuss and compare their ideas and experiences.</p> <p>Human Features in the locality: Take the children on a walk around the local community to spot human features. Give each child a copy of the Human features spotting sheet, a clipboard and a pencil. Explain that they should use the spotting sheet to answer the question 'What human features do we have in our local area?' Encourage the children to take photographs and use the correct vocabulary to name the features they see. For example, church, shop or bridge. Back in the classroom, look at the photographs, talk about the features seen and discuss why they are important to the community. Explore maps</p> | |
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| | | | | | <p>of the local area to identify the relative positions of each feature. Divide the children into small groups and give each group a large sheet of paper and a range of mark-making materials. Challenge the children to work together to draw a picture map of their locality, adding labels where possible. Invite the children to share their maps, making comparisons between them. Did they all include the same features?</p> <p>Weather in the UK: Show the children the Weather presentation. After sharing the presentation, ask the children to identify the four seasons and their characteristic weather types. Ask 'What season is it now? What type of weather do we have today?' Give each child a Weather recording sheet and discuss its purpose. Highlight the use of symbols as a means of recording the weather. Ask 'What symbol would you choose today?' Challenge all children to record the day's weather and make the recording of the weather a daily task. Look at the children's completed charts at the end of the week to discover if the weather is typical of the season.</p> <p>This is London: Remind the children that a settlement</p> | |
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| | | | | | <p>is a place where people live, then share the London presentation. Talk about each slide, then explain to the children that they are going to explore London further by using an online tool called Google Earth. Display Google Earth on a screen and demonstrate how to use the search tool to locate the UK, and then zoom in on London. Explore the location and size of London and then ask the children to describe what they see as you zoom further into the map. Ask 'Can you find an airport? Can you locate a bridge? Where do you think Buckingham Palace might be?' Drag and drop the 'Street View' icon onto the map at places of interest for the children to see the features from a different perspective. Ask the children to write sentences on strips of paper to describe their findings. For example, 'London has many bridges' or 'A river runs through London'. Display the sentences alongside a map, or aerial picture of London, to collectively describe the city's characteristics.</p> <p>The London Landmarks: Introduce the children to famous London landmarks using the London landmarks presentation.</p> | |
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| | | | | | <p>Encourage the children to describe each landmark and explain its purpose. For example, 'The Royal Albert Hall is used for concerts', and 'The London Eye gives tourists a view across the whole of London.' Ask the children if they recognise any of the landmarks or have ever visited them. Invite the children to complete the London landmarks matching sheet or London landmarks writing frame, to record their learning.</p> <p>Aerial Photographs: Show the children the Aerial photographs presentation and explain that the images show places from above. Ask the children what type of place they think the images show and where in the United Kingdom they think it might be. Establish that it is the city of London, the capital city of England and the United Kingdom. Ask the children to study each image carefully, identifying geographical features and famous landmarks.</p> <p>Organise the children into pairs and give each pair one of the Aerial photographs picture cards. Ask the children to work together to identify and label different physical and human features on their photograph by using</p> | |
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| | | | | | <p>stickers or writing around the picture.</p> <p>Giving Directions: Project the London grid map onto the IWB. Explain that the grid map shows London and its significant landmarks and geographical features. Ask the children to locate a landmark or feature on the map and explain how to get there from a given starting point. Model examples, using locational (next to, behind, above, in between) and directional (forwards, backwards, left, right) language as well as common verbs (go, stop, turn). Working in small groups and using a printed A3 version of the map, challenge the children to move a counter or small world figure, square by square, around the map, giving each other verbal directions. Children can use the Directions word mat to help.</p> <p>Comparing Captial Cities: Using Google Earth, show the children some other capital cities around the world. Talk about the size, shape and layout of the settlements, then explain that they are going to find out about Kuala Lumpur, the capital city of Malaysia. Show the location and size of Kuala Lumpur, using Google Earth, and</p> | |
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| | | | | | <p>ask the children to identify some of its geographical features from the map. Play the Kuala Lumpur video, then ask them to name and describe any features and landmarks of Kuala Lumpur. Give the children the Kuala Lumpur matching sheet and ask them to use the knowledge they have gained from the video to match the labels to the landmarks and features. Encourage the children to share and compare their answers. After the children have completed the task, provide them with the Kuala Lumpur picture cards and invite them to say how they think Kuala Lumpur is the same or different to London. Make a class list to record some of the similarities and differences. Similarities might include both cities having a river or a zoo. Differences might include Kuala Lumpur having a monorail whereas London has overground and underground trains.</p> <p>Fact Files: Encourage the children to recall their knowledge of the United Kingdom by asking questions, such as 'Which four countries make up the United Kingdom? What is the capital city of Scotland? What is the weather like in the United</p> | |
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| | | | | | <p>Kingdom in spring? What physical features might you see in the United Kingdom?' Encourage the children to talk about the questions in pairs or groups, before answering and address any misconceptions the children have. Provide each child with a copy of the United Kingdom fact file template and ask them to complete it using the knowledge gained during the project.</p> <p><u>Routes and Locations:</u> Display a large laminated map of the United Kingdom for children to explore. Offer dry wipe pens for children to mark routes and locations.</p> | |
| History | <p><u>Composing Questions:</u> Look at pictures and artefacts of everyday items from the past. Compose questions about the artefacts to find out more about them, including asking questions about how people might have used them in the past. Use the question words who, what, when, where and why to generate their questions. Begin to think about and discuss how people's lives are the same or different now compared to the past.</p> <p><u>Transport through the ages:</u> Look at pictures and models of forms of</p> | <p><u>Historical Superheroes:</u> Listen to the stories of real-life historical 'superheroes', such as Mae Jemison, Emily Davison, Mary Seacole, Florence Nightingale, Edith Cavell, Elizabeth Fry, Thomas Fowell Buxton and David Livingstone. Find out what they did to make things better for others and discuss why they are real-life superheroes. Respond to the stories through independent writing, drawing, small world play and role play.</p> | <p><u>People in Space:</u> Use information books and other available historical resources to find out about Yuri Gagarin (the first person to travel into space) or Neil Armstrong and Buzz Aldrin (the first men to land on the Moon). Record their findings in a simple non-chronological report or illustrated sentence, including why they are significant and their impact.</p> <p><u>Space Travel:</u> Use the History of space provided to find out about the chronology of space travel. Work as a whole class or in small groups to sequence the</p> | <p><u>Sir Francis Beaufort:</u> Read the story of Sir Francis Beaufort. Explain why they think his work was important and how it helps others. Write a short account of why Beaufort was significant and illustrate.</p> <p>The History of our school.</p> | <p><u>Chronology of Events:</u> Create a timeline that shows the chronology of events associated with the Great Fire of London. Use vocabulary, such as first, next, finally, then and after that, to talk about their ideas and begin to order information chronologically. Start with the fire breaking out in the Pudding Lane bakery on Sunday morning and end with many smaller fires being put out by Friday afternoon. Imagine what happened at different times of the day and place events in hourly and half hourly intervals.</p> | |

