


							Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5 and 6												
Topic	WWI	WWII	The Americas			Titanic						
Text types												
Fiction	Narrative Diary entry Letter	Diary entry Narrative	Narrative	Playscript narrative	Letter	Letter						
Non-fiction	Balanced argument Newspaper report	Biography Persuasive writing (information leaflet)	Explanation text Non-chronological report	Newspaper report debate	Persuasive writing (travel brochure)	Newspaper report						
Poetry			Narrative poetry	Imitation poetry								
Texts	War Horse by Michael Morpurgo <i>Storytime: The Fib and Other Stories</i> by George Layton	<i>Storytime: Goodnight Mister Tom</i> by Michelle Magorian	Yonder Mountain by Robert Bushyhead	Mr William Shakespeare's Plays by Marcia Williams	Spirit of the Titanic by Nicola Pierce							
Activities	Fiction - War Horse <ul style="list-style-type: none"> Letter to Capt. Nicholls narrative (Capt. Nicholls' death) Non-fiction: <ul style="list-style-type: none"> balanced argument (horses in WWI) 	Fiction: <ul style="list-style-type: none"> Newspaper Report (ceasefire) Non-fiction <ul style="list-style-type: none"> Explanation text: advice for evacuees <i>double page</i> Biography/Autobiography (Churchill/Ann Frank) 	Fiction: <ul style="list-style-type: none"> Modern Quest - Yonder Mountain Narrative: Alma Non-Fiction: <ul style="list-style-type: none"> Explanation text: the ball game (Maya) 	Fiction - Macbeth <ul style="list-style-type: none"> Macbeth diary entry Poetry: adapted witches' spell Non-Fiction: <ul style="list-style-type: none"> Macbeth's death newspaper article trial of Macbeth debate 	Fiction - Spirit of the Titanic <ul style="list-style-type: none"> Letter/Diary/News Report free choice (Samuel's death) Non-fiction: Titanic <ul style="list-style-type: none"> Travel brochure –1st class accommodation 	Fiction - Spirit of the Titanic <ul style="list-style-type: none"> Passenger journal <i>double page</i> Non-fiction: Titanic <ul style="list-style-type: none"> newspaper report (maiden voyage) 						
Spelling and Phonics	Year 6: suffixes Year 5: silent letters b and t -ible -able	Year 6: sh sound (ti, ci, si, ssi) silent letters Year 5: -ibly, -ably -ent -ence Ee sound (ei)	Year 6: spelling ei and ie -ible, -able Plural nouns Year 5: -ant, -ance, -ancy Shus spelt -cious Shus spelt - tious Shul spelt -cial, -tial	Year 6: letter string ough Homophones Hyphens Common mistakes Year 5: letter string ough Homophones	National Curriculum word list year 5/6	National Curriculum word list year 3/4						
Grammar	Fronted adverbials Clause types Commas for clauses Word class Subject, verb, object Speech punctuation Headings/subheadings	Passive voice Imperative Expanded noun phrases Relative clauses Modal verbs Bullet point and colon Formality	Synonym/antonym Hyphen Cohesion and ambiguity Passive voice Topic sentences	Subjunctive Commas, dashes, brackets Semi-colon and colon for division Prepositional phrases	Revision and application of previously-taught features	Revision and application of previously-taught features						
Year 3 and 4												
Topic												
Text types												
Fiction	Setting description Diary entry	Letter Play-script	Adventure Story Diary Entry	narrative	Descriptive writing Story writing							
Non-fiction	Persuasive writing Newspaper report	Non-chronological report	Survival Guide	Balanced argument	Writing to inform	Report writing biography Explanation texts about Mummification						
Poetry												
Texts	Escape from Pompeii	The Last Viking	The Wizard of Oz	The Railway Children	Room 13	Pharaoh's Fate						

Curriculum Map A

	Roman Invasion (My Story)	Who were the Vikings? Vikings Eyewonder DK				
Activities	Visitor leaflet persuading people to visit Pompeii			Write the next chapter of the story-plot Balanced argument about rail travel	Describe a horror/suspense setting Information Leaflet about Whitby	Write a crime report Biography of Howard Carter
Spelling and Phonics	Year 3: prefixes dis-, in-, im-, Suffixes -ous, -ly Year 4: prefix mis-, auto- Revising un-, in-, dis- Zhuh spelt -sure Suffix -ly	Year 3: word ending -ture Adding -ation to form nouns C spelt ch Sh spelt ch Year 4: prefix inter- Ay spelt eigh, ei, ey Words ending -ous S spelt sc	Year 3: suffixes -ion, -ian Prefixes re-, anti- Year 4: zhun spelt -sion Prefixes il-, un-, in-, mis-, dis- C spelt -que; g spelt -gue Prefix ir- to words beginning r	Year 3: prefix super-, sub- Homophones Short i spelt y Year 4: suffix -ion Short u spelt ou Homophones Possessive apostrophes for plurals	National Curriculum word list year 3/4	National Curriculum word list year 3/4
Grammar	<i>Revisit Y2 Full stops, capital letters, question marks and exclamation marks commas within lists</i> To use a range of simple conjunctions (including some subordination) when, before, after, while, so, because <i>As well as those from Y2 when, if, that, because and co-ordination or, and, but</i>	Apostrophes to show possession and to form contractions	Prepositions- before, after, during, in Conjunctions expressing time, place and cause- when, before, after, while Adverbs- then, next, soon, thereafter	Add inverted commas to mark direct speech Paragraphing	Expanded noun phrases Fronted Adverbials Commas to mark clauses	Conjunctions expressing time, place and cause- when, before, after, while Adverbs- then, next, soon, thereafter prepositions- before, after, during, in

Year 1 and 2

Topic	My local Area	Transport	Sensational Safari	Toys and Games	Captain Cook	Pirates Ahoy!
