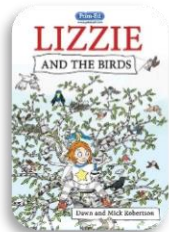




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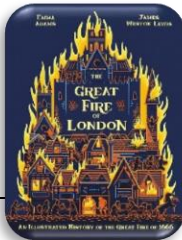
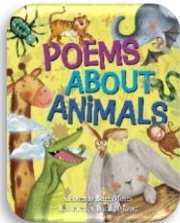
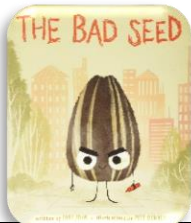
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing outcomes 1: (2 weeks) Outcome: To revisit Year 1 grammar objectives with an array of writing activities and games. Use of twinkl and Grammarsaurus (if available) to complete baseline assessments on whole class to inform subsequent week's planning focus.	Writing outcomes 1: (3 weeks) Outcome: Letter Text:  Stimuli: Blue Planet videos / beach clear up pictures/ plastic recycling challenge Subject link: Science: Everyday materials Geography: Oceans and continents Experience/visit/trip: Plastic recycling challenge Art collage from plastic	Writing outcomes 1: (2 weeks) Outcome: Story retell / adaptation Texts:  Stimuli: Seeing real animals/ films such as madagascar, sing Subject link: Science: Animals including humans: Animal needs Experience/visit/trip: Trip to Blackpool zoo	Writing outcomes 1: (2 weeks) Outcome: Story retell Text:  Subject link: Geography: World's continents and oceans Experience/visit/trip: Mapping/google maps etc	Writing outcomes 1: (2 weeks) Outcome: Descriptive writing (character) Text:  Stimuli: Villains from stories/films/Disney characters	Writing outcomes 1: (3 weeks) Outcome: Story writing Text:  Stimuli: (tbc) Subject link: Science: Animals including humans
Focus teaching: Oracy: Oral practice of sentences including questions and exclamation sentences before writing them End of year 1 points: • Leave space between words. • Use 'and' to join sentences. • Use capital letter, full stop, ! and ? • Use capital letter for	Focus teaching: Oracy: in small groups or pairs write questions for the Link. Pupils to hot seat the teace=her pretending to be King Charles R: To write a letter to King Charles about plastic pollution A: King Charles F: Sentences with questions marks, statements. Demarcation, subordination (because and if), coordination (and) T: polite, formal and inquisitive	Focus teaching: Oracy: In pairs agree the different steps of the story. Oral practice of sentences including questions and exclamation sentences before writing them R: To write a story retell of The Bear and the Piano which includes a range of conjunctions. A: Class book – other children	Focus teaching: Oracy: In pairs agree the different steps of the story. Oral practice of sentences including questions and exclamation sentences before writing them. Act out a scene from the story R: To write a story retell which uses vocabulary from the text A: adults and children F: well structured, past tense, extended noun phrases,	Focus teaching: Oracy: Pupils to write questions to ask the character then in pairs ask and answer the questions in role R: To write a character description using expanded noun phrases to give detail about how a character looks A: children in class F: adjectives, extended noun phrases, varied sentence structures T: formal, humorous, detailed	Focus teaching: Oracy: Pupils to write questions to ask the character then in pairs ask and answer the questions in role. Or act out a scene from the story R: To retell a story of Lizzie and the birds using vocabulary from thre story. A: children F: subordination, coordination, variety of tenses, suffixes, well sequenced, beginning,

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people/places/days of week/pronoun I GDS: pupils are writing accurate sentences and using all Year 1 punctuation correctly	GDS –Pupils write letters which are effective and coherent. They draw on their reading. Writing includes subject specific vocabulary and is grammatically correct.	F: past tense, expanded noun phrases and adjectives, subordination and coordination (when, if, and, but, that, because) T: informal, entertaining GDS – Pupils write effective stories which includes key words and detail from the original story.	apostrophe for possession and contraction, different sentence types. T: mix of formal and informal GDS – Pupils write effective stories which are coherently planned and use engaging vocabulary and a range of sentence structures, Evidence of pupils drawing on their reading. Writing includes key words and detail from the story.	GDS: Pupils effectively create their own villain using a range of conjunctions and highly effective vocabulary.	middle and end. T: Informal, engaging GD – Pupils create their own ending to the story which entertains the reader and demonstrates a range of conjunctions and correct grammar and punctuation.
Writing outcomes 2: (3 weeks) Outcome: Descriptive writing Text: Stimuli: The bee movie Subject link: Science: Living things and their habitats. Experience/visit/trip: Creepy crawlly man	Writing outcome 2: (2 weeks) Outcome: Story retell Text: Stimuli: Links to other superheroes Subject link: Science: Everyday materials Geography: Oceans and continents Experience/visit/trip: Superhero day Drama/role play	Writing outcome 2: (2 weeks) Stimuli: Trip to Blackpool Zoo Subject link: Animals including humans: Animal needs Experience/visit/trip: Trip to Blackpool zoo	Writing outcome 2: (2 weeks) Outcome: Recount Text: Stimuli: Non-fiction texts around healthy food. Subject link: DT: Design and make a healthy and nutritious snack Experience/visit/trip: Making a healthy snack in DT Tasting foods	Writing outcome 2: (2 weeks) Outcome: Letter Text: Stimuli: Photographs of Pakistan and Bury to compare. Atlas, videos, non-fiction texts Subject link: Geography: A comparison between Bury and Pakistan Experience/visit/trip: Family members come into classroom to discuss culture/possessions/clothing etc (Pakistan)	Writing outcome 2: (2 weeks) Outcome: Recount Stimuli: Trip to Heaton Park Subject link: History - Manchester Experience/visit/trip: Trip to Heaton Park