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| | <p>transport through the ages, placing them in chronological order. Talk about how transport has changed over time and use historical vocabulary associated with the passing of time. Explain what visual clues they can spot and what they reveal.</p> <p>Black History Month – The Bristol Bus Boycott.</p> | | <p>cards and use sequencing words (time adverbials), such as first, before, after and next, to order events. Work individually or in pairs to record some of the events on a blank timeline. Think and talk about how space travel and exploration might develop in the future.</p> | | <p>On Fire: Find an outdoor open space and recreate Pudding Lane using models, perhaps the ones made earlier in the project, if the children are willing to part with their work. Watch as an adult starts a fire in the bakery. Take photographs as the fire spreads from house to house. Answer questions such as 'How quickly did the fire spread? Which materials burned the fastest? What was left after the fire had completely burned out?'</p> | |
| Science | <p>Celebrations:</p> <p>Baby Things: Bring something from home that they had when they were a baby, perhaps a toy, book, bottle, feeding cup, baby clothes or shoes. Make a class collection and discuss how they could be sorted into sets.</p> <p>Exploring Senses: Explore their senses by touching, smelling, listening to and tasting things that babies use, such as baby toiletries, clothes, food, toys and feeding utensils. Describe what they think of the baby items, what the different items are for and what the foods taste like (spicy, sweet or bland). Explain how the items</p> | <p>Who am I?</p> <p>Villains and Superheroes: Look at illustrations or figurines of comic villains and superheroes. Sort the images or figures into two groups – heroes and villains – and explain why they have sorted them that way. Talk about how villains act differently from superheroes and how their behaviour affects others.</p> <p>Investigating Senses: Discuss each of their senses, what body parts are associated with each sense and how they help them in everyday life. Investigate numbered mystery boxes, positioned around the classroom, that contain objects, food items or sound sources. Label the</p> | <p>Exploring Properties: Explore samples collected from the crash site. Describe what they look like, how they feel and other scientific properties. Record the properties of each sample by writing down simple adjectives, such as hard, sticky, slimy, magnetic or cold, on large sheets of paper or sticky notes.</p> <p>New Planets: Invent new planets and name them after everyday materials such as Planet Wood, Planet Plastic and Planet Glass. Use hula hoops as the planets, labelling them with their planetary names. Sort a wide selection of everyday objects onto the planets based on the material</p> | <p>Holiday</p> <p>Seasonal Suitcases: Explore suitcases packed with clothes for different seasons. Match the suitcase to the season and suggest other things to include in each case.</p> <p>Shadow Play: Make shadows using a range of scientific and play equipment indoors and outdoors. Plot the course of a shadow regularly over a sunny day. Draw around the shadows at timed intervals to explore how they move.</p> <p>Effects on the Sun: Explore the effects of the Sun (light and temperature) on light-sensitive thermo beads</p> | <p>Treasure Island</p> | <p>On Safari</p> <p>Carnivore, herbivore or omnivore?: Sort a collection of domestic small world animals into groups according to the type of food they eat. Sort into alternative groups, using their own classification criteria, and explain their reasons to others. Record their ideas with drawings and labels.</p> <p>Similarities and Differences: Look at some familiar animal species, such as spiders or dogs. Talk about the similarities and differences between animals of the same species, comparing their</p> |

