

Year	One			Two			Three		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Topics	Me (Ourselves) / Festivals	Made in Cumbria / Castles and Dragons	My Country / London Growing up (Mini topic)	Me (Keeping Healthy) / Ice explorers	Made in Cumbria / Weather Experts	Global gardens / Awesome Africa	Me (My place in our village) / Food & Farming	Made in Cumbria / Down Under (disaster)	Our Planet / Pirates (oceans and seas)
Maths									Time Zones
Science Seasonal change is covered throughout the year	<p>POS 2 & 4</p> <p>Ourselves (human body / senses) Y1 2b, d, wsa,e,f Y2 3a,b,c</p> <p>Our life cycle</p> <p>-----</p> <p>Sound (festivals & instruments) (non statutory)</p>	<p>POS 3 & 4</p> <p>Materials and Changes (investigating flexibility - BRIDGES)</p> <p>Y1 3a,b,c,d Ws d,c,e Y2 4 a,b</p> <p>Plants- mr mcgregors garden Y1 1a,b Wsb,e,f Y2 2a,b</p>	<p>POS 1 & 4</p> <p>Habitats – town and country comparison – minibeasts & birds Y1 2a,b,c Y2 1,b,c,d</p> <p>(Plants)</p>	<p>POS 2 & 4</p> <p>Keeping fit and healthy – look at aspect inc living and dead/Basic animal needs Y1 2dhumans- Y2 3 a,b,c</p> <p>POS 1 habitats Y2 1a,b,c,d</p> <p>-----</p> <p>(elements of POS3) Changing materials – ICE- <i>(scientific enquiry – watching ice melt... making it melt faster/ slower)</i> (keeping warm/ insulators) (Non statutory) Ws- a,b,c,d,e</p>	<p>POS 3 & 4</p> <p>Everyday Materials</p> <p>Y1 3a,b,c,d, 4b Y2 4a,b</p> <p>Waterproof fabrics</p>	<p>POS1 &4</p> <p>Plants – growing (to harvest in autumn 3) Y1 1a,b wsa,b,d,e,f Y22a,b</p> <p>Identifying and comparing common animals Y1 2a,b,c Y2 1a, b,c,d</p> <p>Life cycles of humans and other animals (frog / butterfly) Y2 3 a</p> <p>Habitats Y2-1b,c,d</p>	<p>POS 2 & 4</p> <p>Keeping fit and healthy – exercise and healthy eating (how to make our playtimes / packed lunches more healthy) Y2 3 a,b,c</p> <p>POS1</p> <p>Plants – harvest Y1 1a,b Wsb,e,f Y2 2a,b</p>	<p>POS 2 and 3</p> <p>(Animals/ habitats that live in Oz) POS 2 Animals – Describe and compare the structure of common animals – amphibians, birds and reptiles Y1 4a,b Y2 1a,b,c</p> <p>Electricity – uses and safety (why do we need wind turbines?) (non statutory)</p> <p>Everyday materials Y1 3 a,b,c,d Y2 4 a,b (??Make a SUN hat!)</p>	<p>POS1 & 2</p> <p>Habitats – Food chains, identification of plants and animals. Use of simple keys Y1 1a,b Y2 1d</p> <p>POS 4 Seasonal changes – weather study- collect data Weather and changes in the Southern hemisphere compared to us. Y1 2a,b,c</p> <p>Electricity – making a circuit to add a light to our light houses- (non statutory)</p>
Art and Design	<p>Picasso (self-portraits) Trio of techniques Pastels / Paint / Pencil drawing Colour wheel Primary and Secondary Colours Tones and Shading</p> <p>Drawings, painting</p>	<p>Willow Pattern</p> <p>Line drawing in ink Thickness and line size</p> <p>Printing</p>	<p>Digital Media</p> <p>Animation on the Great Fire of London</p> <p>Collage- craft and design technique</p>	<p>Eric carle (illustrator)</p> <p>Chalk, oil pastels and Charcoal</p> <p>Snowmen- Tone and shading, Dots, lines and textures</p> <p>Colour wheel / primary and secondary colours</p> <p>Drawing</p>	<p>Andy Goldsworthy <i>(Trip – Derwent water sculpture- Cumbria)</i></p> <p>Colour wheel work painting</p> <p>Sculpture- craft and design techniques</p>	<p>Van Gogh- Camille and the sunflowers</p> <p>Painting -</p>	<p>Arcimbaldo Digital media</p> <p>Printing - wheels Photos</p> <p>Felting – local artist</p>	<p>Aboriginal Art</p> <p>Finger Painting / printing Colour mixing</p> <p>Colour Wheel – primary and secondary colours</p> <p>Drawing / painting</p>	<p>Weaving – Water Pictures</p> <p>Textiles – fabric faces</p> <p>Craft and design techniques (local artist)</p>