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Focus teaching: Oracy: In groups collect adjectives and phrases. Do a round robin activity adding to the ideas of other groups. Discussion of words and phrases which were chosen. Or charades acting out emotions. R: To write about a known character from a story they have listened to using adjectives to describe. A: Children F: capital letters, finger spaces, full stops. Sentence structure, adjectives, coordination 'and' 'because'. T: informal, descriptive, entertaining sequenced. GD – Pupils accurately use punctuation in writing, use 'and' to join sentences and include a range of interesting adjectives taken from the texts they have experienced.	Focus teaching: Oracy: In pairs agree the different steps of the story. Oral practice of sentences including questions and exclamation sentences before writing them R: To retell the story using story language from the text which entertains the reader and informs them of what happens A: Children in school F: third person, past tense verbs, sentences sequenced, beginning, middle and end, subordination (because, if), coordination (and) T: informal, entertaining, descriptive GDS: Pupils can write effectively and coherently drawing on their reading including detail from the original text. Their stories are well planned and has features of a story.	Focus teaching: Oracy: In pairs, pupils to create pictures of the visit showing the different things they saw. Pupils present drawings to the class. R: To write a recount about the visit to the zoo which informs parents of the animals that we saw and activities we did A: parents F: sequenced simple sentences, subordination and coordination, expanded noun phrases, past tense. T: mix of formal and informal GDS – Pupils understand how to write a recount in chronological order and use time connectives and adverbial phrases well Accurate use of punctuation including apostrophe for contraction and commas in a list.	Focus teaching: Oracy: In pairs, pupils to create pictures of the task showing the different things they did. Pupils present drawings to the class. R: To write a recount in chronological order to inform the reader of how we made a disgusting sandwich. A: Other pupils F: Past tense, coordination and subordination, commas in lists, organisational features, well sequenced, suffixes. T: Formal GD – The steps of therecount are correct and informative with all key pints included. Pupils extend the task to include a short review of the sandwich.	Focus teaching: Oracy: Pupils role play the conversation between the letter writer and recipient. R: To write a letter to Year 1 about time in Year 2. A: Year 1 F: letter format, descriptive language, subordination and coordination, question marks T: formal GDS: Pupils can write effectively and coherently drawing on their reading including detail from the original text. Their stories are well planned and has features of a story.	Focus teaching: Oracy: In pairs, pupils to create pictures of the visit showing the different things they saw. Pupils present drawings to the class. R: To write a recount of an experience at Heaton Park which informs parents of the activities we did there. A: parents F: past tense, descriptive, facts, exclamation sentences, question marks, apostrophes, suffixes, commas in lists T: formal, informative, factual GD – Pupils can organise recount into paragraphs with subheadings, comma for a list, exclamation marks and a range of fronted adverbials.
Writing outcome 3: (2 weeks) Outcome: Recount Stimuli: Mini Beast Man visit to school	Writing outcome 3: (2 weeks) Outcome: Diary Entry Text: 	Poetry Unit: Outcome: Poetry (riddles) Text: 	Writing outcome 3: N/a	Writing outcome 3: Outcome: Descriptive writing, Narrative – adaptive story Text: 	Writing outcome 3: Outcome: Letter Stimuli: Year 1 class Subject link: PSHE, supporting wellbeing