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| | <p>differ from the ones they have today. Label the parts of a babies' body that are associated with the different senses.</p> | <p>boxes 'Smell me', 'Touch me', 'Listen to me', 'Taste me' or 'Look at me'. Discuss their results and how they used their senses to discover what was in the box.</p> <p><u>Superskills:</u> Investigate who in the class has superhero skills. Find out who is super stretchy or super bendy and who has super sight, super hearing, super memory, super taste or a super singing voice. Record by drawing and labelling parts of the human body and their associated super skill.</p> <p><u>What Happens if?:</u> Investigate how our senses rely upon each other. For example, can they tell what they are eating if they can't smell (soft peg on the nose), can't see (blindfold or blackout goggles) or can't hear (ear defenders)? Discover whether they can order objects according to size or texture without being able to see them, or walk towards their friend if they can hear but not see them. Experiment to see if closing their eyes helps them to hear quiet sounds.</p> | <p>from which they are made. Create more planet names based on the properties of different materials (Planet Smooth, Planet Bendy and Planet Waterproof are good examples). Sort the objects according to the new planet names.</p> <p><u>Our Solar System:</u> Gather and record data about the Moon and the eight planets in our Solar System, using a range of non-fiction books, posters, the web and video clips. Answer questions relating to the order of the planets from the Sun, their composition, properties and other interesting features. Use their planet facts to consider which planet the crashed craft might have come from.</p> <p><u>Rockets:</u> Make air-propelled rockets and launch them into outer space. Decide which sheet material (tissue paper, newspaper, printing paper, card, acetate sheet or foil) to use for the rockets. Use scientific vocabulary related to the properties of the materials to explain their choices. Ask and answer questions about how their rockets are powered and what makes them move.</p> <p><u>Investigating Rockets:</u> Investigate whether the</p> | <p>and papers. Lay shapes and objects on photo-sensitive paper and leave outside in the sunshine, observing what happens over time. Compare with photo- and thermo-sensitive materials placed in the shade. Talk about the differences observed and suggest reasons for them.</p> <p><u>Measuring the Temperature:</u> Use a thermometer to record the temperature over the course of a week. Read scales using standard and non-standard measures and record these on a simple chart.</p> <p><u>Typical Weather:</u> Analyse weather data collected over the course of the project and draw conclusions as to the most common type of weather in the current season. Consider what the typical hours of daylight were for the period.</p> | | <p>sizes, colouring, patterns and features.</p> <p><u>Variations in Classmates:</u> Investigate variation amongst classmates. Explore the basic parts of the human body and how they vary from person to person. Think about the features common to everyone and how they vary. For example, all children have hair on their heads but the hair might be curly, straight, blonde, brown, black or red. Discuss which features we can choose to change. Encourage children to decide how to gather and record the data.</p> <p><u>Butterfly Hunt:</u> Investigate camouflage by taking part in a 'butterfly hunt'. Split into two groups: the first group must quickly collect one 'butterfly' each from the school field or yard, and bring them back to the teacher, and the second group then do the same. Look at the two groups of butterflies and decide how they are similar or different. Find out which group has more of the brightly-coloured butterflies. Imagine they are predators who like eating butterflies and</p> |
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| | | | <p>size of a balloon affects how far a balloon powered rocket travels along a string. Slide a straw onto a length of string before tying it tightly across the classroom, school hall or playground. Look at balloons of different shapes and sizes and predict which one will travel furthest along the string when the air inside is allowed to escape. Give reasons for their predictions. Let each balloon go and mark its finish point on the floor under the string. Find out which balloon zoomed the furthest. Discuss whether all of the balloons travelled at the same speed and whether they can explain their results.</p> <p><u>Welcome to Earth:</u> Make a 'Welcome to Earth' box for the alien visitor to help them understand our planet. Select samples and objects made from everyday materials. Write a label for each item to identify it, explain its simple properties and show how it can be used.</p> <p><u>Sending a Message:</u> Find a way to send a light signal to the alien's home planet by creating a simple circuit that lights a lamp. Explore ways of making the lamp brighter by adding more cells (batteries). Introduce</p> | | | <p>decide which butterflies would get eaten first!</p> <p><u>Are we the same as Cats:</u> Compare the basic body parts that humans have in common with big cats, identifying similarities and differences. Talk about why our body parts look different and explain why they think the different features are fit for purpose. Use appropriate computer software, such as Skitch, to label the body parts in a photograph of a big cat or human.</p> <p><u>I know...:</u> Play a game of 'I know...', choosing a picture card of an animal and completing a sentence about it. Take turns to choose different animals and make a class list of all their animal facts.</p> |
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| | | | a switch and use it to turn the lamp off and on, spelling out an alien code! | | | |
| Art | <p align="center">Spirals</p> <p>Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.</p> | | <p align="center">Exploring Watercolour</p> <p>Exploring watercolour and discovering we can use accidental marks to help us make art.</p> | | <p align="center">Making Birds</p> <p>Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.</p> | |
| Computing | Computing systems and networks – Technology around us | Creating Media – digital painting | Creating Media – Digital writing | Data and information – grouping data | Programming A – moving a robot | Programming B – introduction to animation |
| Guided Reading Resources | That Rabbit Belongs to Emily Brown Getting off the Train Comprehension | Traction Man How to Catch a Vampire Comprehension | The Light in the Night Nocturnal Animals Comprehension | The Secret Sky Garden Amazing Aircraft Comprehension | Toby and the Great Fire of London Great Fire of London Comprehension | The Cat and the King All about Giraffes Comprehension |
| French (Primary Languages) | | | | | | |
| Music | Hey You | Rhythm in the way we walk and banana rap | In The Groove | Round and Round | Your Imagination | Reflect, Rewind and Replay |
| Maths | Autumn 1 Place Value Within 10 Addition and Subtraction within 10 | Autumn 2 Addition and Subtraction within 10 Shape Place Value within 20 | Spring 1 Addition and Subtraction within 20 Place Value within 50 | Spring 2 Length and Height Weight and Volume | Summer 1 Multiplication and Division Fractions Position and Direction | Summer 2 Place Value within 100 Money Time |
| Design | <p align="center">Moving Pictures</p> <p>Can I design, make and evaluate a picture with a moving mechanism?</p> | | <p align="center">Making Homes</p> <p>Design and make a home using junk modelling</p> | | <p align="center">Fruit Salad</p> <p>Design, make and evaluate a healthy snack</p> | |

