






	Autumn  Ocean Adventures		Spring  Dragon Quest		Summer  Wild About Nature	
<b>Core Texts:</b>	<b>The Three Little Pigs</b>  <b>Flotsam</b> – David Weisner  <b>Somebody Swallowed Stanley</b> – Sarah Roberts  <b>Dougal the Deep Sea Diver</b> – Simon Bartram  Beach visit	Non-fiction – <b>Ocean Habitats</b>  <b>The Sea Below My Toes</b> – Charlotte Guillain  <b>Interview with a Shark: and Other Ocean Giants Too</b> - Andy Seed  <b>Earth's Incredible Oceans</b> - Jess French  David Attenborough documentaries	<b>Dragon Post</b> – Emma Yarlett  Destruction of the classroom  <b>St George and The Dragon</b> – traditional tale  <b>George and the Dragon (Usborne)</b> - Louie Stowell  <b>The Dragon Machine</b> – Helen Ward	Castles non fiction  <b>The Castle the King Built</b> - Rebecca Colby  <b>DKfindout! Castles-</b> Philip Steele  <b>Castle</b> – Colin Thompson  Knights non fiction <b>Knights</b> – Laura Durman	<b>The Flower</b> – John Light  <b>Secret Sky Garden</b> – Linda Sarah  <b>The Big Book of Blooms</b> – Yuval Zommer	<b>Greta and the Giants</b> – Zoe Tucker  Mini beasts information texts  <b>Everything You Know About Minibeasts is Wrong!</b> – Dr Nick Crumpton  <b>Darwin’s Super Pooping Worm Spectacular</b> – Polly Owen  Forest School event in school
<b>Core writing outcomes</b>	<b>Fiction - Retelling traditional tale</b> •Be able to retell strongly patterned stories including a wider range of fairy stories and traditional tales	<b>Non-fiction - Script writing</b> to narrate nature documentary  •Use subordination to develop cohesion within and between	<b>Non-fiction -Formal letter</b> to Lewes Castle about the dragon escape/Miss Bowers about dragon destroying the class	<b>Non-fiction non chronological reports</b> – castles •Extending sequences of sentences to build sections or paragraphs of text	<b>Fiction – Diary writing</b> Brigg from The Flower  <b>Fiction - Third person story writing</b>	<b>Non-fiction non chronological report</b> – mini beasts  <b>Fiction story writing</b> – my garden •Use the progressive form of



	<p><b>Non fiction - Diary writing</b> first person – beach trip</p> <ul style="list-style-type: none"> <li>•Write about real events</li> <li>•Use a sequence of sentences to connect ideas and events</li> </ul> <p><b>Fiction - Retelling of Flotsam</b></p> <p><b>Non – fiction Descriptive writing</b> of shipwreck photos (adjectives)</p> <ul style="list-style-type: none"> <li>•Using expanded noun phrases to describe</li> <li>•Become more confident explaining their understanding of what is read to them</li> </ul>	<p><i>sentences, including using when, if, that, or, because</i></p> <ul style="list-style-type: none"> <li>•Using sentences with different forms for different purposes – including statement, question, exclamation, command</li> <li>•Use commas in lists</li> </ul> <p><b>Non-fiction - Text conversation between sea creature and human</b> (in style of Andy Seed book)</p> <ul style="list-style-type: none"> <li>•Become familiar with a wider range of different text types and their particular organisational characteristics</li> </ul>	<p><b>Fiction – Informal letter or Email</b> to friend about finding egg</p> <ul style="list-style-type: none"> <li>•Using some features of written standard English (letters)</li> <li>•Attempt at appropriate style with attention to the reader</li> </ul> <p><b>Fiction - Rewrite own version of George and the Dragon</b></p> <ul style="list-style-type: none"> <li>•Use fitting openings and endings</li> <li>•Becoming increasingly familiar with the structures of a wider range of stories, fairy stories and traditional tales</li> <li>•Be able to retell strongly patterned stories including a wider range of fairy stories and traditional tales</li> </ul>	<p><b>Fiction –speech</b> Knight using subordinating conjunctions</p> <ul style="list-style-type: none"> <li>•Writing narratives about the experiences of others</li> <li>•Using the progressive form of verbs in the present and past tense to mark actions in progress (knights)</li> </ul> <p><b>Non-fiction - Instruction writing</b> – DT unit The King’s Throne</p> <ul style="list-style-type: none"> <li>•Ordering and sequencing material logically and reflecting reading experiences</li> </ul>	<p><b>Fiction - Character description</b></p> <ul style="list-style-type: none"> <li>•Writing narratives about the experiences of others</li> <li>•Use punctuation correctly, including fullstops, capital letters, ? ! , for lists and apostrophes for contracted forms and the possessive</li> <li>•Continue to expand vocabulary, awareness of grammatical structures and literary language</li> <li>•Become more confident predicting events and making inferences</li> </ul>	<p><i>verbs in the present and past tense to make actions in progress</i></p> <p><b>Non-fiction Recount/ Webpage</b> – forest school</p> <ul style="list-style-type: none"> <li>•Writing about real events</li> <li>•Using fitting opening and endings</li> <li>•Adopt viewpoint</li> <li>•Use main features of selected form</li> <li>•Continue to develop awareness that writers have viewpoints and purposes.</li> </ul>
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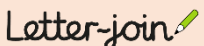


<p><b>The craft of writing</b>  <b>Editing</b>  <b>Other writing activities</b></p> <p><i>Children choose to write and continue to develop planning, editing and evaluative strategies (including peer and self-assessment) that build from their growing text knowledge and include both oral and personal recorded planning.</i></p>	<p><b>Fiction</b> - Retelling of The Three Little Pigs</p> <p><b>Non-fiction</b> - Adjectives to describe photos</p> <p><b>Non-fiction</b> - Skill of conjunctions - Writing predictions of photos</p> <p><b>Non-fiction</b> Emotions writing</p> <p><b>Non-fiction</b> Why am I special writing? (only one you)</p> <p><b>Fiction</b> - Descriptive writing of what does Stanley see/hear/feel?  <ul style="list-style-type: none"> <li>•Use coordination (including or, and, but)</li> <li>•Using punctuation already taught correctly – full stops, capital letters</li> </ul> </p>	<p><b>Non-fiction</b> Exclamation/ command/question /statement use in script</p> <p><b>Non-fiction</b> Look at ? ! and how they are used  <ul style="list-style-type: none"> <li>•Using punctuation correctly – exclamation marks, question marks</li> </ul> </p>	<p><b>Non-fiction</b> Egg description</p> <p><b>Non-fiction</b> Informal/letters differences</p> <p>Contractions  <ul style="list-style-type: none"> <li>•Use apostrophes for contracted forms</li> </ul> </p> <p><b>Fiction</b> Retelling of George and The Dragon  <ul style="list-style-type: none"> <li>•Being able to retell strongly patterned stories including a wider range of fairy stories and traditional tales</li> </ul> </p> <p><b>Non-fiction - Narrative</b> of what happened when the egg hatched  <ul style="list-style-type: none"> <li>•Writing personal narratives</li> <li>•Using present and past tenses correctly and consistently (narratives)</li> </ul> </p>	<p><b>Non-fiction</b> Question writing (as part of History Joan of Arc)</p> <p><b>Non-fiction</b> Expanded noun phrases to describe castles  <ul style="list-style-type: none"> <li>•Use expanded noun phrases to describe and specify</li> </ul> </p> <p><b>Non-fiction</b> Description of own castle</p>	<p><b>Fiction</b>- Prediction about The Flower</p> <p><b>Fiction</b> -Character interpretation - Brigg from The Flower</p> <p><b>Fiction</b>- Expanded noun phrases – Secret Sky Garden  <ul style="list-style-type: none"> <li>•Become more confident in predicting what might happen and making inferences</li> </ul> </p>	
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<p><b>Oracy (Speaking, Listening and Drama)</b></p>	<p>Three Little Pigs retelling</p>	<p>Rehearse and perform scripts</p> <p>Nativity performance</p>	<p>Discussion over the dragon destruction</p>	<p>Joan of Arc in role – hot seating</p>		