Computing	<p>e- safety</p> <p>Computer science-</p> <p>Digital literacy- computers are everywhere!</p> <p>IT- navigation skills- WWW</p> <p>IT- how to save and open docs</p> <p>IT - Computer driving license- Espresso (YR learning/ Y1 recap/ Y2 indep task) Use word to create a document (YR- type name/ Y1 write sentence/ Y2 write sentence using capital letters and finger spaces)</p>	<p>Cameras</p> <p>e- safety</p> <p>Use FRESCO or similar</p> <p>IT- navigation skills- WWW</p> <p>Digital literacy- computers are everywhere!</p> <p>IT- how to save and open docs</p> <p>IT - Computer driving license- Espresso (YR learning/ Y1 recap/ Y2 indep task)</p> <p>computer science- write an algorithm - (BEE BOTS)</p>	<p>e- safety</p> <p>Computer science- edit/ de bug algorithm (automatic doors)</p> <p>IT- (applying skills learnt in class/ topic work)</p> <p>Digital literacy- highlight use of computers to communicate with LONDON school</p>	<p>e- safety</p> <p>IT- navigation skills- WWW</p> <p>Digital literacy- computers are everywhere!</p> <p>IT- how to save and open docs</p> <p>IT - Computer driving license- Espresso (YR learning/ Y1 recap/ Y2 indep task)</p> <p>Use word to create a document (YR- type name/ Y1 write sentence/ Y2 write sentence using capital letters and finger spaces)</p>	<p>(Use cameras)</p> <p>e- safety</p> <p>IT - Digital Media - Upload photos and change colours</p> <p>IT – using tech purposefully- Data logging weather</p> <p>IT find a doc or images/ make changes and re-save in own file</p> <p>Digital literacy- computers used to monitor weather/ school weather station</p> <p>computer science- write an algorithm - (BEE BOTS/ scratch)</p>	<p>e- safety</p> <p>Computer science- edit/ de bug algorithm (scratch)</p> <p>IT- (applying skills learnt in class/ topic work)</p> <p>Digital literacy- How could we use computers to communicate with African school.</p>	<p>e- safety</p> <p>IT- navigation skills- WWW</p> <p>Digital literacy- computers are everywhere!</p> <p>IT- how to save and open docs</p> <p>IT - Computer driving license- Espresso (YR learning/ Y1 recap/ Y2 indep task)</p> <p>computer science- write an algorithm - (BEE BOTS)</p> <p>Use word to create a document (YR- type name/ Y1 write sentence/ Y2 write sentence using capital letters and finger spaces)</p>	<p>Cameras</p> <p>e- safety</p> <p>IT- navigation skills- WWW</p> <p>Digital literacy- computers are everywhere!</p> <p>IT- how to save and open docs</p> <p>IT - Computer driving license- Espresso (YR learning/ Y1 recap/ Y2 indep task)</p> <p>Digital literacy- highlight use of computers to communicate with Australia</p>	<p>e- safety</p> <p>Computer science- edit/ de bug algorithm (light house code)</p> <p>IT- (applying skills learnt in class/ topic work)</p>
Design and Tech	<p>Make a money container – textiles</p> <p>Moving Christmas card - Sliders/ levers</p> <p>Cooking and nutrition</p> <p>Festival Food – coconut ice squares DIWALI</p>	<p>Make a castle – - Build structures, making things stronger and stiffer and stable.</p> <p>Cooking and nutrition</p> <p>Chinese Food-</p>	<p>Make a vehicle – link to London...</p> <p>(mechanisms- wheels & axles)</p> <p>Cooking and nutrition</p> <p>British food</p>	<p>Snowball launcher– Levers</p> <p>Cooking and nutrition</p> <p>Food kebabs, salad, cocktails (food)</p>	<p>Waterproof / Warm clothing – (Percy park keeper) (textiles; design/ function/ techniques/ evaluate)</p> <p>Cooking and nutrition</p> <p>Grasmere Gingerbread- food</p> <p><i>Trip – Grasmere/National Park</i></p>	<p>Wind up well-mechanism (wheels-axles)</p> <p>Cooking and nutrition</p> <p>Bird food cakes</p> <p>African food...