	Text types					
Fiction	Fairy tale	Diary entry	Tales from Other Cultures	Comics (Science Fiction/Horror)	Historical	Adventure
Non-fiction	Lists, Labels and Captions Instructions Diary	Non-Chronological Report Instructions	Persuasive Leaflet Persuasive Letter	Explanation Text (based on a fiction book) Instructions	Recount (Museum Visit)	Pirates – Non Chronological
Poetry			Hennings		List Poems	Pirate Poems
Texts	Picture books selected from the class library	Awesome Animal Stories compiled by Elizabeth Holland	How Elephant Got its Trunk (Tinga Tales) Dear Zoo Dear Green Peace	Monsters: An Owner’s Guide Comics from Bug Club	Meet Captain Cook	Peter Pan
Activities	Fiction: <ul style="list-style-type: none"> King Wanted Poster Story Writing Non-fiction <ul style="list-style-type: none"> Make a lance/horse How to joust like a knight Diary of a Squire 	Fiction: <ul style="list-style-type: none"> Story writing – PatP Setting Non-fiction <ul style="list-style-type: none"> Non-Chronological report about Castles 	Fiction: <ul style="list-style-type: none"> Write own How an animal got a... Create their own mixed up animal Non-fiction <ul style="list-style-type: none"> Leaflet to visit Kenya Letter to persuade Mrs 	Fiction: <ul style="list-style-type: none"> Create a comic then convert into a story. Non-fiction <ul style="list-style-type: none"> How to look after a toy monster 	Fiction: <ul style="list-style-type: none"> Character Description Setting Story writing (based on fact) Non-fiction <ul style="list-style-type: none"> Recount of museum visit 	Fiction: <ul style="list-style-type: none"> Setting (Holiday Brochure) Character Description Story Writing based on Peter Pan Non-fiction <ul style="list-style-type: none"> Pirate Jobs (Advert) Non-Chronological
Spelling and Phonics	Phonics: Recap of Phase 3 Phase 4: Adjacent Consonants Phase 5:	Phonics: Alternative oa Alternative oo Alternative or Alternative ur	Phonics: Zh, Alt Alternative ee Alternative igh	 Phonics (with focus on spelling): Alternative oa Alternative oo Alternative or Alternative ur	Phonics: ere/eer, are/ear c, k, ck, ch ce/ci/cy and sc/stl se ge/gi/gy, dge	Phonics: Phase 6: Suffix -ing -ed Suffix -s -es Prefix re- un-

	Zh, wh, ph Alternative ai Alternative ee Alternative igh	Ou, oy		Ou, oy	le, mb, kn/gn, wr tch, sh, ea, (w)a o	
Grammar	Y1: Capital Letters Full Stops Finger Spaces Writing a simple sentence Adjectives Commands Y2: Recap of Y1 (conjunctions for coordination, ! and ?) Expanded Noun Phrases Commands	Y1: Capital Letters Full Stops Finger Spaces Using and, but and or Adjectives ?, ! Y2: Subordination (when/because) Expanded Noun Phrases Commas in a List Exclamation Sentences	Y1: Capital Letters Full Stops Finger Spaces Using and, but and or Adjectives ?, ! Y2: Adverbs Subordination (if, that) Expanded Noun Phrases Commas in a List	Y1: Capital Letters Full Stops Finger Spaces Using and, but and or Adjectives ?, ! Y2: Subordination (which) Expanded Noun Phrases Commas in a List ? and !	Y1: Consolidation of all features taught Y2: Consolidation of all features taught and Apostrophe for contraction and singular possession.	Y1: Consolidation of all features taught Y2: Consolidation of all features taught and Apostrophe for contraction and singular possession.