| • Diary Writing | | | | |
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| Text Structure | Sentence Structure | Useful Vocabulary | Word Classes | |
| Ideas grouped together in time sequence. Written in first person. Written in the past tense. Focused on individual or group participants e.g. I, we | Simple connectives are used to construct simple sentences e.g. and, but, then, so. | First Next After Finally The best part was The worst part was I liked I didn't like | Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Join words and sentences using and/then. Tense Simple past tense 'ed'. | |
| • Invitations | | | | |
| Text Structure | Sentence Structure | Useful Vocabulary | Word Classes | Punctuation |
| Ideas grouped in sentences in time sequence. | Sentences using simple pronouns and connectives. | Dear From I like I went I saw It was My favourite They were There was Next Then First After And, but, so, when | Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Join words and sentences using and/then. Tense Simple past tense 'ed'. | Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions. |
| Character Descriptions: | | | | |
| Text Level | Sentence Structure | Useful Vocabulary | Word Classes | Punctuation |
| Beginning or end of narrative signalled e.g. one day Ideas grouped together for similarity. Attempts at third person writing. e.g. The wolf was hiding. Written in the appropriate tense. (mainly consistent) | Simple sentences, starting with a pronoun and a verb e.g. He went home Simple connectives are used to construct simple sentences e.g. and, but, then, so. | Year 1 ambitious vocabulary used Range of size adjectives used e.g. big, small Range of colour adjectives used e.g. red, blue Range of emotion words used e.g. sad, angry, cross | Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular. Ending added to verbs where there is change to root. | Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions. |

