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| **KS1 Cycle A** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic**  Science | **Explorers**  Humans | **Explorers**  Humans | **Great Fire of London**  Materials | **Great Fire of London**  Materials | **Paddington’s Travels**  Animals and their Habitats | **Paddington’s Travels**  Animals and their Habitats |
| Text | Neil Armstrong and the moon landings (Izzi Howell)  Captain Cook (Rebecca Levene)  This is Captain Cook by Tania McCartney and Christina Booth | | Samuel Pepys (Izzi Howell)  Haran Travels to London Nalini Pillar | | Meet Barbara (Laura Carlin)  Book: Paddington by Michael Bond | |
| Text type (Focus)  Narrative  Non-fiction  Poetry  (In Autumn Term one of the tasks can be used alongside class novel). | **Descriptive narrative-** character description of a significant explorer (teacher’s choice).  **Fantasy narrative-** based on an explorer- could be made up or taken from prior learning. What could the explorer discover? How did they make their discovery?  **Information text-** informative text written about a significant explorer covered within topic (teacher’s choice).  **Acrostic poem-** Linked to the explorers children have learnt about- could use the explorers name or a vessel name linked to the explorer i.e. ship, space shuttle etc. | | **Fantasy narrative-**Time travel story- Great fire of London- SEE TWINKL PLANNING SUGGESTION!  **Diary entry-** Samuel Pepys  **Non-chronological report**- facts about London  **Library display writing- to be confirmed based on book week.** | | **Extended narrative-** write an alternative version of Paddington- who might have found him instead of the family?  **Letter**- to Paddington or from Paddington.  **Explanation text- science-** text explaining animals and the habitats they live in based on learning in science.  **Riddle-** clues linked to Paddington- could be a character or an item children remember from the story. | |
| Objectives within…  Narrative  Non-fiction  Poetry  All writing | Adjectives for description  Noun phrases  Tense  Co-ordinating conjunctions  Question mark  Subordinating conjunctions <Y2>  Noun phrases  Co-ordinating conjunctions  Correctly demarcated sentences  Capital letters for proper nouns and the use of ‘I’ | | Noun phrases  Co-ordinating conjunctions  **Cohesion between sentences <Y2**>  Subordinating conjunctions <Y2>  First person  Adjectives for description  Correct tense  Question mark  Correctly demarcated sentences  Capital letters for proper nouns and the use of ‘I’ | | Setting description  Noun phrases  Co-ordinating conjunctions  Subordinating conjunctions <Y2>  **Cohesion between paragraphs <Y2>**  Headings  First person  Capital letters for proper nouns  Proof read and make corrections <Y2>  Adjectives  Correctly demarcated sentences  Capital letters for proper nouns and the use of ‘I’ | |
| Prior skills to recap  (PaG) | Pencil grip  Letter formation  Writing on a line  Capital letters  Full stops  Sentence structures (what makes a sentence: subject, verb) <Y2>  Formation of ascenders and descenders <Y2> | | Co-ordinating conjunctions  Demarcating sentences- full stop, question mark, exclamation mark  Sentence forms- statement, question, command, exclamation <Y2>  Subordinating conjunctions <Y2> | | Tenses  Using correct homophones  Noun phrase  Expanded noun phrase <Y2>  Coherence of sentences and paragraphs <Y2> | |
