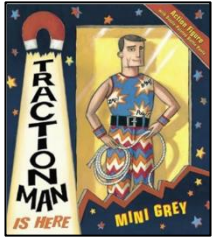
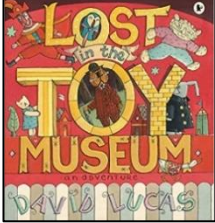
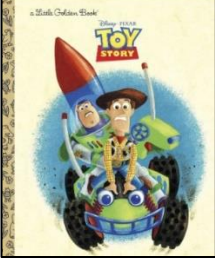
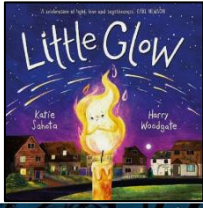
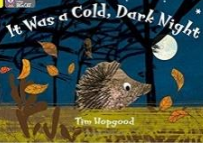
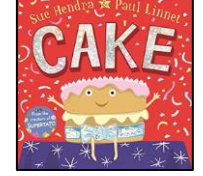
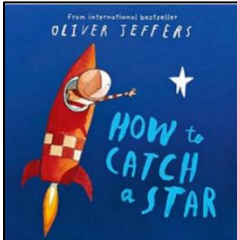
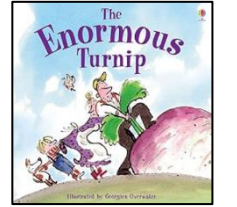
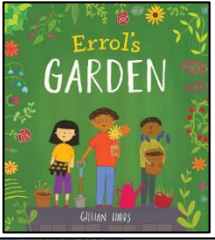
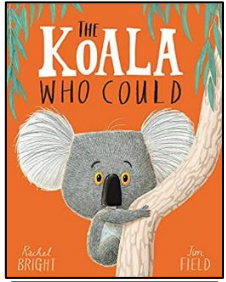
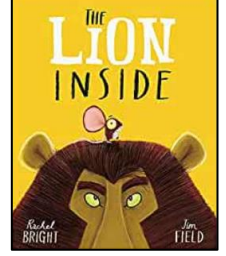
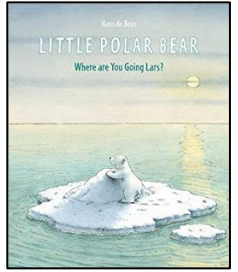
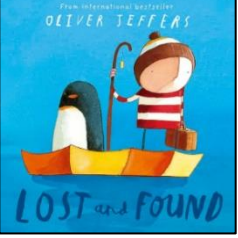
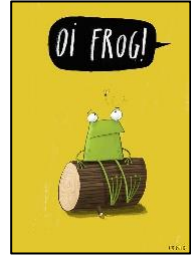


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Feelings Changes in Living Memory (Toys)	Celebrations Seasons	Space Plants		PSHE - Being My Best Animals	Oceans and Seas
Main Text	  	  	 	 	 	  
Additional texts						
Why this why now?	This story links to the children's historical learning about toys and their development over time. A selection of stories to support children's transition into Year 1.	This story introduces celebrations through a birthday party with a twist.	This story links with children's learning about Space and Plants in Science.	This story features some of the oceans and seas that the children will be studying in their geography learning.	This story links with children's learning about Animals in Science.	This story introduces the children to hot/cold areas of the world so supports their learning in geography.
Writing Outcomes from entire unit	Toy Story Outcome: To label a character. Purpose: To inform, Audience: N/A Form: Poster Toy Story Outcome: To write a simple sentence. Purpose: Retell a story. Audience: N/A Form: Re-telling Lost in the Toy Museum Outcome: To describe the lost toy Purpose: To inform Audience: People at the museum Form: Lost poster Lost in the Toy Museum Outcome: To describe the lost toy Purpose: To entertain Audience: Bunting's friends Form: Clues Traction Man	It Was a Cold Dark Night Outcome: To retell a story using Talk for Writing. Purpose: To describe feelings Audience: Other animals Form: A re-telling Little Glow Outcome: To write a party invitation. Purpose: To inform Audience: Little Glow's friends Form: Invitation Cake Outcome: To instruct children how to decorate a cake Purpose: To inform Audience: Cake makers! Form: Instructions Cake Outcome: To persuade people to buy my cake Purpose: Persuasive language. Audience: Customers	The Enormous Turnip Outcome: To write an advert asking someone to pull up a turnip. Purpose: Persuasive language. Audience: Somebody strong! Form: An advert The Enormous Turnip Outcome: To re-tell a story Purpose: Entertain Audience: Year 1 children Form: A narrative How to Catch a Star Outcome: To write a fact file about stars Purpose: To inform Audience: Children learning about stars Form: Fact file How to Catch a Star Outcome: To write an acrostic poem about stars Purpose: To entertain Audience: Children in our school Form: Acrostic Poem	Whole School Text: TBC Errol's Garden Outcome: To ask questions about gardening Purpose: To inform. Audience: A professional gardener Form: A letter Errol's Garden Outcome: To instruct children how to plant a flower Purpose: Inform Audience: Gardening novices Form: Instructions Somebody Swallowed Stanley Outcome: To inform the world about dangers of plastic in the ocean Purpose: Inform Audience: The whole world! Form: An information leaflet	Lion Inside Outcome: To write a character profile-description of the mouse and the lion Purpose: To describe Audience: Year 1 children Form: A description The Koala who could: Outcome: To write a recipe for a good friend Purpose: inform Audience: Form: instructions Oi Frog Outcome: Rhyming Purpose: entertain Audience: Form: Simple sentences	Lost and Found Outcome: To design and write a poster for a missing toy. Purpose: To describe Audience: Arctic animals Form: A lost poster Lost and Found Outcome: To write a story Purpose: To entertain Audience: Other children in school Form: A narrative Little Polar Bear Outcome: To write a non-chronological report on Polar Bears Purpose: To inform Audience: Form: A non-chronological report Outcome: fact file on polar bears/ arctic animals. Purpose: Inform Audience: Form: information text