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| e.g. Goldilocks was... Jack is... | | Pronouns: I, she, he, they. Conjunctions: and, but, then, or, this Prepositions: up, down, in, into, out, to, onto Time connectives: first, then, next Once upon a time, one day, happily ever after | Simple past tense 'ed' Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Join words and sentences using and/then. Tense Simple past tense 'ed'. | |
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| Comic Strips Planning our Comic Strips : Use a given comic strip template to tell a short story about superheroes and villains. Think about what would happen in each box, planning their ideas using speech and thought bubbles. Use all of the available resources, including word lists, comics, books and posters, as well as information from the web to help them develop their ideas. Completing our Comic Strip : Continue to write their comic strips, reading speech and thought bubbles aloud to see if their story makes sense. Describe to an adult what happens at the beginning, middle and end. | | | | |
| Text Level | Sentence Structure | Useful Vocabulary | Word Classes | Punctuation |
| Beginning or end of narrative signalled e.g. one day Ideas grouped together for similarity. Attempts at third person writing. e.g. The wolf was hiding. Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was... Jack is... | Simple sentences, starting with a pronoun and a verb e.g. He went home Simple connectives are used to construct simple sentences e.g. and, but, then, so. | Year 1 ambitious vocabulary used Range of size adjectives used e.g. big, small Range of colour adjectives used e.g. red, blue Range of emotion words used e.g. sad, angry, cross Pronouns: I, she, he, they. Conjunctions: and, but, then, or, this Prepositions: up, down, in, into, out, to, onto Time connectives: first, then, next Once upon a time, one day, happily ever after | Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Join words and sentences using and/then. Tense Simple past tense 'ed'. | Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions. |
| Fact Files about a superhero | | | | |
| Text Level | Sentence Structure | Useful Vocabulary | Word Classes | |
| Ideas grouped together for similarity. Attempts at third person writing. e.g. The man was run over. Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were... | Simple connectives are used to construct simple sentences e.g. and, but, then, so. | ___ are... ___ is... They are... The different... This is a ___ There are ___ These can be grouped ___ | Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' Adjectives | |