<p><b>Poetry (analyse, create, perform)</b></p>	<p><b>Diamante poem</b> about the sea  <ul style="list-style-type: none"> <li>•Develop positive attitudes towards and stamina for writing by writing poetry</li> </ul> <p><b>Performance poem</b>                      - Sea-Weed by DH Lawrence  <ul style="list-style-type: none"> <li>•Listen to, discuss and express views about a wide range of contemporary and classic poems that are read to them or that they can read themselves</li> </ul> </p> </p>		<p><b>Performance poem</b>                      - Anyone Seen My Dragon?                      Identifying rhyme                      Write poem based on the model poem  <ul style="list-style-type: none"> <li>•Recognise simple recurring literary language in poetry</li> <li>•Discuss favourite words and phrases</li> </ul> <p><b>Perform</b>                      A Small Dragon by Brian Patten – (could lead into instructions for looking after a dragon)</p> </p>		<p><b>Acrostic poems – nature</b>  <ul style="list-style-type: none"> <li>•Discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>•Develop positive attitudes towards and stamina for writing by writing poetry</li> </ul> </p>	<p><b>Performance poem</b>  <ul style="list-style-type: none"> <li>•Build up a repertoire of poems learned by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> </p>
<p><b>Reading spine</b></p>	<p>Only One You</p> <p>Nen and the Lonely Fishermen – Ian Eagleton</p>	<p>The Blue Giant- Katie Cottle</p> <p>Titanic Survivor – Liz Miles</p>	<p>Aqualene The Water Dragon – Rowena Robins</p>		<p>A Perfect Spot – Isabelle Simler</p>	
<p><b>Grammar and punctuation</b></p>	<p>•Revise all Year One GP</p>		<p>•Forming nouns and suffixes – ness –er</p> <p>•Forming adjectives using suffixes -ful -less</p>	<p>•Use apostrophes for contracted forms and the possessive singular form</p>		



	<ul style="list-style-type: none"> <li>•Using sentences of different forms including statement, question, exclamation and command</li> <li>•Use expanded noun phrases</li> <li>•Use conjunctions for co-ordination – or, and, butx</li> <li>•Use already taught punctuation and introduce commas for lists and between adjectives</li> </ul>	<ul style="list-style-type: none"> <li>•Use -ly to turn adjectives to adverbs</li> <li>•Use conjunctions for subordination including when, if, that because</li> <li>•Using the past and present tense correctly and consistently</li> <li>•Use the progressive form of verbs in the past and present tense (she is drumming, he was shouting)</li> </ul>	<ul style="list-style-type: none"> <li>•Revise use of commas</li> <li>•Spelling common homophones</li> <li>•Compound words</li> <li>•Teach editing skills (although this is ongoing)</li> <li>•Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>•Proof-reading to check for errors in spelling, grammar and punctuation</li> <li>•Reading aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>
<p><b>Phonics From Song of Sounds</b></p> 	<p>Revise all Year One Stage 2 Song of Sounds ee. ey, y, ie/s, c, se, ce/j, ge, dge, g/n, kn, gn, nn/l, le, el, al</p> <p><i>*This may progress more quickly depending on cohort. Term 3 then becomes application.</i></p>	<p>Stage 3 Song of Sounds sh, s, ti, ci/or, a, ar, r, wr/ u, o, o, a, er, or syllables</p>	<p>Adding -es to nouns and verbs ending in y                  Suffixes -ed, -ing, -er, -est and -y                  Suffixes -ment, -ness, -ful, -less and -ly                  Contractions                  Homophones</p>
<p><b>Spelling</b></p>	<p>Revise oh, again, Mr, Mrs, people, friend, school, asked, your, our, where, their</p> <p>Please, because, any, many, want, water, great, break, who, whole</p>	<p>move, prove, door, poor, floor, eye, shoe, hour, half, parents, busy, pretty, beautiful</p>	<p>Revise and use all Year 2 tricky words</p>
<p><b>Handwriting Using Letter-join</b></p> 	<ul style="list-style-type: none"> <li>•Forming lower case letters of the correct size relative to one another</li> <li>•Understanding which letters are best left un joined</li> <li>•Letter joins begin to become automatic developing appropriate letter movement and exit strokes.</li> </ul>		

