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| **Autumn 1** | **Topic: Monsters** | | | | | | | | |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | | **Week 5** | **Week 6** | **Week 7** | **Week 8** |
| Text/Genre | **Baselines-character description & setting seciption** | **The Truth about Trolls (Explanation Text)** | | **Hansel & Gretel**  **(Defeating the Monster Tale)** | | | | |  |
| Hook |  | Troll hunt around school | | Making Gingerbread-follow the pebble trail | | | | |  |
| Grammar | Adjectives  Nouns  Verbs  Coordinating conjunctions (and, but, so) | | | Simple noun phrases | | Nouns  Expanded noun phrase  Coordinating conjunctions (and, but, so)  Verbs | |  |  |
| Punctuation | Finger Spaces  CL & FS  Question Marks | | | Finger Spaces  CL for names  CL & FS | | | | |  |
| Spelling | Unit 1 – /or/ as a before l | Unit 2 – Soft c  Red Words | Unit 3 – Adding –y suffix | Unit 4- Adding –y suffix Homophones | | Unit 5 – Adding –ly suffix | Unit 6 – kn and gn  Red Words | Unit 7 – /igh/ spelt y |  |
| Handwriting | Unit 1-ai/ay | Unit 2-ee | Unit 3- ie | Unit 4- oa | | Unit 5-oo | Unit 6-oi | Unit 7-Capital letters |  |
| Writing Outcome | Child’s own choice of explanation text | | | Own defeating the monster tale | | | | |  |
| Oracy | Class debates- Are Trolls good or bad? | | | | Triad character interviews | | | |  |

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| **Autumn 2** | **Topic: Magic** | | | | | | | |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** |
| Text/Genre | **Firework Poems** | **Black history –** Create fact file on a significant person.  **Remembrance-**Poppy scattering at Victoria Park- Letter from the trenches | **The Elves and the Shoemaker**  **(Rags to Riches Tale)** | | | | **What Christmas means to me** |  |
| Hook | Mini Class firework display  Party poppers, sparklers, whizz whistles | Magical box with shoe arrives, little note in a bottle from the elves. Children make their own shoes | | | | Trip to the local care home to ask what Christmas means to them |  |
| Grammar | Onomatopoeia  Alliteration | Different Sentence Types  Questions, statements, Exclamation | Past tense verbs  Adverbs  Coordinating and Subordinating Conjunctions | | | | First person  Time adverbials |  |
| Punctuation | CL | Finger Spaces | CL & FS | Finger Spaces  CL & FS | | | Finger Spaces  CL & FS |  |
| Spelling | Unit 8 – Adding -ing Homophones | Unit 9 - Adding –ing suffix | Unit 10 – /j/ | Apostrophes for Contractions | Unit 11- /o/ after w & qu | Unit 12 – Suffix -ed | Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly |  |
| Handwriting | Unit 8-ea | Unit 9-er | Unit 10-ou | Unit 11-or | Unit 12-air | Unit 13-al | Unit 14-ot |  |
| Writing Outcome | Fire work shape poem | Fact file on a significant person from the past | Own rags to riches tale | | | | Writing a personal narrative about Christmas in their homes. |  |
| Oracy | Presentation to others | | Hot seating characters | | Role play | | Interviews with others |  |

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| **Spring 1** | **Topic:** | | | | | | | |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |  | **Week 8** |
| Text/Genre | **Meerkat Mail (Journey tale)** | | | | **Poetry-The Sound Collector** | |  | |
| Hook | WATCH CLIP <https://www.youtube.com/watch?v=WxGNTkA20XI>  Make clay Meerkats | | | | Senses walk at Victoria Park | |  |  |
| Grammar | Powerful verbs  Adjectives  Nouns  ‘ly’ suffixes | | Different Sentence Types | | Adjectives  Alliteration  Rhyming pairs  similes | |  | |
| Punctuation |  | Sentence Punctuation?! . | | | Capital letters  Full stops | |  |  |
| Spelling | /u/ spelt o & /ur/ as ar after w | Unit 13 - Suffix -ed | Unit 14 – Suffix – ed | Possessive Apostrophes | Unit 1 /r/ as wr | Unit 2 – Suffixes –er & -est |  |  |
| Handwriting | Unit 10 | Unit 11 | Unit 12 | Unit 13 | Unit 14 | Unit 15 |  |  |
| Writing Outcome | Letter writing personal recount | | | | Write own poem | |  |  |
| Oracy | Public speaking skills- Talk for 1 minute about Meerkats | | Debate: Where’s the best places to visit in Cornwall | | Performance poetry | |  | |