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| | | | Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Join words and sentences using and/then. Tense Simple past tense 'ed'. |
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Narratives – Rescue Stories

Superpowers: Imagine that an everyday hero could develop superpowers to help them do their work. Consider what those superpowers might be. Perhaps a firefighter could shoot water blasts from his wrists, or an air ambulance hero could take off using her very own ankle jets – no helicopter needed. Brainstorm ideas about different emergency services using pictures and photographs for inspiration. Draw or use ICT tools to create a diagram and use captions and labels to annotate their drawing.

Personal Qualities and special powers: Write about their newly created real-life superhero, using a writing frame if needed. Compose their sentences, focusing on their hero's personal qualities and special powers. Describe the differences that they make to people's lives.

Rescue Stories: Write a fantasy story about a rescue carried out by their new hero. Talk about their ideas about who needs rescuing, where the rescue takes place and what happens. Think about how the hero will use their new special powers in the rescue and how the story ends.

Presenting our rescue stories: Finish their stories, reading aloud to check that their sentences make sense. Write a copy for presentation using ICT, exploring different fonts and colours, callouts (speech and thought bubbles) and downloaded images. Read their stories aloud to others, including other adults.

| Text Structure | Sentence Structure | Useful Vocabulary | Word Classes | Punctuation |
|---|--|---|--|--|
| Beginning or end of narrative signalled e.g. one day Ideas grouped together for similarity. Attempts at third person writing. e.g. The wolf was hiding. Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was... Jack is... | Simple sentences, starting with a pronoun and a verb e.g. He went home Simple connectives are used to construct simple sentences e.g. and, but, then, so. | Year 1 ambitious vocabulary used Range of size adjectives used e.g. big, small Range of colour adjectives used e.g. red, blue Range of emotion words used e.g. sad, angry, cross Pronouns: I, she, he, they. Conjunctions: and, but, then, or, this Prepositions: up, down, in, into, out, to, onto Time connectives: first, then, next Once upon a time, one day, happily ever after | Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Join words and sentences using and/then. Tense Simple past tense 'ed'. | Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions. |

Year 1 Spring 1

Sci Fi Narrative

Constellations Make star constellations in the shape of letters from different handwriting families and give them to a partner to trace or complete.

Sci Fi Read the beginning of a simple science-fiction story together and predict what might happen in the middle of the story. Discuss what might happen in the story from this point forward that would make it exciting for the reader or listener. Plan a version of the rest of the story using a similar structure to the one read in class. Create a pictorial story map for their versions and talk through the sequence of events with a partner and the teacher.

Illustrating our Stories: Complete their science-fiction stories by writing the middle and ending, referring back to the ideas and events on their story map. Check that they have used the correct punctuation and appropriate spacing between words. Write their stories on large pieces of paper using felt tip pens to add colourful illustrations.