Foundation Stage						
Topic	Autumn All Around Us	It's Cold Outside	It's a Kind of Magic	Once Upon a Time...	Coast to Coast	It's a Wonderful World!
Focus Texts (including Fiction, Poetry and Non-Fiction)	<ul style="list-style-type: none"> The Little Red Hen (Fiction) The Scarecrows' Wedding (Fiction) Awesome Autumn (Non-Fiction) 	<ul style="list-style-type: none"> The Magic Sky (Fiction) Out and About: A First Book of Poems by Shirley Hughes (Poetry) One Snowy Night (Fiction) The Snowman (Fiction) 	<ul style="list-style-type: none"> Room on the Broom (Fiction) Magic Porridge Pot (Fiction) Cinderella (Fiction) 	<ul style="list-style-type: none"> The Gingerbread Man (Fiction) The Three Billy Goats Gruff (Fiction) Each Peach Pear Plum (Fiction) 	<ul style="list-style-type: none"> The Lighthouse Keeper's Lunch (Fiction) Somebody Swallowed Stanley (Fiction) The Snail and the Whale (Fiction) 	<ul style="list-style-type: none"> We're Going on a Bear Hunt (Fiction) (Royal Horticultural Society) How Does a Butterfly Grow? (Non-Fiction) The World Around Me (fold out book) (Non-Fiction)
Nursery Rhymes/Rhymes and Songs	<ul style="list-style-type: none"> Rain, Rain Go Away Doctor Foster Dingle, Dangle Scarecrow Five Little Ducks 	<ul style="list-style-type: none"> Here We Go Round the Mulberry Bush I Hear Thunder I'm a Little Snowman Five Christmas Puddings (in a Bakers' Shop) 	<ul style="list-style-type: none"> This is My Magic Wand Incy Wincy Spider Five Little Speckled Frogs 	<ul style="list-style-type: none"> Hot Cross Buns (Easter) Jack and Jill Little Bo Peep Humpty Dumpty 	<ul style="list-style-type: none"> Row, Row, Row Your Boat 1,2,3,4,5 (Once I Caught a Fish Alive) London Bridge is Falling Down I Had a Little Turtle 	<ul style="list-style-type: none"> The Grand Old Duke of York The Wheels on the Bus Horsey, Horsey
Additional Texts to support Understanding the World or Expressive Art and Design sessions <u>ALSO SEE BAKING/COOKING/FOOD PREPARATION ACTIVITIES FOR ADDITIONAL NON-FICTION TEXTS (RECIPE BOOKS)</u>	<ul style="list-style-type: none"> Awesome Autumn (Non-Fiction- also used in Literacy sessions) 	Secrets of Winter. A shine-a-Light Book by Carron Brown and Georgina Tee (Non-Fiction)		<ul style="list-style-type: none"> A Book of Bridges. Here to There and Me to You (Cheryl Keely) (Non-Fiction) Illustrators Annual 2020 by Bologna Children's Book Fair (Non-Fiction) 	<ul style="list-style-type: none"> gracedarling.co.uk (History- non-fiction) 	<ul style="list-style-type: none"> (Royal Horticultural Society) How Does a Butterfly Grow? (Non-Fiction- History and Science) The World Around Me (fold out book) (Non-Fiction- Geography) Collage Workshop for Kids. The Eric Carle Museum by Shannon Merenstein (Non-Fiction-Art) The Very Hungry Caterpillar (Fiction- Art) 101 Things for Kids to Do Outside (Non-Fiction- DT)

<p>Writing Focus</p>	<ul style="list-style-type: none"> • Introduction to words- i.e. words are constructed of sounds. Letters can represent these sounds) • Labels (using phoneme frames to support) • Labels (cvc words) • Lists (using phoneme frames to support) • Writing their name 	<ul style="list-style-type: none"> • Lists (cvc words) • Introduction to captions (introducing finger spaces- what is a word/what is a sentence?) • Introducing simple adjectives within captions (e.g. red dog) • Lists and labels containing an adjective and a noun 	<ul style="list-style-type: none"> • Captions (representing sounds using graphemes, digraphs and trigraphs and application of finger spaces to separate words with support). 	<ul style="list-style-type: none"> • Captions (focus on consistent finger spaces to separate words) 	<ul style="list-style-type: none"> • Simple sentences (consistent finger spaces, application of graphemes, digraphs and trigraphs as appropriate to phonic stage and application of common irregular/common exception words as appropriate) 	<p>Simple sentences (consistent finger spaces, application of graphemes, digraphs and trigraphs as appropriate to phonic stage and application of common irregular/common exception words as appropriate)</p> <ul style="list-style-type: none"> • Full stops and capital letters
<p>Activities</p>						
