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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 | AdjectivesNounsVerbsCoordinating conjunctions (and, but, so) | Simple noun phrases | NounsExpanded noun phraseCoordinating conjunctions (and, but, so)Verbs |  |  |
| Punctuation | Finger SpacesCL & FSQuestion Marks | Finger SpacesCL for namesCL & FS |  |
| Spelling  | Unit 1 – /or/ as a before l | Unit 2 – Soft cRed Words | Unit 3 – Adding –y suffix | Unit 4- Adding –y suffix Homophones | Unit 5 – Adding –ly suffix | Unit 6 – kn and gnRed 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 displayParty 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 | OnomatopoeiaAlliteration | Different Sentence Types  Questions, statements, Exclamation | Past tense verbsAdverbsCoordinating and Subordinating Conjunctions | First personTime adverbials |  |
| Punctuation | CL | Finger Spaces | CL & FS | Finger SpacesCL & FS | Finger SpacesCL & 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 verbsAdjectivesNouns‘ly’ suffixes | Different Sentence Types  | Adjectives Alliteration Rhyming pairssimiles |  |
| Punctuation |  | Sentence Punctuation?! . | Capital lettersFull 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 NounsExpanded Noun phrases Powerful verbsTime adverbials‘ly’ suffixes | Time Connectives Imperative VerbsDifferent Sentence Types Subordinating Conjunctions |  |  |
| Punctuation | Capital letter for names and placesSentence punctuation. , ‘ ! | Sentence punctuation ? . ! Bullet pointsCommas in a listCapital 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 phrasesPowerful verbsTime adverbialsSubordinating conjunctionsFirst person pronounsSuffixes’ ness, full, ly’ | VerbsNounsadverbs |  |  |
| 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 2End of year 2 performances, including writing and poetry |  |
| Hook | African dance workshop & culture talk | Watch film clip |
| Grammar | Coordinating and subordinating conjunctionsPrecise nouns  | VerbsFronted adverbialAdjectivesNounsAdverbs |
| Punctuation | Sentence punctuation ? . ! Bullet pointsCommas in a listCapital 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 |  |  |