|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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) NarrativeNon-fictionPoetry(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…NarrativeNon-fictionPoetryAll writing  | Adjectives for descriptionNoun phrasesTenseCo-ordinating conjunctions Question markSubordinating conjunctions <Y2>Noun phrasesCo-ordinating conjunctionsCorrectly demarcated sentencesCapital letters for proper nouns and the use of ‘I’ | Noun phrasesCo-ordinating conjunctions**Cohesion between sentences <Y2**> Subordinating conjunctions <Y2> First personAdjectives for descriptionCorrect tense Question markCorrectly demarcated sentencesCapital letters for proper nouns and the use of ‘I’  | Setting descriptionNoun phrasesCo-ordinating conjunctionsSubordinating conjunctions <Y2>**Cohesion between paragraphs <Y2>**HeadingsFirst personCapital letters for proper nounsProof read and make corrections <Y2>AdjectivesCorrectly demarcated sentencesCapital letters for proper nouns and the use of ‘I’ |
| Prior skills to recap(PaG) | Pencil gripLetter formationWriting on a lineCapital lettersFull stopsSentence structures (what makes a sentence: subject, verb) <Y2> Formation of ascenders and descenders <Y2> | Co-ordinating conjunctionsDemarcating sentences- full stop, question mark, exclamation markSentence forms- statement, question, command, exclamation <Y2>Subordinating conjunctions <Y2>  | TensesUsing correct homophonesNoun phraseExpanded 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) |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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 LodgeAntarctic Antics: Judy SierraMeer Kat Mail  | The Tale of Peter Rabbit (Beatrix Potter)We are the gardeners - Joanna Gaines |
| Text type (Focus) NarrativeNon-fictionPoetry | **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…NarrativeNon-fictionPoetryAll writing  | Adjectives for descriptionNoun phrasesTenseCo-ordinating conjunctions Question markSubordinating conjunctions <Y2>Noun phrasesCo-ordinating conjunctionsCorrectly demarcated sentencesCapital letters for proper nouns and the use of ‘I’ | Noun phrasesCo-ordinating conjunctions**Cohesion between sentences <Y2>** Subordinating conjunctions <Y2> First personAdjectives for descriptionCorrect tense Question markCorrectly demarcated sentencesCapital letters for proper nouns and the use of ‘I’  | Setting descriptionNoun phrasesCo-ordinating conjunctionsSubordinating conjunctions <Y2>**Cohesion between paragraphs <Y2>**HeadingsFirst personCapital letters for proper nounsProof read and make corrections <Y2>AdjectivesCorrectly demarcated sentencesCapital letters for proper nouns and the use of ‘I’ |
| Prior skills to recap(PaG) | Pencil gripLetter formationWriting on a lineCapital lettersFull stopsSentence structures (what makes a sentence: subject, verb) <Y2> Formation of ascenders and descenders <Y2> | Co-ordinating conjunctionsDemarcating sentences- full stop, question mark, exclamation markSentence forms- statement, question, command, exclamation <Y2>Subordinating conjunctions <Y2>  | TensesUsing correct homophonesNoun phraseExpanded 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) |