



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topics</b>	<b>The United Kingdom</b>	<b>Toys (history)</b>	<b>Houses and Homes</b>	<b>The Great Fire of London</b>	<b>India</b>	<b>Changes within Living Memory- Scarborough</b>
<b>Text, Music and Film Stimulus</b>	<p><b>Text</b>-The Tiger who Came to Tea</p> <p><b>Video</b>-Firework video</p> <p><b>Text</b>-Mog the Forgetful Cat</p>	<p><b>Text</b>-Going on a Bear Hunt</p> <p><b>Text</b>-Handa's Surprise</p> <p><b>Text</b>-The Day the Crayons Quit</p>	<p><b>Text</b>-Hansel and Gretel</p> <p><b>Text</b>-Cinderella</p> <p><b>Text</b>-The Three Little Pigs</p>	<b>Text</b> -Tiddler	<b>Text</b> -Supertato Series	<p><b>Text</b>-Lighthouse Keepers Lunch</p> <p><b>Text</b>- Oliver's Veggies</p>
<b>Writing- Opportunities</b>	<p><b>Recount Writing</b> Recounting story of the Tiger <b>(The Tiger Who Came to Tea)</b></p> <p><b>Non-Fiction</b> Facts about Tigers <b>(The Tiger Who Came to Tea)</b></p> <p><b>Poetry</b> Bonfire/Diwali poetry</p> <p><b>Instructions</b></p>	<p><b>Description</b> Autumn description <b>(Going on a Bear Hunt)</b></p> <p><b>Recount Writing</b> Recount story of Handa's Surprise</p> <p><b>Description</b> Describe fruits from story <b>(Handa's Surprise)</b></p> <p><b>List Writing</b></p>	<p><b>Fairy tales</b> Sentence writing about Hansel and Gretel</p> <p><b>Description</b> Writing a 'Wanted' poster about the Witch <b>(Hansel and Gretel)</b></p> <p><b>Story Writing</b> Alternative story writing for Cinderella <b>(Cinderella)</b></p>	<p><b>Description</b> Describe the mermaid and the chest <b>(Tiddler)</b></p> <p>Setting description- Under the Sea <b>(Tiddler)</b></p> <p>Description of Tiddler <b>(Tiddler)</b></p>	<p><b>Description</b> Description of known superheroes <b>(Supertato)</b></p> <p>Description of own superhero <b>(Supertato)</b></p> <p>Description of Evil Pea <b>(Supertato)</b></p> <p><b>Description</b></p>	<p><b>Speech Work</b> Conversation between seagulls <b>(Lighthouse Keepers Lunch)</b></p> <p><b>Non-Fiction</b> Fact file about Blackbeard</p> <p><b>Character Description</b> Describe own pirate</p> <p><b>Diary Writing</b></p>

	<p>Instructions to wash hands</p> <p>How to bake biscuits <b>(cross curricular)</b></p> <p><b>Description</b> Description about Mog the Cat</p> <p>What has Mog done wrong?</p>	<p>What are the crayons used for? <b>(The Day the Crayons Quit)</b></p> <p><b>Diary Writing</b> Diary of the Elf on the Shelf</p> <p><b>Letter Writing</b> Letter to Santa</p>	<p>Alternative Story for The Three Little Pigs <b>(The Three Little Pigs)</b></p> <p><b>Non-Fiction Writing</b> Non-fiction writing about houses <b>(cross curricular)</b></p>		<p>Where were the vegetables in the classroom? <b>(Supertato)</b></p> <p><b>Recount</b> Asia Day costumes <b>(cross curricular)</b></p> <p><b>Traditional Stories</b> re-telling, linked to Asia Day <b>(cross curricular)</b></p>	<p>Diary of a pirate</p> <p><b>Recount</b> Pirate Day</p> <p><b>Non-Fiction</b> Leaflet for school summer fair</p> <p><b>Poetry</b> Shape poems about Scarborough <b>(cross curricular)</b></p> <p><b>Recount</b> Our Day at Scarborough <b>(cross curricular)</b></p> <p><b>Recount</b> What vegetables did Oliver find? <b>(cross curricular)</b></p>
<p>Writing- Grammar, Vocabulary &amp; Punctuation</p>	<ul style="list-style-type: none"> <li>• <b>'Use It' introduction (Autumn 2)</b></li> <li>• capital letters</li> <li>• full stops</li> <li>• finger spaces</li> <li>• rhyming strings</li> <li>• exclamation mark</li> <li>• conjunctions</li> <li>• 'ed' endings</li> <li>• 'ing' endings</li> <li>• plurals- adding 's' or 'es'</li> <li>• using the prefix un-</li> </ul>	<ul style="list-style-type: none"> <li>• <b>'Use It' features used and consolidated throughout.</b></li> <li>• capital letters</li> <li>• full stops</li> <li>• finger spaces</li> <li>• question marks</li> <li>• conjunctions</li> <li>• 'er' and 'est' endings</li> <li>• Using '-ing', '-ed', '-er' and 'est' where no change is needed to the root word</li> <li>• 'ed' endings</li> </ul>	<ul style="list-style-type: none"> <li>• <b>'Use It' features used and consolidated throughout.</b></li> <li>• capital letters</li> <li>• full stop</li> <li>• finger spaces</li> <li>• time connectives</li> <li>• writing extended sentences</li> <li>• adding connectives</li> <li>• extending writing with adjectives</li> <li>• common exception word work</li> </ul>			
<p>Writing-</p>	<p>Year 1 statutory spellings taught as part of English lessons</p>	<p>Year 1 statutory spellings taught as part of English lessons</p>	<p>Year 1 statutory spellings taught as part of English lessons</p>			