<p>*** May need to do oral blending and segmenting activities before Drawing Club sessions can begin, as appropriate to class ability.</p> <ul style="list-style-type: none"> • CHARACTER-Begin with modelling initial sounds of character. • Move onto modelling cvc words with phoneme frames. Label parts of the character then draw that part e.g. leg (then draw an exciting leg) 'hed' (then draw an exciting head etc). • Move onto modelling cvc words without phoneme frames. • Moving onto lists with and then without phoneme frames (writing each bit of the list before drawing it and then moving on to writing the next element of the list before drawing it) • Moving onto 2 word labels- adjective and noun. • SETTING-Begin with modelling initial sounds of setting. • Move onto modelling cvc words with phoneme frames. Label parts of the setting then draw that part e.g. bed (then draw an exciting bed) 'bin' (then draw an exciting bin etc). • Move onto modelling cvc words without phoneme frames. • Moving onto lists with and then without phoneme frames (writing each bit of the list before drawing it and then moving on to writing the next element of the list before drawing it) • Moving onto 2 word labels- adjective and noun. • STORY DREAMING-Begin with modelling initial sounds of the exciting thing/machine/event. • Move onto modelling cvc words with phoneme frames. Label parts of the exciting thing/machine/event then draw that part e.g. bed (then draw an exciting bed) 'bin' (then draw an exciting bin etc). • Move onto modelling cvc words without phoneme frames. • Moving onto lists with and then without phoneme frames (writing each bit of the list before drawing it and then moving on to writing the next element of the list before drawing it) • Moving onto 2 word labels- adjective and noun. 	<p>CHARACTER- focus on simple captions about the character. Draw the character first then write a caption about it, then change the picture/make something happen to the picture based on the caption (caption could just be magic words in the form of a caption that make something happen to the character - the caption does not necessarily have to relate to the character.)</p> <p>SETTING- focus on simple captions about the setting. Draw the setting first then write a caption about it, then change the picture/make something happen to the picture based on the caption (caption could just be magic words in the form of a caption that make something happen to the setting - the caption does not necessarily have to relate to the setting.)</p> <p>STORY DREAMING- focus on simple captions about the thing/machine/event. Draw the picture first then write a caption about it, then change the picture/make something happen to the picture based on the caption (caption could just be magic words in the form of a caption that make something happen to the thing/machine/event - the caption does not necessarily have to relate to the thing/machine/event.)</p>	<p>CHARACTER- follow process of draw the character. Write a sentence about it (when appropriate moving on to longer sentences that include 'and' etc), then draw another part of the picture/make something happen to the picture that relates to that sentence. Then model another sentence about the character, followed by adding another part of the picture/something else happening to the picture and so on.</p> <p>SETTING- follow process of draw the setting, write a sentence about it (could be longer sentences that include 'and' etc), then draw another part of the picture/make something happen to the picture that relates to that sentence. Then model another sentence about the setting, followed by adding another part of the picture/something else happening to the picture and so on.</p> <p>STORY DREAMING- follow process of draw the thing/machine/event, write a sentence about it (could be longer sentences that include 'and' etc), then draw another part of the picture/make something happen to the picture that relates to that sentence. Then model another sentence about the thing/machine/event, followed by adding another part of the picture/something else happening to the picture and so on.</p>				
<p>Spelling, Phonics and Listening and Attention</p>	<p>Nursery- Early Talk Boost- (listening, attention and language use focus)</p> <p>Reception-Phase 1 consolidation (e.g. alliteration and oral blending and segmenting) And Phase 2: s,a,t,p,l,n,m,d</p> <ul style="list-style-type: none"> • 	<p>Nursery: Environmental sounds, instrumental sounds, body percussion and voice sounds</p> <p>Reception: Phase 2: g,o,c,k,ch,e,u,r,h,b,f,ff,l,ll,ss,</p> <ul style="list-style-type: none"> • and, to, the, no, go, l, into 	<p>Nursery: Environmental sounds, instrumental sounds, body percussion, voice sounds and rhythm and rhyme</p> <p>Reception: Phase 3: j,v,w,x,y,z,zz,qu,ch,sh,th,ng,</p> <ul style="list-style-type: none"> • me, be, he, my, by, she, they 	<p>Nursery: Rhythm and rhyme, alliteration and voice sounds</p> <p>Reception: Phase 3: ai,ee,igh,oa,oo,oo, ar,or,ur,ow,oi,</p> <ul style="list-style-type: none"> • we, are, you 	<p>Nursery: Voice sounds and alliteration</p> <p>Reception: Phase 3/4 (adjacent consonants): ear,air, ure,er,</p> <ul style="list-style-type: none"> • all, was, give, live, said, have, like, so, do 	<p>Nursery: Voice sounds and oral blending and segmenting</p> <p>Reception: Consolidation of Phase 3 and Phase 4 (adjacent consonants): some, come, were, there, little, one, when, out, what</p>