</p>	<p>Playground/ garden equipment Mechanisms/ structures</p> <p>Cooking and nutrition</p> <p>sensational salads/ seasonal baking pumpkin soup</p>	<p>Wall hanging – textiles following on from art Design / function</p> <p>Cooking and nutrition</p> <p>Anzac biscuits Sea food</p>	<p>Lighthouse with a light Build structures/ function/techniques</p> <p>Cooking and nutrition</p> <p>Picnic Food – (light house keepsers lunch)</p>

Geography Locational knowledge built on each year. 1a,b 2a 3a,b,c,d,4 a,b,c,d	Countries of the world – focus on areas we look at festivals 1a,b South America MEXICO (City) Globes / maps 4a,c (plan view/ map making)		Investigate Cumbria and Wales 1b 3a,b,c,d ----- Investigate Asia as a continent – CHINA 1a,4a,c Compare Cumbria with China 2a (physical / human features)		My countries capital – LONDON & other capitals of the UK (city) 1a,b 2a 3b,c,d 4a,b,c (aerial photos/plans)		Investigate North and South Pole as a continent 1a, 3a,b,c,d Polar expeditions – DAVID MITCHELL (local polar explorer) Compare Cumbria with Poles 3a 4d (observations, physical features)		Investigate Cumbria, England and Scotland's National parks 1b,2a,3a,b,c,d 4a,c Directions NSEW plan view/ map making UK climate Hot and cold parts of our planet. (Flooding/ A592? – will it be open for our trip to Grasmere? How long is the detour?) ----- -		Compare and contrast African garden to our school garden 4d fieldwork and observational skills to study geog around school- phys/ human (<i>Field work/ school garden (sendacow website)</i>) Africa VOCAB :soil, (<i>RIVER valley,river?</i>) (<i>routes on a map</i>) (<i>Plan a journey? Day trip...</i>) symbols on a map etc		My place in the world – locate Friz in Cumbria / UK / World – maps (village) 1a,b 2a,4b, (aerial photos/plans/ Directions NSEW vegetation mountain) Geog field work? Traffic survey? (plan view/ map making)		Investigate Cumbria and Ireland – Giants Causeway 1b,2a, 3bcd, 4a,c Compare Cumbria with Australia and NZ 1a, 2a, 3a, 4a,c,d Observations, physical, human features DISASTER! Earthquakes and Bushfires (Weather link to science) 3a		Continents and oceans 1a,b,3a,4a,b,c Maps Beach, cliff, coast, sea ocean (<i>vocab still needed:- season/ weather</i>)	
	History H a,b,c,d	Changes within living memory (OURSELVES and FAMILIES) Ha How have I changed Key events in the past – festivals (link to RE/ SEAL)		Significant historical places and people – BEATRIX POTTER Hc, d ----- Significant individuals – BRUNEL (bridges)		Hb Key events in the past – GREAT FIRE OF LONDON		Hc Lives of sig. individuals – MARY SEACOLE Ha Changes in living memory – medicines and vaccines Lives of sig. individuals – SCOTT of the Antarctic/ SHACKLETON		Hd Sig. historical events – the creation of the National Park JOHN MUIR and WILLIAM WORDSWORTH ?? Lives of sig. individuals – CHRIS BONNIGTON Hc Sig. historical events – space exploration NEIL ARMSTRONG		DAVID ATTENBOURGH		Ha Changes within living memory – An event or a building in the local area (new bridge / housing estate / repairs after weather) Hc Lives of sig. individuals in Britain – ROBERT STEPHENSON (invented the rocket steam engine)		Hd ?? Sig. historical event – development of wind power – largest wind farm in Europe / floods / mining ?? Hc ??Lives of sig. individuals in Britain – CAPTAIN COOK <i>Trip - Sellafield / Wind turbines etc</i>		?? Key events in the past globally – SUMMER SOLISTICE Paganism (Hc GRACE DARLING light house link might be better!)
