



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 (SATS)	Summer 2
Topic/Theme	Who's Afraid of the Big Bad Wolf?	Far From Home	Fire Fire!	Fire Fire!	Street Detectives	Fit Kids
Author/Poet	Rachel Bright	Selected authors	Edward Lear	Michael Bond	Selected authors	Jill Tomlinson
Class Novel/Collection of short stories/poems for learning	The Way Home for Wolf	Selected firework theme poems	The Jumblies	Paddington	Selected explanation texts and videos	The Owl Who Was Afraid of the Dark
Unit and Skills	<p>Y1-Y2 Bridging Unit – 6-8 weeks</p> <p>Reading Skills: Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently. Orally re-tell a range of stories. Identify and collect favourite words and phrases. Introduce and discuss words within the context of the text. Activate prior knowledge and raise questions. Develop understanding by answering who, what, when, where, why and how questions. Develop understanding of characters. Make inferences about characters and events using evidence from the text. Make predictions about what has been read so far. Make contributions to discussions. Listen and respond to contributions from others. Read a range of non-fiction texts which are structured in different ways. Identify how specific information is organised in a non-fiction text. Locate information from non-fiction texts.</p> <p>Writing Skills: Orally rehearse each sentence prior to writing. Develop a positive attitude to writing. Secure the use of full stops, capital letters, question marks and exclamation marks. Say, write and punctuate simple and compound sentences using and, but, so and or. (coordination) Plan and discuss what to write about Use past tense for narrative. Use text type features to write for a range of audiences: to inform, to entertain. Edit and improve own writing in relation to purpose. Proof read to check for errors in spelling, grammar and punctuation. Use commas to separate items in a list. Select, generate and effectively use adjectives. Select, generate and effectively use noun phrases. Make singular nouns plural using 's' and 'es' (Year 1)</p> <p>Bridging unit – Year 1 objectives can be used instead depending on the level of the class.</p>	<p>Unit: Story as a theme (3-4 weeks)</p> <p>Writing Skills Use sentences with different forms- exclamations, questions, statements. Select, generate and effectively use nouns. Select, generate and effectively use noun phrases for description. Add suffixes <i>-ful</i> or <i>-less</i> to create adjectives. Use past tense for writing narrative. Plan and discuss what to write about. Develop stamina for writing in order to write at length. Use specific text type features to write for a range of audiences and purposes. Write about fictional events. Edit and improve own writing in relation to audience and purpose.</p> <p>Reading Skills: Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories. Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. Use morphology to work out the meaning of unfamiliar words.. Make predictions based on what has been read so far. Explain and discuss their understanding, giving opinions and supporting with reasons. Sequence and discuss the main events in stories. Orally retell a wider range of stories. Make inferences about characters and events using evidence from the text.</p>	<p>Unit: Classic Poetry (1 week)</p> <p>Outcome: To learn and perform to others and add a new verse.</p> <p>Writing Skills: Use sentences with different forms: statement. Select, generate and effectively use verbs. Plan and discuss what to write about. Write simple poems based on models. Evaluate their writing with adults and peers. Read aloud their writing with intonation to make the meaning clear.</p> <p>Reading Skills Use tone and intonation when reading aloud. Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including classic poetry. Learn and recite a range of poems using appropriate intonation. Recognise use of repetitive language within a text or poem. Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. Make contributions in whole class and group discussion. Demonstrate understanding of texts by asking and answering <i>who, what, where, when, why, how</i> questions</p>	<p>Unit: Recounts- Letters (3-4 weeks)</p> <p>Writing Skills Write about real events Use subordination for time. Use the past tense. Select, generate and effectively use adjectives. Use suffix <i>-ly</i> to turn adjectives into adverbs.</p> <p>Reading Skills Participating in discussions about what is read to them, taking turns and listening to what others have to say. Discussing key vocabulary in the context of a text. Activating prior knowledge and raising questions e.g. what do we know? What have we learned? Discussing and sequencing the main events in stories.