<p>Grammar (Reception)</p>	<ul style="list-style-type: none"> • Letter formation • Representing sounds with letters 	<ul style="list-style-type: none"> • Letter formation • Representing sounds with letters and digraphs 	<p>Representing sounds using graphemes, digraphs and trigraphs and application of</p>	<p>Consistent finger spaces to separate words</p>	<p>Simple sentences (consistent finger spaces, application of graphemes,</p>	<ul style="list-style-type: none"> • Simple sentences (consistent finger spaces, application of

			Introducing finger spaces to separate words	finger spaces to separate words with support		digraphs and trigraphs as appropriate to phonic stage and application of common irregular/common exception words as appropriate)	graphemes, digraphs and trigraphs as appropriate to phonic stage and application of common irregular words/common exception words as appropriate) Full stops and capital letters
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								Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2						
Curriculum Map B								Year 5 and 6											
								Topic	Ancient Greece		Greece today		The River Tees		Mountains		The Great Outdoors		
								Text types											
								Fiction	Narrative		Playscript Diary entry		Narrative		Narrative		Diary entry Narrative		
								Non-fiction	Newspaper report		Newspaper report Balanced argument		Non-chronological report		Persuasive writing Biography		Information texts		Persuasive writing
								Poetry	Slam poetry				Free verse						Classical poems
								Texts	The White Horse of Zennor by Michael Morpurgo		Mr William Shakespeare's Plays by Marcia Williams						Running on the Roof of the World by Jess Butterworth		
								Activities	Fiction - Modern Myths and Legends: The Giant's Necklace playscript Fiction - Ancient Myths and Legends: Adventures of Odysseus narrative Non-fiction: The Giant's Necklace newspaper report		Fiction - Shakespeare's The Tempest: <ul style="list-style-type: none"> diaries – Ariel/Antonio Fiction: A Christmas Carol <ul style="list-style-type: none"> Scrooge's diary: meeting Marley's ghost Letters to and from Scrooge/Bob Cratchett/Mrs Cratchett Non-fiction: <ul style="list-style-type: none"> newspaper report – Prospero returns 		Poetry forms: <ul style="list-style-type: none"> acrostic Haiku kennings cinquain free-verse (Magic Box) Non-Fiction: non-chronological report (river mammals) Fiction: Contre-temps narrative and dialogue		Fiction - Science Fiction narrative and dialogue Non-Fiction: <ul style="list-style-type: none"> Persuasive writing (WaterAid appeal) Biography (Ralph Ward Jackson) 		Fiction – Running on the Roof of the World email: greetings from Tibet narrative: The legend of the Snow Lion Non-fiction: <ul style="list-style-type: none"> information poster: living under occupation 		Poetry: learn and recite classical poems Non-fiction: Persuasive writing: look after your local area poster campaign
								Spelling and Phonics	Year 6: suffixes Year 5: silent letters b and t -ible -able		Year 6: sh sound (ti, ci, si, ssi) silent letters Year 5: -ibly, -ably -ent -ence Ee sound (ei)		Year 6: spelling ei and ie -ible, -able Plural nouns Year 5: -ant, -ance, -ancy Shus spelt -cious Shus spelt – tious Shul spelt -cial, -tial		Year 6: letter string ough Homophones Hyphens Common mistakes Year 5: letter string ough Homophones		National Curriculum word list year 5/6		National Curriculum word list year ¾
								Grammar	Fronted adverbials Clause types		Passive voice Imperative		Synonym/antonym Hyphen		Subjunctive Commas, dashes, brackets		Revision and application of previously-taught features		Revision and application of previously-taught features

	Commas for clauses Word class Subject, verb, object Speech punctuation Headings/subheadings	Expanded noun phrases Relative clauses Modal verbs Bullet point and colon Formality	Cohesion and ambiguity Passive voice Topic sentences	Semi-colon and colon for division Prepositional phrases		
Year 3 and 4						
Topic	Victorians	Entertainment through the ages	Rainforests	Chocolate	Stone Age	All around the world
Text types						