| Spelling  (links to NNS)  Year 1- see additional phonics planning.  Year 2 | *\* p*hase 5 GPCs and homophones  \* common exception words  \* homophones  \* /aɪ/ spelt ‘i’ in common exception words  Statutory spellings (Y1/2 list) | \* homophones  \* /dʒ/ sound spelt as ‘ge’ and ‘dge’ at the end of words, and sometimes as ‘g’ elsewhere in words before ‘e’, ‘i’ and ‘y’  \* /s/sound spelt ‘c’ before ‘e’, ‘i’ and ‘y’  \* /n/ sound spelt ‘kn’ and ‘gn’ at the beginning of words  Statutory spellings (Y1/2 list) | *\** /aɪ/sound spelt ‘y’  \* contractions  \* /l/ or /əl/  sound spelt ‘-le’  \* adding endings ‘-ing’, ‘-ed’, ‘-er’, ‘-est’ to words  \* adding the ending ‘y’ to words ending in ‘e’  \* /iː/ sound spelt ‘ey’  \* homophones  \* /r/ sound spelt ‘wr’  \* adding ‘-ing’, ‘-ed’, ‘-er’, ‘-est’ and ‘-y’ to words of one  Statutory spellings (Y1/2 list) | \* /ɒ/ spelt ‘a’ after ‘w’ and ‘qu’  \* /ʒ/ spelt ‘s’  \* homophones  \* adding ‘-es’ to nouns and verbs ending in ‘y’  \* possessive apostrophe  \* adding suffixes ‘-ful’ , ‘-less’ and ‘-ly’  \* contractions  \* words ending ‘-tion’  Statutory spellings (Y1/2 list) | \* the /l/ or /əl/ sound spelt ‘-el’  \* adding endings ‘-ing’, ‘-ed’, ‘-er’, and  ‘-est’ to words ending in ‘y’  \* the /ɔ:/sound spelt ‘a’ before ‘l’ and ‘ll’  \* the /ɔ:/ sound spelt ‘ar’ after ‘w’  \* suffixes  ‘-ment’ and ‘-ness’  \* the /ɜ:/ sound spelt ‘or’ after ‘w’  \* the /l/ or /əl/ sound spelt ‘-al’ at the end of words  Statutory spellings (Y1/2 list) | *\* homophones*  *\** /ʌ/ sound spelt ‘o’  \* /l/ or /əl/ sounds spelt ‘il’ at the end of words  \* common exception words  Statutory spellings (Y1/2 list) |

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| **KS1 Cycle B** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic**  Science | **Traditional Tales**  Materials | **Traditional Tales**  Materials | **Wonderful World**  Humans | **Wonderful World**  Humans | **How does your garden grow?**  Plants | **How does your garden grow?**  Plants |
| Text | Queen Victoria (Izzi Howell)  Life in the past: Victorian Toys (Mandy Ross)  The Gingerbread Man Little Red Riding Hood Hansel and Gretel. | | The Grand Old Duke of York Bernard Lodge  Antarctic Antics: Judy Sierra  Meer Kat Mail | | The Tale of Peter Rabbit (Beatrix Potter)  We are the gardeners - Joanna Gaines | |
| Text type (Focus)  Narrative  Non-fiction  Poetry | **Traditional stories and fairy tales-** rewrite own version of Little Red Riding Hood/ Hansel and Gretel following the correct sequence.  **Character description narrative-** character description of Queen Victoria.  **Instruction writing-** how to make your own gingerbread man.  **Shape poem/ Calligram-** shape can be printed to write inside- could be a poem or words used to describe the item shape. Shape is teacher’s choice linked to traditional tales. | | **Narrative about other cultures-** story created using ideas from Sunny’s home- what would he pack in his suitcase to remind him of home etc.  **Postcard-** write a postcard home from a destination children have learnt about (teacher’s choice).  **Diamante poem-** poem created using inspiration from Antarctic Antics.  **Library display writing- to be confirmed based on book week.** | | **Narrative with familiar setting-** create a story based on the nature garden we have in school. Using ideas from Peter Rabbit- which animal could be using our garden?  **Explanation text-** science- text explaining what children have learnt about plants during science.  **Recount-** children to write a recount about their last school trip or event.  **Letter-** Letter to MR McGregor from Peter Rabbit. | |