</p>	<p>Unit: Explanations (3-4 weeks)</p> <p>Writing Skills Use sentences with different forms: statement, question, exclamation. Use subordination for reason with 'because/so'. Plan and discuss what to write about e.g. text <i>mapping, collecting new vocabulary, key words and ideas</i>. Use specific text type features to write for a range of audiences and purposes e.g. <i>to explain</i>. Proofread to check for errors in spelling, grammar and punctuation.</p> <p>Reading Skills: Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. Read a range of non-fiction texts including information, explanations, instructions, recounts, reports. Discussing how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams. Activating prior knowledge and raising questions e.g. What do we know? What do we want to know? What have we learned? Demonstrating understanding of texts by asking and answering questions related to who, what, where, when, why, how.</p>	<p>Unit: Stories by the same author (3-4 weeks)</p> <p>Writing Skills Use subordination for time. Use apostrophes for possessive forms. Use past tense for narrative. Plan and discuss what to write about. Write about fictional events. Proofread to check for errors in spelling, grammar and punctuation. Read aloud their writing with intonation to make their meaning clear.</p> <p>Reading Skills: Listen to a range of texts at a level beyond that at which they can read independently including stories. Sequence and discuss the main events in stories. Introduce and discuss key vocabulary within the context of a text. Identify, discuss and collect favourite words and phrases. Make predictions using evidence from the text. Make inferences about characters and events using evidence from the text, e.g. what is a character thinking, saying and feeling? Make contributions in whole class and group discussion. Demonstrate understanding of texts by asking and answering questions related to who, what, where, then, why, how.</p>
Writing Opportunities:	-Wolf character poster -Information text based on a model	To write a selection of new letters from the meerkat.	To learn and perform to others and add a new verse.	To write a letter recounting Paddington's trip round London. To write a letter recounting the Great Fire of London.	To create an explanation poster about the life cycle of an animal.	Write a new chapter for one of the animal stories
Enrichment/ Cross Curricular:	Science: Habitats Geography: Continents (Arctic) Art: Learn about and draw like Jim Field the illustrator DT/Art/Computing: Design a new front cover	Science: Habitats Geography: Continents (Africa), map skills DT: Animal hand puppets Computing: Travel video	Art: Make Jumblies out of pegs.	Geography: Continents (South America) and map work	Science: Animal Survival topic	



Author/Poet	Selected poets	Kes Gray	Selected authors	John Foster	Pamela Butchart	Clare Foges
Class Novel/Collection of short stories/poems for learning	Variety of Bonfire Night themed poems	Selection of real leaflets 'You're Called What?'	Jack's Beanstalk Stinks, Prince Cinders, The Three Ninja Pigs	Dinosaur Rap	Wigglesbottom Primary Series	Kitchen Disco
Unit and Skills	<p>Unit: Poetry with a structure (Acrostic poems) (1 week)</p> <p>Writing Skills Say, write and punctuate simple and compound sentences using <i>and but</i> so or Plan and discuss what to write about. Use specific text type features to write for a range of audiences and purposes. Write simple poems based on models. Evaluate their writing with adults and peers. To spell correctly, distinguish between homophones and near-homophones.</p> <p>Reading Skills: Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. Read further common exception words, noting tricky parts. Listen to a range of texts at a level beyond that at which they can read independently including contemporary and classic poetry. Identify, discuss and collect favourite words and phrases. Make personal reading choices and explain reasons for choices. Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. Listen and respond to contributions from others.</p>	<p>Unit: Persuasive adverts (4weeks)</p> <p>Writing Skills Use present tense for persuasive adverts Select, generate and effectively use adjectives Use suffixes er and est to create adjectives. Use sentences with different forms: statement, question, command, exclamation Use commas to separate items in a list Plan and discuss what to write about. Use specific text type features to write for a range of audiences and purposes, e.g. to persuade. Edit and improve their own writing in relation to audience and purpose Evaluate their writing with adults and peers</p> <p>Reading Skills: Use tone and intonation when reading aloud. Listen to a range of texts at a level beyond that at which they can read independently, including non-fiction. Read a range of non-fiction texts Discuss how specific information is organised within a non-fiction text Identify, discuss and collect favourite words and phrases. Make personal reading choices and explain reasoning. Consider other points of view Demonstrate understanding of texts by asking and answering questions.