Music	YR- change and growth (winter loud and quiet) ME Y2: Ourselves (exploring sounds)		YR- stories and sounds (structure) ME Y2- Animals – (pitch)		ME Y2: Patterns mini beasts – (beat)		YR- special people (new year beat and tempo) ME Y2- Our bodies- (beat)		Music express year 2 – weather: (exploring sounds)		M Exp.Year 2 : travel (performance)		YR – working world (texture) ME Y2- Toys – (beat)		ME Y2 Story time – (exploring sounds)		YR- moving patterns- Music express: Y2 water (pitch)	
P.E	Dance Halloween The Monster Mash (planning in shared folder)	Gymnastics (See Vanessa Foster Notes in shared folder)	Gymnastics (Key steps)	Dance Chinese New Year theme (planning in shared folder)	Country Dance (for festival)	Outdoor and Adventurous (lancs scheme)	Dance – Penguins (lancs scheme)	Gymnastics (See Vanessa Foster Notes in shared folder)	Gymnastics (Key steps)	Dance Space (planning in shared folder)	Country Dance (for festival)	Outdoor and Adventurous (lancs scheme)	Dance Life on a farm (planning in shared folder)	Gymnastics (See Vanessa Foster Notes in shared folder)	Gymnastics (Key steps)	Dance – shoreline (lancs scheme)	Country Dance (for festival)	Outdoor and Adventurous (lancs scheme)
	Games – core task 1 (throwing / rolling / kicking) Differentiate via Y1 and Y2 core tasks	Multi skills	Reception swimming Games – Core task 2	Multi skills	Games – Ball games core task from Y2 lancs scheme – introduction of tactics)	Athletics (lancs scheme)	Games – core task 1 (throwing / rolling / kicking) Differentiate via Y1 and Y2 core tasks	Multi skills	Reception swimming Games – Core task 2	Multi skills	Games Football – core task from Y2 lancs scheme – introduction of tactics)	Athletics (lancs scheme)	Games – core task 1 (throwing / rolling / kicking) Differentiate via Y1 and Y2 core tasks	Multi skills	Reception swimming Games – Core task 2	Multi skills	Games Rugby – core task from Y2 lancs scheme – introduction of tactics)	Athletics (lancs scheme)
Enterprise			Architecture		Our aspirations Our future tenner challenge						Our aspirations Our future		Sell our harvest				Our aspirations Our future	