Fiction	Diary Letter writing to persuade Story	Playscript Story writing	Descriptive writing	Writing to persuade	Narrative	diary
Non-fiction	Non-chronological report	Report writing	Balanced argument	Newspaper report	Non-chronological report	Writing to inform
Poetry			Rainforest poetry			
Texts	Street Child		The Jungle Book	Charlie and the Chocolate Factory	Stone Age Boy	Around the World in Eighty Days
Activities	diary entry as Jim about being forced out of their home Letter to Mr Spinks pleading for mercy Information text	film review playscript based on a short film narrative based on a Christmas advert	Debate about conserving the environment Character description	Newspaper report about finding the golden ticket Writing an advert	adventure story non-chronological report	Diary entry Information text
Spelling and Phonics	Year 3: prefixes dis-, in-, im-, Suffixes -ous, -ly Year 4: prefix mis-, auto- Revising un-, in-, dis- Zhuh spelt -sure Suffix -ly	Year 3: word ending -ture Adding -ation to form nouns C spelt ch Sh spelt ch Year 4: prefix inter- Ay spelt eigh, ei, ey Words ending -ous S spelt sc	Year 3: suffixes -ion, -ian Prefixes re-, anti- Year 4: zhun spelt -sion Prefixes il-, un-, in-, mis-, dis- C spelt -que; g spelt -gue Prefix ir- to words beginning r	Year 3: prefix super-, sub- Homophones Short I spelt y Year 4: suffix -ion Short u spelt ou Homophones Possessive apostrophes for plurals	National Curriculum word list year ¾	National Curriculum word list year ¾
Grammar	Sentence punctuation Determiners Apostrophes for possession Fronted adverbials prepositions	Conjunctions Fronted adverbials Adjectives to describe quality Use of commas Speech punctuation	Speech punctuation Conjunctions Using a range of openers	Adverbials Imperative Expanded noun phrases Verb forms	Commas to mark clauses Commas in a list Speech punctuation Prepositions Verb forms	Adverbs Adverbials Verb forms Expanded noun phrases
Year 1 and 2						
Topic	Dragons	Great Fire of London	History of Greatham CofE Primary School	Food and Farming	Kings and Queens	The World
Text types						
Fiction	Familiar Setting/Fantasy	Historical	Explanation	Adventure	Fairytales	Story Writing
Non-fiction	Lists, Labels and Captions Instructions Personal Letter	Non-Chronological Report Diary	Explanation Texts Persuasive Leaflet	Recount (Farm Visit) Persuasive Advert (Dips)	Letter to the King	Persuasive Letter
Poetry		Acrostic Poems London's Burning		Shape Poem		Tongue Twisters
Texts	The Boy Who Grew Dragons The Dragon Machine When the Dragons Came	Toby and the Great Fire of London	The Teacher Pleaser	Fantastic Mr. Fox Farmer Duck	Snow White Forgetful Snow White	Festivals Around the World
Activities	Fiction: Story Writing	Non-fiction	Persuasive prospectus about Greatham School		Write an alternative version of Snow White	Persuasive Letter Story Writing

	Non-fiction: How to make a pipe cleaner dragon How to catch a dragon Letter to China	Write a diary as a child in London in 1666 Non-chronological report about TGFoL	Create the teacher of the future		Write a letter to The Queen	
Spelling and Phonics	Phonics: Recap of Phase 3 Phase 4: Adjacent Consonants Phase 5: Zh, wh, ph Alternative ai Alternative ee Alternative igh	Phonics: Alternative oa Alternative oo Alternative or Alternative ur Ou, oy	Phonics (with focus on spelling): Zh, wh, ph Alternative ai Alternative ee Alternative igh	Phonics (with focus on spelling): Alternative oa Alternative oo Alternative or Alternative ur Ou, oy	Phonics: ere/eer, are/ear c, k, ck, ch ce/ci/cy and sc/stl se ge/gi/gy, dge le, mb, kn/gn, wr tch, sh, ea, (w)a o	Phonics: Phase 6: Suffix -ing -ed Suffix -s -es Prefix re- un-
Grammar	Y1: Capital Letters Full Stops Finger Spaces Writing a simple sentence Adjectives Commands Y2: Recap of Y1 (conjunctions for coordination, ! and ?) Expanded Noun Phrases Commands	Y1: Capital Letters Full Stops Finger Spaces Using and, but and or Adjectives ?, ! Y2: Subordination (when/because) Expanded Noun Phrases Commas in a List Exclamation Sentences	Y1: Capital Letters Full Stops Finger Spaces Using and, but and or Adjectives ?, ! Y2: Adverbs Subordination (if, that) Expanded Noun Phrases Commas in a List	Y1: Capital Letters Full Stops Finger Spaces Using and, but and or Adjectives ?, ! Y2: Subordination (which) Expanded Noun Phrases Commas in a List ? and !	Y1: Consolidation of all features taught Y2: Consolidation of all features taught and Apostrophe for contraction and singular possession.	Y1: Consolidation of all features taught Y2: Consolidation of all features taught and Apostrophe for contraction and singular possession.