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| Text Level | Sentence Structure | Useful Vocabulary | Word Classes | Punctuation |
| Beginning or end of narrative signalled e.g. one day Ideas grouped together for similarity. Attempts at third person writing. e.g. The wolf was hiding. Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was... Jack is... | Simple sentences, starting with a pronoun and a verb e.g. He went home Simple connectives are used to construct simple sentences e.g. and, but, then, so. | Year 1 ambitious vocabulary used Range of size adjectives used e.g. big, small Range of colour adjectives used e.g. red, blue Range of emotion words used e.g. sad, angry, cross Pronouns: I, she, he, they. Conjunctions: and, but, then, or, this Prepositions: up, down, in, into, out, to, onto Time connectives: first, then, next Once upon a time, one day, happily ever after | Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Join words and sentences using and/then. Tense Simple past tense 'ed'. | Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions. |
| Newspaper Report on Alien Spaceship Crashing in the playground | | | | |
| Text Level | Sentence Structure | Useful Vocabulary | Word Classes | Punctuation |
| Ideas grouped in sentences in time sequence. Attempts at third person writing. e.g. The man was run over. Beginning describes what happened | Simple connectives are used to construct simple sentences e.g. and, but, then, so. | On Monday... The accident... People felt... Happened Angry Upset First Next After When Then So But It was... | Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Join words and sentences using and/then. Tense Simple past tense 'ed'. | Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions. |
| Non Chronological Report – on space related topic e.g planet, astronauts aliens etc | | | | |
| Text Structure | Sentence Structure | Useful Vocabulary | Word Classes | |
| Ideas grouped together for similarity. Attempts at third person writing. e.g. The man was run over. Written in the appropriate tense. e.g. Sparrow's nest... | Simple connectives are used to construct simple sentences e.g. and, but, then, so. | ___ are... ___ is... They are... The different... This is a ___ | Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular. | |

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|-------------------|--|---|--|
| Dinosaurs were... | | There are ____ These can be grouped ____ | Ending added to verbs where there is change to root. Simple past tense 'ed' Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Join words and sentences using and/then. Tense Simple past tense 'ed'. |
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| Year 1 Spring 2 | | | | |
|--|--|---|--|--|
| Postcards | | | | |
| Text Level | Sentence Structure | Useful Vocabulary | Word Classes | Punctuation |
| Ideas grouped in sentences in time sequence. | Sentences using simple pronouns and connectives. | Dear From I like I went I saw It was My favourite They were There was Next Then First After And, but, so, when | Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Join words and sentences using and/then. Tense Simple past tense 'ed'. | Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions. |
| Weather Reports | | | | |
| Text Level | Sentence Structure | Useful Vocabulary | Word Classes | |
| Ideas grouped together in time sequence. Written in first person. Written in the past tense. Focused on individual or group participants e.g. I, we | Simple connectives are used to construct simple sentences e.g. and, but, then, so. | First Next After Finally The best part was The worst part was I liked I didn't like | Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions | |

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|----------------|--------------------|-------------------|--|
| | | | Join words and sentences using and/then. Tense Simple past tense 'ed'. |
| Lists | | | |
| Text Structure | Sentence Structure | Useful Vocabulary | Word Classes |
| | | | |

| Year 2 Summer 1 | | | | |
|--|---|---|--|--|
| Recounts of a special school journey into London | | | | |
| Text Level | Sentence Structure | Useful Vocabulary | Word Classes | |
| Ideas grouped together in time sequence. Written in first person. Written in the past tense. Focused on individual or group participants e.g. I, we | Simple connectives are used to construct simple sentences e.g. and, but, then, so. | First Next After Finally The best part was The worst part was I liked I didn't like | Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Join words and sentences using and/then. Tense Simple past tense 'ed'. | |
| Poems about London | | | | |
| Listen, discuss, respond | Understanding | Composition | Vocabulary, grammar and punctuation | Possible outcomes |
| Listen and discuss a wide range of poems - Link to own experiences - Join in with predictable phrases - Appreciate rhymes and poems and recite some by heart - Discuss word meanings - Discuss significance of title and events - Participate in discussions | Draw on background knowledge and vocabulary provided - Check text makes sense, correcting inaccurate reading - Infer and predict on the basis of what is said and done and has been ready so far - Explain understanding | Write sentences by: - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher. | Leaving spaces - Joining words and clauses using and - Capital letters for names of people, places, days of week and the I | Performing Performing rhymes and poems, including from other cultures Performing poems with repeated phrases Create and include actions Creating Group performance poetry with repeated patterns or lines List poems Free verse: based on experiences/objects/ places/feelings/curriculum links/senses etc. |