<b>Spelling (transcription)</b>	Spellings to learn at home are linked directly to phonics teaching		Spellings to learn at home are linked directly to phonics teaching		Spellings to learn at home are linked directly to phonics teaching	
<b>Writing- Handwriting</b>	<b>Taught weekly as a whole class</b> ‘curly caterpillar letters’ week 2 - c week 3 - a week 4 - o week 5 - d week 6 - g week 7 - q	<b>Taught weekly as a whole class</b> ‘ladder letters’ week 1 - e week 2 - s week 3 - f week 4 - l week 5 - i week 6 - t	<b>Taught weekly as a whole class</b> ‘one armed robot letters’ week 1 - u week 2 - j week 3 - y week 4 - r week 5 - b week 6 - n	<b>Taught weekly as a whole class</b> ‘zigzag monster letters’ week 1 - h week 2 - m week 3 - k week 4 - p week 5 - v week 6 - w	<b>Taught weekly as a whole class</b> week 1 - x week 2 - z week 3- revision of ‘tricky letters’ week 4- revision of ‘tricky letters’ week 5- revision of ‘tricky letters’ week 6- revision of ‘tricky letters’	<b>Taught weekly as a whole class</b> week 1 - revision of ‘tricky letters’ week 2 - revision of ‘tricky letters’ week 3- revision of ‘tricky letters’ week 4- revision of ‘tricky letters’ week 5- revision of ‘tricky letters’ week 6- revision of ‘tricky letters’
<b>Drama and Spoken Language</b>	<ul style="list-style-type: none"> <li>• performance poetry (Year 1 assembly)</li> <li>• acting out gunpowder plot</li> <li>• going on a bear hunt re-enactment</li> <li>• day the crayons quit</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Spring Production</b></li> <li>• hot seating Hansel and Gretel</li> <li>• three little pigs re-enactment</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Pirate Day (immersion day)</b></li> <li>• Re-enact Supertato</li> </ul>	
<b>Phonics (Floppy Phonics)</b>	<ul style="list-style-type: none"> <li>• <b>recap of phase 3</b></li> <li>• <b>Phase 5</b></li> <li>• ai, -ay</li> <li>• oi, oy</li> <li>• ee, ea</li> <li>• -igh, -ie</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Phase 5</b></li> <li>• oa, ow</li> <li>• -ue, ew</li> <li>• ur, ir</li> <li>• or, aw</li> <li>• ear, eer</li> <li>• air, -are</li> <li>• s, -ce</li> <li>• e, -ea</li> <li>• u, o</li> <li>• -ed</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Phase 5</b></li> <li>• ai, -ay, eigh, -ey, a-e, a, -ae, -ea</li> <li>• ee, -y, e, -ey, -ie, ea, e-e</li> <li>• -igh, -y, l, -ie, i-e,</li> <li>• oa, ow, o, -oe, o-e, -ough, eau</li> <li>• s, -ss, -se, -ce,</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Phase 5</b></li> <li>• j, ge, gi, gy, -ge, -dge</li> <li>• -le, -el, -ai, -il</li> <li>• -ue, u, ew, u-e, eu</li> <li>• oo, u-e, -o, -ou, -ough, ue, -ew, -ui, -u</li> <li>• Oi, oy, ow, ou, -ough</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Phase 5</b></li> <li>• ur, ir, er, ear, wor</li> <li>• u, o, -ou, -our, ar, a, al</li> <li>• -s, -si, -ge, w, wh, -u</li> <li>• f, -ff, ph, -gh</li> <li>• ch, -ie,</li> <li>• ow, a wa, alt</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Phase 5</b></li> <li>• ch, -tch, -ture, sh, ch</li> <li>• -ti, -ci, -ssi, sci, g, gu, -gue, gh</li> <li>• ear, eer, -ere, -ier, air, -are, -ear,</li> <li>• n, -nn, kn, gn, e, -rr, wr, rh</li> </ul>