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 Subject link: Science: Living things and their habitats. Experience/visit/trip: Mini Beast Man visit to school	Stimuli: The Drama Hub visit to school. Subject link: History: The Great Fire of London Experience/visit/trip: Great fire of London workshop/drama	Stimuli: Animal videos (David Attenborough) Subject link: Science: Animals including humans: animal needs Experience/visit/trip: Additional PE – animal movement/dance/role play		Stimuli: Science experiment Subject link: Science: Plants Experience/visit/trip: Planting a seed and observing it grow	Experience:
Focus teaching: Oracy: In pairs, pupils to create pictures of the visit showing the different things they saw. Pupils present drawings to the class. R: To write a recount about the visit from the Creepy Crawly Man which informs other pupils about the insects we saw A: other pupils F: Sequencing, using conjunction 'and' 'because', past tense, capital letters, full stops. T: formal, informative, clear GDS –Pupils understand how to write a recount in chronological order and use time connectives and adverbial phrases well Accurate use of	Focus teaching: Oracy: Pupils to write questions about the GFOL. Teacher to act as a person who saw the fire and answer questions. Other pupils to have a go R: To write a diary entry which retells facts and events of the GFOL, written from the perspective of a person experiencing the event. A: adults and children F: grouped facts, past tense simple verbs (was/were/has/had), simple adjectives and verbs, subordination (when), coordination (and) T: informative, informal GDS – Pupils can evidence understanding of what features are seen in a diary	Focus teaching: Oracy: Pupils to play a rhyming game and collect words which rhyme R: To write a poem in the form of a riddle which entertains the reader and helps them to guess the animal A: Other pupils F: Present tense, coordination, subordination, adjectives expanded noun phrases, rhyme, alliteration T: informal GDS – entertaining riddles which are effective and use good vocabulary		Focus teaching: Oracy: In pairs agree the different steps of the story. Oral practice of sentences including questions and exclamation sentences before writing them R: To retell the story of the bad seed using story language from the text. . A: Other pupils F: past tense, coordination and subordination, organisational features, well sequenced, suffixes. T: Formal GD – Evidence of effective story telling drawing on the original. Pupils evidence a wide range of accurate punctuation – exclamation, question, comma in a list, apostrophes. Pupils use of	Focus teaching: Oracy: In groups pupils to decide what the letter should contain and share with the class. Pupils to devise questions which Year 1 pupils might want to ask and share with class. R: To write a letter to Year 1 children to tell them all about Year 2. A: parents F: sequenced sentences, subordination and coordination, expanded noun phrases, past tense, some plural nouns, apostrophe for contraction and possession T: mix of formal and informal GD – Pupils write in the correct tone and include correct detail. Good paragraphing evident. A range of punctuation –



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punctuation including apostrophe for contraction and commas in a list .	including first person. Some attempt at characterisation. Accurate punctuation and range of sentence structures.			paragraphs to organise writing.	exclamation, question, comma in a list, apostrophes. Use of paragraphs to organise writing. Cursive writing.
Accompanying texts: Use for GR/story times/cross curricular reading /classroom library. - Bee & Me (Alison Jay) - Bee (Britta Teckentrup) - The Bee Book (Charlotte Milner) - Mad about minibeasts (Giles Andreae) - Mad about bugs (Ladybird) - Superworm (Julia Donaldson) - Insect detective (Steve Voake) - Outdoor science: Habitats - Other non-fiction texts and fictional stories involving insects in the school library .	Accompanying texts: Use for GR/story times/cross curricular reading /classroom library. - Duffy's great escape (Ellie Jackson) - Dear Greenpeace (Simon James) - Greta Thunburg (little people big dreams) - Let's investigate Plastic Pollution (Ruth Owen) - Other Non-fiction books and about materials in the school library. - Ninja Nan (Hollie Hughes) - Supertato (Sue Hendra) - Marvel comics - The Great Fire of London (Liz Gogerly) - Samuel Pepys (Paul Harrison)	Accompanying texts: Use for GR/story times/cross curricular reading /classroom library. - The Koala that could (Rachel Bright) - The Bear and the Piano (David Litchfield) - Poems about animals (Brian Moses) - The big book of animals (Usborne) - Fantastic Mr Fox (Roald Dahl) - Aesop's fables - Non-fiction and fictional texts about animals in school library - The clue is in the poo (Andy Seed) - Animal poems (Jennifer curry)	Accompanying texts: Use for GR/story times/cross curricular reading /classroom library. - Grandad's secret Giant (David Litchfield) - The way back home (Oliver Jeffers) - Her story (Katherine Halligan) - The Picture History of Great Explorers (Gillian Clements) - What's on my plate? (Jennifer Boothroyd) - Try it! (Mara Rockcliffe) - You are what you eat (DK) - Hot, hot Roti dor Dada-Ji (F.zia) - Oliver's vegetables (Vivian French)	Accompanying texts: Use for GR/story times/cross curricular reading /classroom library. - Familiar stories with villains (bad characters) in - Disney characters - Here we are (Oliver Jeffers) - The proudest blue (Ibtihaj Muhammed) - My father's shop (Sumtomi Ichikawa) - Home (Carron Ellis) - Nadia's hands (Karen English) - Malala Yousafzai (little people, big dreams) .	Accompanying texts: Use for GR/story times/cross curricular reading /classroom library. - Fictional stories that support vocabulary and sentences structure - Books about birds (from school library) - A Lion in Paris (Beatrice Alemagna) - Anatole (Eve Titus) - Non-fiction texts about France