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|----------------|--------------------|--|--------------|--|
| | | The national curriculum talks about composing sentences and sequences of sentences. Children could compose lines of poems and sequences of lines | | Adding words/phrases/captions to images Generate rhyming words/phrases Use a scaffolding frame for creating poems All the above could be created as a shared/group write Consider having a poem/rhyme each week to learn/enjoy |
| Text Structure | Sentence Structure | Useful Vocabulary | Word Classes | Punctuation |

| Year 2 Summer 2 | | | | |
|--|---|---|--|--|
| <p>Instructions</p> <p>A day in the life of a zoo keeper Watch film clips about a day in the life of a zookeeper. Talk about the jobs they have to do and the animals they look after. Write a list of all the jobs they think a zookeeper might have to do and talk about which of those jobs they think would be the most and least fun.</p> <p>Drafting our ideas: Begin to write instructions for how to be a good zookeeper, using a simple instructions writing frame if needed. Speak their ideas out loud, first to a partner or adult to help them order and compose their sentences. Use the list of jobs as a reminder of all the things they need to do each day.</p> <p>Zoo Keeper Instructions: Write their instructions neatly onto a piece of paper, designing a decorative border showing all the different zoo animals. Label their zoo animals.</p> | | | | |
| Text Level | Sentence Structure | Useful Vocabulary | Word Classes | Punctuation |
| Ideas grouped in sentences in time sequence. Written in the imperative e.g. sift the flour. Use of numbers or bullet points to signal order. | Simple connectives are used to construct simple sentences e.g. and, but, then, so. Imperative verbs start sentences e.g. spread, slice, cut. Sentences do not include pronouns and are written impersonally | 1, 2, 3, 4, 5 First Next After Cut Move Fold Stir Colour Paint | Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Join words and sentences using and/then. Tense Simple past tense 'ed'. | Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions. |
| Booklets – About Tigers | | | | |

| Text Structure | Sentence Structure | Useful Vocabulary | Word Classes | |
|--|--|--|---|--|
| <p>Ideas grouped together for similarity. Attempts at third person writing. e.g. The man was run over. Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were...</p> | <p>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p> | <p>___ are... ___ is... They are... The different... This is a ___ There are ___ These can be grouped ___</p> | <p>Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Join words and sentences using and/then. Tense Simple past tense 'ed'.</p> | |
| <p>Fables Class Stories: Choose a popular domestic or pet animal and create a class story explaining how it got one of its unique features. Perhaps 'How the Rabbit Got Long Ears' or 'How the Dog Got His Bark'. Retell the class story in their own words using simple sentences.</p> <p>Writing Stories: Using their imaginary model animals made during the 'Imaginary pets' design and technology activity, think creatively about how they might have got their new patterns or colours. Write independently to tell a story about how their animal became 'just so'. Work in pairs to practise reciting their sentences aloud before writing them. Help each other to express their ideas clearly in writing.</p> <p>Sharing our Stories: Finish their stories and read them to a partner or small group. Make a poster to show how to care for their fantasy animal, explaining what it eats, where it likes to sleep, how to exercise it and how to keep it clean and safe.</p> | | | | |
| Text Structure | Sentence Structure | Useful Vocabulary | Word Classes | Punctuation |
| <p>Beginning or end of narrative signalled e.g. one day Ideas grouped together for similarity. Attempts at third person writing. e.g. The wolf was hiding. Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was... Jack is...</p> | <p>Simple sentences, starting with a pronoun and a verb e.g. He went home Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p> | <p>Year 1 ambitious vocabulary used Range of size adjectives used e.g. big, small Range of colour adjectives used e.g. red, blue Range of emotion words used e.g. sad, angry, cross Pronouns: I, she, he, they. Conjunctions: and, but, then, or, this Prepositions: up, down, in, into, out, to, onto Time connectives: first, then, next Once upon a time, one day, happily ever after</p> | <p>Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Join words and sentences using and/then. Tense Simple past tense 'ed'.</p> | <p>Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions.</p> |