	Outcome: To retell a story Purpose: To entertain Audience: Year 1 children Form: Narrative Traction Man Outcome: To write my own story Purpose: To entertain Audience: Year 1 children Form: Narrative	Form: An advert				
Grammar Opportunities	leave spaces between words write simple labels and captions use personal pronoun I beginning to punctuate sentences using a capital letter and a full stop letter, capital letter word sentence punctuation, full stop, identify and use adjectives	sequence sentences to form short narratives punctuate sentences using a capital letter and a full stop using the spelling rule for adding -s leave spaces between words use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' letter, capital letter word sentence punctuation, full stop, singular, plural, identify and use adjectives time adverbs imperative verbs	punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Introduction to capital letters, full stops, question marks / exclamation marks to demarcate sentences letter, capital letter word sentence punctuation, full stop, singular, plural question mark, exclamation mark suffix identify and use adjectives	join words and clauses using and use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' use -ing, -ed, where no change is needed in the spelling of root words use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. punctuate sentences using a capital letter and a full stop, question mark or exclamation mark letter, capital letter word sentence punctuation, full stop, singular, plural question mark, exclamation mark suffix clauses	Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun use -er -est where no change is needed in the spelling of root words use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' punctuate sentences using a capital letter and a full stop, question mark or exclamation mark use -ing, -ed, where no change is needed in the spelling of root words join words and clauses using and How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] letter, capital letter word sentence punctuation, full stop, singular, plural question mark, exclamation mark clauses suffix prefix	use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' punctuate sentences using a capital letter and a full stop, question mark or exclamation mark use -ing, -ed, where no change is needed in the spelling of root words join words and clauses using and How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] letter, capital letter word sentence punctuation, full stop, singular, plural question mark, exclamation mark clauses suffix prefix

Spoken language statements	Listen and respond appropriately to adults and their peers - Concentrate on the person talking and to ignore background noise and movement which is not relevant to the situation. - Understand 2-3 part instructions that may include time concepts, e.g. using 'first', 'before', 'after' or 'when' Ask relevant questions to extend their understanding and knowledge - Ask questions to find out things using 'how' and 'why' when prompted - Be aware when they haven't understood something and is able to say, for example, 'I don't understand' (with no further elaboration). Use relevant strategies to build their vocabulary - Able to group and name members of categories and to suggest possible category names - Able to guess the word from clues, or give others clues using shape, size, function, etc. with support . Articulate and justify answers, arguments and opinions - Use language consistently to express likes and dislikes Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - Able to use early 'story language' e.g. 'Once upon a time ...'; 'One day, ...' - Use language to talk through a series of steps for example for simple problem solving - Able to join sentences using 'and' Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - Maintain attention and participate in conversation and small groups providing there are minimal external distractions. Attention and participation in larger groups is sustained for most of the activity Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - Use language to talk self through steps required in simple problem solving Speak audibly and fluently with an increasing command of standard English - Produce speech that is clear and easy to understand, with only a few immaturities - Able to say words accurately with 3 syllables or less - Able to blend 3 or 4 phonemes to make a word, and segment words into individual sounds - Able to use appropriate tenses and word order Participate in discussions, presentations, performances, role play, improvisations and debates - Remember their words and speak clearly in presentations, performances and role play Gain, maintain and monitor the interest of the listener(s) - Able to initiate a conversation with a class visitor by using prepared questions Consider and evaluate different viewpoints, attending to and building on the contributions of others - Respond to points of interest when listening to contributions of others Select and use appropriate registers for effective communication - Imitate popular language
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