| Objectives within…  Narrative  Non-fiction  Poetry  All writing | Adjectives for description  Noun phrases  Tense  Co-ordinating conjunctions  Question mark  Subordinating conjunctions <Y2>  Noun phrases  Co-ordinating conjunctions  Correctly demarcated sentences  Capital letters for proper nouns and the use of ‘I’ | | Noun phrases  Co-ordinating conjunctions  **Cohesion between sentences <Y2>**  Subordinating conjunctions <Y2>  First person  Adjectives for description  Correct tense  Question mark  Correctly demarcated sentences  Capital letters for proper nouns and the use of ‘I’ | | Setting description  Noun phrases  Co-ordinating conjunctions  Subordinating conjunctions <Y2>  **Cohesion between paragraphs <Y2>**  Headings  First person  Capital letters for proper nouns  Proof read and make corrections <Y2>  Adjectives  Correctly demarcated sentences  Capital letters for proper nouns and the use of ‘I’ | |
| Prior skills to recap  (PaG) | Pencil grip  Letter formation  Writing on a line  Capital letters  Full stops  Sentence structures (what makes a sentence: subject, verb) <Y2>  Formation of ascenders and descenders <Y2> | | Co-ordinating conjunctions  Demarcating sentences- full stop, question mark, exclamation mark  Sentence forms- statement, question, command, exclamation <Y2>  Subordinating conjunctions <Y2> | | Tenses  Using correct homophones  Noun phrase  Expanded noun phrase <Y2>  Coherence of sentences and paragraphs <Y2> | |
| Spelling  (links to NNS)  Year 1- see additional phonics planning.  Year 2 | *\* p*hase 5 GPCs and homophones  \* common exception words  \* homophones  \* /aɪ/ spelt ‘i’ in common exception words  Statutory spellings (Y1/2 list) | \* homophones  \* /dʒ/ sound spelt as ‘ge’ and ‘dge’ at the end of words, and sometimes as ‘g’ elsewhere in words before ‘e’, ‘i’ and ‘y’  \* /s/sound spelt ‘c’ before ‘e’, ‘i’ and ‘y’  \* /n/ sound spelt ‘kn’ and ‘gn’ at the beginning of words  Statutory spellings (Y1/2 list) | *\** /aɪ/sound spelt ‘y’  \* contractions  \* /l/ or /əl/  sound spelt ‘-le’  \* adding endings ‘-ing’, ‘-ed’, ‘-er’, ‘-est’ to words  \* adding the ending ‘y’ to words ending in ‘e’  \* /iː/ sound spelt ‘ey’  \* homophones  \* /r/ sound spelt ‘wr’  \* adding ‘-ing’, ‘-ed’, ‘-er’, ‘-est’ and ‘-y’ to words of one  Statutory spellings (Y1/2 list) | \* /ɒ/ spelt ‘a’ after ‘w’ and ‘qu’  \* /ʒ/ spelt ‘s’  \* homophones  \* adding ‘-es’ to nouns and verbs ending in ‘y’  \* possessive apostrophe  \* adding suffixes ‘-ful’ , ‘-less’ and ‘-ly’  \* contractions  \* words ending ‘-tion’  Statutory spellings (Y1/2 list) | \* the /l/ or /əl/ sound spelt ‘-el’  \* adding endings ‘-ing’, ‘-ed’, ‘-er’, and  ‘-est’ to words ending in ‘y’  \* the /ɔ:/sound spelt ‘a’ before ‘l’ and ‘ll’  \* the /ɔ:/ sound spelt ‘ar’ after ‘w’  \* suffixes  ‘-ment’ and ‘-ness’  \* the /ɜ:/ sound spelt ‘or’ after ‘w’  \* the /l/ or /əl/ sound spelt ‘-al’ at the end of words  Statutory spellings (Y1/2 list) | *\* homophones*  *\** /ʌ/ sound spelt ‘o’  \* /l/ or /əl/ sounds spelt ‘il’ at the end of words  \* common exception words  Statutory spellings (Y1/2 list) |