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| **Spring 2** | **Topic: Once Upon a Time** | | | | | | | | |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | | **Week 6** | **Week 7** | **Week 8** |
| Text/Genre | **Thomas and the Knockers (Meeting tale)** | | | | **Instructions- How to keep a Knocker happy** | | |  |  |
| Hook | Trip to Geever Tin Mine or South Crofty | | | | Letter from a knocker feeling fed up | | |  |  |
| Grammar | Precise Nouns  Expanded Noun phrases  Powerful verbs  Time adverbials  ‘ly’ suffixes | | | | Time Connectives  Imperative Verbs  Different Sentence Types  Subordinating Conjunctions | | |  |  |
| Punctuation | Capital letter for names and places  Sentence punctuation. , ‘ ! | | | | Sentence punctuation ? . !  Bullet points  Commas in a list  Capital Letters for Titles | | |  |  |
| Spelling | Unit 3 - Suffixes –er & -est | Unit 4 - Suffixes –er & -est | Homophones | Unit 5 - /ee/ spelt ey | Unit 6 – Suffix –ness | | Words ending in –il & |  |  |
| Handwriting | Unit 16 | Unit 17 | Unit 18 | Unit 19 | Unit 20 | | Unit 21 |  |  |
| Writing Outcome | Write own Meeting Tale – Focus on Character Description | | | | Write a set of instructions | | |  |  |
| Oracy | Character role play dialoge | | | | | Practising giving verbal instructions, focus on simple and clear | |  |  |

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| **Summer 1** | **Topic: Africa** | | | | | | | |
| **Writing** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** |
| Text/Genre | Writing stimulus: Something Fishy (Portal Story) | | | | Kenning Poems | |  |  |
| Hook | Trip to the aquarium or Rock pool project | | | | Game of’ What am I ?’ treasure hunt around the school | |  |  |
| Grammar | Expanded Noun phrases  Powerful verbs  Time adverbials  Subordinating conjunctions  First person pronouns  Suffixes’ ness, full, ly’ | | | | Verbs  Nouns  adverbs | |  |  |
| Punctuation | Sentence punctuation ? , . ! | | | | Capital letters | |  |  |
| Spelling | Unit 7 – The –ness suffix | Unit 8 – Words ending –le | Homophones | Unit 9 – Words ending –el | Unit 10 – Words ending -al | Common exception words |  |  |
| Handwriting | Unit 21 | Unit 22 | Unit 23 | Unit 24 | Revision of joins | Revision of joins |  |  |
| Writing Outcome | Write a personal recount-Diary | | | Children write on Kennings linked to ocean creatures | | |  |  |
| Oracy | Voice – Pace of speaking, clarity, tonal variation, projection | | | Summarizing | | |  | |

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| **Summer 2** | **Topic: Ocean Explorers** | | | | | | | |
| **Writing** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |  |
| Text/Genre | Non-Chronological report on Zambia linked to Geography | | | | If I had Wings’ poem by Pie Corbett | | Person recount-My year in year 2  End of year 2 performances, including writing and poetry |  |
| Hook | African dance workshop & culture talk | | | | Watch film clip | |
| Grammar | Coordinating and subordinating conjunctions  Precise nouns | | | | Verbs  Fronted adverbial  Adjectives  Nouns  Adverbs | |
| Punctuation | Sentence punctuation ? . !  Bullet points  Commas in a list  Capital Letters names | | | | Capital letters | |
| Spelling | Common exception words | Common exception words | Revision of specific spelling rules linked to own classes | Revision of specific spelling rules linked to own classes | Revision of specific spelling rules linked to own classes | |
| Handwriting | Ascending letters | Ascending letters | Descending letters | Descending letters | Joining with fluency | Joining with fluency |  |  |
| Writing Outcome | Write a non-chronological report on Cornwall | | | If I were an explorer poem linked to history topic | |  |  |  |
| Oracy | Listening actively and responding appropiately | | | Pace of speaking and tonal variation | |  |  | |