</p>	<p>Unit: Traditional Tales with a Twist! (4 weeks)</p> <p>Writing Skills Say, write and punctuate simple and compound sentences using <i>and, but</i> Select, generate and effectively use verbs Use past tense for narrative Plan and discuss what to write about. Use specific text type features to write for a range of audiences and purposes. Write about fictional events. Proofread to check for errors in spelling, grammar and punctuation.</p> <p>Reading Skills: Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent. Listen to a range of texts at a level beyond that at which they can read independently including stories. Activate prior knowledge and raising questions. Make contributions in whole class and group discussion. Give opinions and supporting with reasons. Make personal reading choices and give reasons for choices. Make inferences about characters and events using evidence from the text.</p>	<p>Unit: Poetry as a theme- Dinosaur Poems (1 week)</p> <p>Writing Skills Select, generate and effectively use adjectives. Explore the progressive form of verbs in the present tense Write simple poems based on models. Edit and improve own writing in relation to audience and purpose.</p> <p>Reading Skills Listen, discuss and express views about a range of poems at a level beyond that at which they can read independently. Learn and recite a range of poems using appropriate intonation. Use tone and intonation when reading aloud. Participate in discussion about what is read to them, taking turns and listening to what others say. Make contributions in whole class and group discussion. Listen and respond to contributions from others. Make personal reading choices and explain reasons for choices.</p>	<p>Unit: Stories with a familiar setting (3-4 weeks)</p> <p>Writing Skills Select, generate and effectively use nouns. Use subordination for time using the word 'when'. Use commas in a list Plan and discuss what to write about. Use specific text type features to write for a range of audiences and purposes e.g. letters and narrative. Learn new ways of spelling phonemes for which one or more spellings are already known. Form lower-case letters of the correct size relative to one another. Use commas to separate items in a list.</p> <p>Reading Skills Listen to a range of texts at a level beyond that at which they can read independently including stories. Sequence and discuss the main events in stories. Identify, discuss and collect favourite words and phrases. Make predictions using evidence from the text. Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how. Make inferences about characters and events using evidence from the text e.g. what is a character thinking, saying and feeling? GD: Make comparisons between texts and with 'Worst Class in the World'</p>	<p>Unit: Poetry as a theme- Food (1 week) (Extra unit if needed)</p> <p>Writing Skills Select, generate and effectively use adjectives. Explore the progressive form of verbs in the present tense Write simple poems based on models. Edit and improve own writing in relation to audience and purpose.</p> <p>Reading Skills Listen, discuss and express views about a range of poems at a level beyond that at which they can read independently. Learn and recite a range of poems using appropriate intonation. Use tone and intonation when reading aloud. Participate in discussion about what is read to them, taking turns and listening to what others say. Make contributions in whole class and group discussion. Listen and respond to contributions from others. Make personal reading choices and explain reasons for choices.</p>
Writing Opportunities:	To create an acrostic poem about fireworks or a bonfire.	To create a persuasive poster/ leaflet advertising Knowsley Safari Park or advertising their own safari park that they have designed. (Depending on trip restrictions etc)	To write an innovated version based on an original tale.	Write an innovated verse for dinosaur poem and perform it to the class	To create an alternative short story about Wigglesbottom Primary School.	Write an innovated verse for the poem and perform it to the class.
Enrichment:	Art: Bonfire pictures using different materials	Science/ Geography: Knowsley Safari Park Trip or virtual classroom session.	Science: experiment to make a boat for the Gingerbread Man.	Dinosaur Augmented Reality book	Write to the author	Art: Make the fruit out of salt dough and paint.