SEAL / RE	<p>New beginnings Getting on and falling out (say no to bullying)</p> <p>(Cumbria scheme reception)</p> <p>WHERE DO I BELONG? WHAT FEELINGS CAN WE TALK ABOUT?</p> <p>WHY DO WE HAVE HARVEST FESTIVALS?</p> <p>Use Cumbria SACRE EYFS RE units</p> <p>Diwali Christmas around the world Halloween Remembrance</p>	<p>Going for goals Good to be me!</p> <p>(Cumbria scheme reception)</p> <p>HOW DID JESUS AFFECT SOME OF THE PEOPLE HE MET?</p> <p>HOW CAN WE USE OUR HANDS?</p> <p>WHY DO WE TALK ABOUT NEW LIFE AT EASTER?</p> <p>Use Cumbria SACRE EYFS RE unit</p> <p>Use Cumbria SACRE EYFS RE units</p>	<p>Relationships Changes</p> <p>Our aspirations Our future (Cumbria scheme reception)</p> <p>WHO HELPS US?</p> <p>WHO DO WE HELP?</p> <p>Use Cumbria SACRE EYFS RE unit</p> <p>HOW AND WHY ARE WEDDINGS CELEBRATED?</p> <p>Include Muslim families</p> <p>Use Cumbria SACRE EYFS RE unit</p>	<p>New beginnings Getting on and falling out (say no to bullying) (Cumbria scheme Year one)</p> <p>WHAT DOES IT MEAN TO BELONG TO CHRISTIANITY?</p> <p>Use some of Cumbria SACRE unit</p> <p>PRAYER: WHO? WHAT? WHERE? WHY?</p> <p>Use some of RE-online banquet CHRISTMAS: Giving & Receiving. Use Cumbria Christmas document</p>	<p>Going for goals Good to be me! (Cumbria scheme Year one)</p> <p>WHO IS JESUS? WHY IS HE INSPIRING FOR SOME PEOPLE?</p> <p>Use Cumbria SACRE unit</p> <p>SIGNS & SYMBOLS: WHAT DO THEY MEAN TO A BELIEVER?</p> <p>Use RE-online banquet WHY DO CHRISTIANS CELEBRATE EASTER?</p> <p>Use Cumbria Easter doc</p>	<p>Relationships Changes (Cumbria scheme Year one)</p> <p>WHAT ARE SOME SPECIAL PLACES & WHY ARE SOME HOLY FOR PEOPLE?</p> <p>Use some of 2007 QCA unit & Cumbria Places of Worship doc</p> <p>WHY IS BUDDHA AN INSPIRATION TO BUDDHISTS? (Focus on Life story of Buddha)</p> <p>Use Cumbria Buddhism document</p>	<p>New beginnings Getting on and falling out (say no to bullying) (Cumbria scheme Year two)</p> <p>WHAT DOES IT MEAN TO BELONG TO BUDDHISM?</p> <p>Use some of Cumbria SACRE unit</p> <p>WHAT ARE SOME FESTIVALS OF LIGHT?</p> <p>Include Diwali, Christingle & Christmas. Adapt RE-online banquet What can I learn from the story behind Divali & use Cumbria Festivals doc & Christmas doc</p>	<p>Going for goals Good to be me! (Cumbria scheme Year two)</p> <p>HOW DID MOSES INSPIRE THE EXODUS?</p> <p>Use RE-online banquet</p> <p>WHAT CAN WE LEARN FROM VISITING A CHURCH AT EASTER? Focus on Church Celebrations. Use Cumbria Easter doc</p>	<p>Relationships Changes (Cumbria scheme Year two)</p> <p>WHAT ARE THE MOST IMPORTANT THINGS IN LIFE?</p> <p>Use some of RE-online banquet</p> <p>WHY ARE SOME BOOKS AND STORIES SPECIAL?</p> <p>Use Cumbria SACRE unit & Cumbria Special Books doc.</p>
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ICT/Music and P.E – Year ½ will follow a Two Year Cycle for these subjects.