Foundation Stage						
Topic	All Creatures Great and Small	Come and Join the Celebration	Dinosaur Explorers	IF You go Down to the Woods...	It's Time for a Change	Planet Earth
Text types						
Focus Texts (including Fiction, Poetry and Non-Fiction)	<ul style="list-style-type: none"> The Three Little Pigs (Fiction) The Great Pet Sale (Fiction) The Tiger Who Came to Tea (Fiction) 	<ul style="list-style-type: none"> Guy Fawkes For Kids: The Gunpowder Plot of 1605 (Non-Fiction) OR DRAWING CLUB Out and About: A First Book of Poems by Shirley Hughes (Poetry) Ten Rules of the Birthday Wish (Fiction) The Jolly Christmas Postman (Fiction) 	<ul style="list-style-type: none"> How to Look After Your Dinosaur (Jason Cockroft) (Fiction) Dear Dinosaur (Chae Strathie) (Fiction) Lift-the-Flap Questions and Answers About Dinosaurs (Non-Fiction) 	<ul style="list-style-type: none"> Goldilocks and the Three Bears (Fiction) Little Red Riding Hood (Fiction) Hansel and Gretel (Fiction) 	<ul style="list-style-type: none"> Jack and the Beanstalk (Fiction) The Growing Story by Helen Oxenbury (Fiction) <ul style="list-style-type: none"> Egg to Chicken by Holly Duhig (Non-Fiction) 	<ul style="list-style-type: none"> Whatever Next (Fiction) Emma Jane's Aeroplane (Fiction) Here We Are (Fiction)
Nursery Rhymes/Rhymes and Songs	<ul style="list-style-type: none"> Old McDonald Had a Farm Mary Had a Little Lamb Hickory Dickory Dock This Little Piggy Went to Market 	<ul style="list-style-type: none"> If You're Happy and You Know It Pat-a-Cake, Pat-a-Cake Baker's Man There's Something Special Going On Five Currant Buns 	<ul style="list-style-type: none"> Dinosaur Hokey-Cokey 1 Little, 2 Little, 3 Little Dinosaurs <ul style="list-style-type: none"> Dinosaur, Dinosaur Turn Around 	<ul style="list-style-type: none"> See the Little Bunnies When Goldilocks Went to the House of the Bears <ul style="list-style-type: none"> Teddy Bear Teddy Bear Turn Around 	<ul style="list-style-type: none"> Wind the Bobbin Up Mary, Mary Quite Contrary Heads, Shoulders, Knees and Toes Chick, Chick Chicken 	<ul style="list-style-type: none"> Hey Diddle Diddle Twinkle Twinkle Little Star 5 Little Men in a Flying Saucer

<p>Additional Texts to support Understanding the World or Expressive Art and Design sessions</p> <p><u>ALSO SEE BAKING/COOKING/FOOD PREPARATION ACTIVITIES FOR ADDITIONAL NON-FICTION TEXTS (RECIPE BOOKS)</u></p>	<ul style="list-style-type: none"> Animal Homes (by Libby Walden) (Non-Fiction) 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Lift-the-Flap Questions and Answers About Dinosaurs (Non-Fiction) 	<ul style="list-style-type: none"> RSPB First Book of Trees by Derek Niemann (non-fiction) 101 Things for Kids to Do Outside (non-fiction) 	<ul style="list-style-type: none"> Tree: Seasons Come, Seasons Go (Non-Fiction) 101 Things for Kids to Do Outdoors ((Non-Fiction) A Chair for Baby Bear (Fiction) 	<p>Hello World! Moon Landing by Jill McDonald (Non-fiction)</p>
<p>Writing Focus</p>	<ul style="list-style-type: none"> Introduction to words- i.e. words are constructed of sounds. Letters can represent these sounds) Labels (using phoneme frames to support) Labels (cvc words) Lists (using phoneme frames to support) Writing their name 	<ul style="list-style-type: none"> Lists (cvc words) Introduction to captions (introducing finger spaces- what is a word/what is a sentence?) Introducing simple adjectives within captions (e.g. red dog) Lists and labels containing an adjective and a noun 	<p>Captions (representing sounds using graphemes, digraphs and trigraphs and application of finger spaces to separate words with support).</p>	<p>Captions (focus on consistent finger spaces to separate words)</p>	<p>Simple sentences (consistent finger spaces, application of graphemes, digraphs and trigraphs as appropriate to phonic stage and application of common irregular/common exception words as appropriate)</p>	<ul style="list-style-type: none"> Simple sentences (consistent finger spaces, application of graphemes, digraphs and trigraphs as appropriate to phonic stage and application of common irregular words/common exception words as appropriate) Full stops and capital letters
<p>DRAWING CLUB</p>						
<p>Activities</p>	<p>*** May need to do oral blending and segmenting activities before Drawing Club sessions can begin, as appropriate to class ability.</p> <ul style="list-style-type: none"> CHARACTER-Begin with modelling initial sounds of character. Move onto modelling cvc words with phoneme frames. Label parts of the character then draw that part e.g. leg (then draw an exciting leg) 'hed' (then draw an exciting head etc). Move onto modelling cvc words without phoneme frames. Moving onto lists with and then without phoneme frames (writing each bit of the list before drawing it and then moving on to writing the next element of the list before drawing it) Moving onto 2 word labels- adjective and noun. SETTING-Begin with modelling initial sounds of setting. Move onto modelling cvc words with phoneme frames. Label parts of the setting then draw that part e.g. bed (then draw an exciting bed) 'bin' (then draw an exciting bin etc). Move onto modelling cvc words without phoneme frames. Moving onto lists with and then without phoneme frames (writing each bit of the list before drawing it and then moving on to writing the next element of the list before drawing it) Moving onto 2 word labels- adjective and noun. STORY DREAMING-Begin with modelling initial sounds of the exciting thing/machine/event. 		