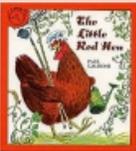
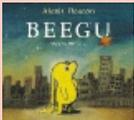
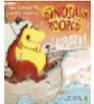
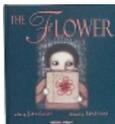
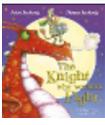


Year 1

Autumn 1 School Grounds (Geography)	Autumn 2 Materials (Science)	Spring 1 Neil Armstrong (History)	Spring 2 Plants (Science)	Summer 1 Toys (History)	Summer 2 Seasides (Geography)
<p>The Little Red Hen</p> 	<p>The Most Magnificent Thing- Ashley Spire</p> 	<p>Beegu- Alexis Deacon</p> 	<p>Trust Me, Jack's Beanstalk Stinks- Eric Braun</p> 	<p>Who's Afriad of the Big Bad Book? - Lauren Child</p> 	<p>The Storm Whale- Benji Davies</p> 
<p><b>Week 1-</b> Phonics application/labels</p> <p><b>Week 2-4</b> <b>P-</b> To entertain Letter Writing <b>A-</b>Dinosaurs <b>Skills-</b> Apply phonics, orally rehearse sentences, writing on the line, form capital letters and full stops.</p> <p><b>Outcomes-</b> Apply phase 4 phonics, writing on the line, 'The Dinosaur has...' 'I can see a ... and ...'</p> <p>The Dinosaurs that Pooped a Pirate (as a comparison and reading for plesure)</p> <p><b>Week 5-7</b> <b>P-</b> To inform. <b>A-</b> Class friends <b>Skills-</b> phase 4 phonics consolidation, finger spaces, labels, captions</p> <p><b>Outcomes-</b> 'I can see...' 'It has a...' 'He has...'. Labels and captions, phase 4 phonics consolidation.</p>   	<p><b>Weeks 1-3</b> <b>P-</b> To entertain, story (retell and innovations) <b>A-</b>Year R <b>Skills-</b> Finger spaces, form CL, apply phonics</p> <p><b>Outcomes-</b> Retell story, story sequencing and chronological order, innovate story, letter to Gingerbread Man</p> <p><b>Weeks 4-6</b> <b>P-</b> To inform Santa's Elves how to make a shoe. <b>A-</b> <b>F-</b> Explanation (materials) <b>Skills-</b> CL, FS, phonics</p> <p><b>Outcomes-</b> Instructions for the Elves on how to make a shoe, sequencing, coherence, junk model shoe making/planning.</p>  	<p><b>Weeks 1-3</b> <b>P-</b> To inform people about space. <b>A-</b>AHT <b>Skills-</b> Phonics, form CL, FS,</p> <p><b>Outcomes-</b> A day in the life of... A set of instructions for someone to look after a planet. List of what he should pack. Design/label something he needs. Ordering and retelling story, postcard from space- setting description of different settings including days of the week,</p> <p><b>Weeks 3-6</b> <b>P-</b> To entertain, story writing <b>A-</b>Year 2 chn. <b>Skills-</b>story</p> <p>sequencing/structure, writing stamina, CL/FS, and</p> <p><b>Outcomes-</b> story writing, innovated story</p> <p><b>Animation:</b> La Luna (Pixar) To use as a short burst write within unit</p>   	<p><b>Weeks 1-3</b> <b>P-</b> To entertain parents <b>A-</b>Parents <b>Skills-</b> sequencing, writing stamina,</p> <p><b>Outcomes-</b> To retell a story, innovate story setting and who is defeated, thought bubbles on what Jack is thinking, would you have...?</p> <p>Animation to compare 'monster'- Shrek</p> <p><b>Weeks 4-6</b> <b>P-</b> The entertain a friend with a story. <b>A-</b>A friend <b>Skills-</b> sentence level, conjunctions.</p> <p><b>Outcomes-</b> Rewrite the book without reading the words, sentences to match the illustrations. Give each child a seed, what do you think your seed will grow into?</p>   	<p><b>Weeks 1-3</b> <b>P-</b> To entertain Year 3. <b>A-</b>Year 3 <b>Skills-</b> sentences with CL/FS, adjectives, conjunctions, and, exclamation marks</p> <p><b>Outcomes-</b> Performance, wanted poster for a knight who wouldn't fight. Character work around Leo, what is he like? Look at expanded noun phrases to describe. Leo tells stories to each beast, write these stories when given a story structure. Write sentences to describe the beast.</p> <p><b>Weeks 4-6</b> <b>P-</b>To entertain/to inform <b>A-</b> <b>Skills-</b> conjunctions</p> <p><b>Outcomes-</b> write a letter from Max explaining why he should be employed to fight the dragon. The clockwork dragon is coming to a fair- make a poster, character descriptions, how to catch a dragon guide</p>    	<p><b>Weeks 1-3</b> <b>P-</b>To entertain <b>A-</b> <b>Skills-</b> and, sequence sentences to form narrative,</p> <p><b>Outcomes-</b> Persuasive letter, how can we get their lunch plan, links to Rapunzel, create a new sandwich for lighthouse keeper,</p> <p><b>Weeks 4-6</b> <b>P-</b> To entertain <b>A-</b> <b>Skills-</b> and, questions, exclamation marks,</p> <p><b>Outcomes-</b> descriptive wiringt of a sea crature, what's in your bucket descriptipon, innovated story with sequenced sentences to form narrative.</p> <p>*Seaside poetry *Recount from school trip</p>   