Tim berners lee (www)

<http://www.planbee.com/geography/331/>

http://www.amazon.co.uk/Collins-Primary-Geography-Pupil-Book/dp/0007563582/ref=sr_1_11?ie=UTF8&qid=1450183601&sr=8-11&keywords=geography+key+stage+1

<http://www.sendacow.org.uk/lessonsfromafrica/resources/>

<http://leapmaa10.miniserver.com/~sendac/moodle/course/view.php?id=4>

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	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Topics	Me (Ourselves) / Festivals	Made in Cumbria / Castles and Dragons	My Country / Growing up (Mini topic)	Me (Keeping Healthy) / Ice Age	Made in Cumbria / Exploration	Nature Detectives	Me (My place in our village)/ Food & Farming	Made in Cumbria / Down Under	Our Planet / Pirates

<p>English</p>	<p>REC: N = Traditional Tales (moral behind the story – Hans Christian Anderson) Boy who cried wolf / Gingerbread Man / Little Red Hen / Lion and the Mouse. NF = Labels and Lists Label body / gingerbread man / classroom. Make signs and lists for toy boxes etc. P = Nursery/Finger Rhymes (Recite and perform rhymes / poems) Humpty Dumpty, Twinkle Twinkle, Row Row Row your boat....</p> <p>Year 1: N = Traditional Tales. Use the language of a traditional tale in own stories and role-play. Write a diary extract from characters point of view. Three Little Pigs. Three Little Wolves and the Big Bad Pig. Goldilocks and the three bears. Jolly Postman. NF = Recount – diaries / letters. Diary entry from characters point of view. Letter to / from the wolf / Goldilocks. P = Senses (Really Looking) (Recite and perform rhymes / poems)</p> <p>Year 2: N = Patterned Language NF = Recount – personal experience. Christmas/School Trip. Summer Holiday News. P = Nonsense and humorous poems e.g. limericks. (Recite and perform rhymes / poems) Book of Silly Poems – Mike Rosen. Silly Verses for Kids – Spike Milligan. My First Oxford Book of Nonsense Poems. Banana's in your ears – Michael Rosen. Poet study on Michael Rosen.</p>	<p>REC: N = Fairy Tale (happily ever after) Grasmere Fairy Garden (Taffy Thomas) NF = Dictionaries (Alphabet and picture dictionaries) Andre Giles – Alphabet stories. Fairy tale/character dictionary. P = Rhyme and Rhythm (Recite and perform rhymes / poems) Dragon in a Wagon – Linley Dodd. Dragon Band. 'My Pet Dragon' poem. 'Dragon Poems' by Korky Paul. 'The Egg' by MP Robertson.</p> <p>Year 1: N = Fairy Stories. Write stories with imaginary settings. The Trouble with Dragons – environmental link. George and the Dragon. 'Dragon Stew' NF = Instructions 'Dragon Stew' – make your own stew. How to catch a dragon set of instructions. P = Alliteration (Recite and perform rhymes / poems) Dragon names (see 'How to Train your Dragon').</p> <p>Year 2: N = Stories from other cultures Chinese Proverb stories. NF = Instructions 'Dragon Stew' – make your own stew. How to catch a dragon set of instructions. P = Riddles (Recite and perform rhymes / poems)</p>	<p>REC: N = Stories with familiar settings Beatrix Potter. A current popular text. NF = Captions (animation) Captions for the Great Fire of London. P = Tongue Twisters (Recite and perform rhymes / poems) Red Lorry, She sells seashells... International Tongue Twister Day!</p> <p>Year 1: N = Stories with familiar settings. Town Mouse and Country Mouse. School/home settings – a current popular book. NF = Non-Chronological Reports. Must include a glossary. Report on Great Fire of London. Town / country comparison report. Materials/ British Isles (Sci/Geog link). P = Poems on a theme (Recite and perform rhymes / poems) London's Burning. 'Ladybird Ladybird fly away home' poem. 'London's bridge'. Write new verse. Link to materials.</p> <p>Year 2: N = Author Study (e.g. Julia Donaldson). Write stories that mimic the author. Monkey Puzzle (that's not my mum – life cycles). Link to Science. NF = Non-Chronological Reports. Must include a glossary. Report on Great Fire of London. Town / country comparison report. Materials/ British Isles (Sci/Geog link). P = Calligrams (Recite and perform rhymes / poems) Fire / house shape poems.</p>	<p>REC: N = Traditional Tales. Snow White / Jack and the Beanstalk. Handa's Surprise – link to fruit and keeping healthy. Penguin small. NF = Labels and Lists. Label dinosaur/ fruit and veg / classroom. Make signs and lists for toy boxes etc. P = Nursery Rhymes (Recite and perform rhymes / poems) Humpty Dumpty, Twinkle Twinkle, Row Row Row your boat....