<p>CHARACTER- focus on simple captions about the character. Draw the character first then write a caption about it, then change the picture/make something happen to the picture based on the caption (caption could just be magic words in the form of a caption that make something happen to the character - the caption does not necessarily have to relate to the character.)</p> <p>SETTING- focus on simple captions about the setting. Draw the setting first then write a caption about it, then change the picture/make something happen to the picture based on the caption (caption could just be magic words in the form of a caption that make something happen to the setting - the caption does not necessarily have to relate to the setting.)</p> <p>STORY DREAMING- focus on simple captions about the thing/machine/event. Draw the picture first then write a caption about it, then change the picture/make something happen to the picture based on the caption (caption could just be magic words in the form of a caption that make something happen to the thing/machine/event - the caption does not necessarily have to relate to the thing/machine/event.)</p>		<p>CHARACTER- follow process of draw the character. Write a sentence about it (when appropriate moving on to longer sentences that include 'and' etc), then draw another part of the picture/make something happen to the picture that relates to that sentence. Then model another sentence about the character, followed by adding another part of the picture/something else happening to the picture and so on.</p> <p>SETTING- follow process of draw the setting, write a sentence about it (could be longer sentences that include 'and' etc), then draw another part of the picture/make something happen to the picture that relates to that sentence. Then model another sentence about the setting, followed by adding another part of the picture/something else happening to the picture and so on.</p> <p>STORY DREAMING- follow process of draw the thing/machine/event, write a sentence about it (could be longer sentences that include 'and' etc), then draw another part of the picture/make something happen to the picture that relates to that sentence. Then model another sentence about the thing/machine/event, followed by adding another part of the picture/something else happening to the picture and so on.</p>	

		<ul style="list-style-type: none"> Move onto modelling cvc words with phoneme frames. Label parts of the exciting thing/machine/event then draw that part e.g. bed (then draw an exciting bed) 'bin' (then draw an exciting bin etc). Move onto modelling cvc words without phoneme frames. Moving onto lists with and then without phoneme frames (writing each bit of the list before drawing it and then moving on to writing the next element of the list before drawing it) Moving onto 2 word labels- adjective and noun. 					
	Spelling, Phonics and Listening and Attention	<p>Nursery- Early Talk Boost- (listening, attention and language use focus)</p> <p>Reception-Phase 1 consolidation (e.g. alliteration and oral blending and segmenting) And Phase 2: s,a,t,p,l,n,m,d</p>	<p>Nursery: Environmental sounds, instrumental sounds, body percussion and voice sounds</p> <p>Reception: Phase 2: g,o,c,k,ch,e,u,r,h,b,f,ff,l,ll,ss, and, to, the, no, go, l, into</p>	<p>Nursery: Environmental sounds, instrumental sounds, body percussion, voice sounds and rhythm and rhyme</p> <p>Reception: Phase 3: j,v,w,x,y,z,zz,qu,ch,sh,th,ng, me, be, he, my, by, she, they</p>	<p>Nursery: Rhythm and rhyme, alliteration and voice sounds</p> <p>Reception: Phase 3: ai,ee,igh,oa,oo,oo, ar,or,ur,ow,oi, we, are, you</p>	<p>Nursery: Voice sounds and alliteration</p> <p>Reception: Phase 3/4 (adjacent consonants): ear,air, ure,er, all, was, give, live, said, have, like, so, do</p>	<p>Nursery: Voice sounds and oral blending and segmenting</p> <p>Reception: Consolidation and consistent application of Phase 3 and Phase 4 (adjacent consonants) some, come, were, there, little, one, when, out, what</p>
	Grammar (Reception)	<ul style="list-style-type: none"> Letter formation Representing sounds with letters 	<ul style="list-style-type: none"> Letter formation Representing sounds with letters and digraphs Introducing finger spaces to separate words 	Representing sounds using graphemes, digraphs and trigraphs and application of finger spaces to separate words with support	Consistent finger spaces to separate words	Consistent finger spaces, application of graphemes, digraphs and trigraphs as appropriate to phonic stage and application of common irregular words e.g. I, to, the	<ul style="list-style-type: none"> Consistent finger spaces, application of graphemes, digraphs and trigraphs as appropriate to phonic stage and application of common Irregular words e.g. I, to, the) Full stops and capital letters