</p> <p>Year 1: N = Traditional Tales. Use the language of a traditional tale in own stories and role-play. Write a diary extract from characters point of view. NF = Recount – letters / diaries. P = Senses (Really Looking) (Recite and perform rhymes / poems)</p> <p>Year 2: N = Patterned Language NF = Recount – personal experience. P = Nonsense and humorous poems e.g. limericks OR poet study (depending on what you did last year!!) (Recite and perform rhymes / poems)</p> <p>Non fiction Dinosaurs / Extinction!</p>	<p>REC: N = Fairy Stories NF = Dictionaries (Alphabet and picture dictionaries) P = Rhyme and Rhythm (Recite and perform rhymes / poems)</p> <p>Year 1: N = Fairy Stories. Write stories with imaginary settings. NF = Instructions P = Alliteration (Recite and perform rhymes / poems)</p> <p>Year 2: N = Stories from other cultures NF = Instructions P = Riddles (Recite and perform rhymes / poems)</p>	<p>REC: N = Stories with familiar settings NF = Captions (animation) P = Tongue Twisters (Recite and perform rhymes / poems)</p> <p>Year 1: N = Stories with familiar settings. NF = Non-Chronological Reports. Must include a glossary. P = Poems on a theme (Recite and perform rhymes / poems)</p> <p>Year 2: N = Author Study (e.g. Mhari Hedderwick). Write stories that mimic the author. NF = Non-Chronological Reports. Must include a glossary. P = Calligrams (Recite and perform rhymes / poems)</p> <p>Traditional Tales</p> <p>HANS CHRISTIAN ANDERSON</p> <p>Stories by the same author – compare trad tales with JULIA DONALDSON</p>	<p>REC: N = Traditional Tales NF = Labels and Lists P = Nursery Rhymes (Recite and perform rhymes / poems)</p> <p>Year 1: N = Traditional Tales. Use the language of a traditional tale in own stories and role-play. Write a diary extract from characters point of view. NF = Recount – letters / diaries. P = Senses (Really Looking) (Recite and perform rhymes / poems)</p> <p>Year 2: N = Patterned Language NF = Recount – personal experience. 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Teaching sequence for writing	<p><u>Immersion in the text type.</u> Read/explore a variety of texts on the chosen text type. Make predictions.</p> <p><u>Responding to the text.</u> Explore the text and consider likes and dislikes. Consider how the text is structured. What is the effect? Look at the sentences / language the writer has used.</p> <p><u>Capturing ideas.</u> Role-play, planning, researching information, oral work, vocabulary exploration and development. Develop changes to character, setting and plot.</p> <p><u>Grammar teaching and developing a repertoire of skills.</u> Identify the grammar needed for the outcome. Build a writers toolkit.</p> <p><u>Writing process.</u> Modelled – teacher models writing process and verbalises the decisions he/she makes. Shared – collaborative composition with discussion and suggestions about to write and how to write it to create the intended effect (from the children as well as teacher). Guided – small group sessions based on specific needs of specific groups of children. Independent writing.</p>	<p><u>Immersion in the text type.</u> Read/explore a variety of texts on the chosen text type. Make predictions.</p> <p><u>Responding to the text.</u> Explore the text and consider likes and dislikes. Consider how the text is structured. What is the effect? Look at the sentences / language the writer has used.</p> <p><u>Capturing ideas.</u> Role-play, planning, researching information, oral work, vocabulary exploration and development. Develop changes to character, setting and plot.</p> <p><u>Grammar teaching and developing a repertoire of skills.</u> Identify the grammar needed for the outcome. Build a writers toolkit.</p> <p><u>Writing process.</u> Modelled – teacher models writing process and verbalises the decisions he/she makes. Shared – collaborative composition with discussion and suggestions about to write and how to write it to create the intended effect (from the children as well as teacher). Guided – small group sessions based on specific needs of specific groups of children. Independent writing.</p>	<p><u>Immersion in the text type.</u> Read/explore a variety of texts on the chosen text type. Make predictions.</p> <p><u>Responding to the text.</u> Explore the text and consider likes and dislikes. Consider how the text is structured. What is the effect? Look at the sentences / language the writer has used.</p> <p><u>Capturing ideas.</u> Role-play, planning, researching information, oral work, vocabulary exploration and development. Develop changes to character, setting and plot.</p> <p><u>Grammar teaching and developing a repertoire of skills.</u> Identify the grammar needed for the outcome. Build a writers toolkit.</p> <p><u>Writing process.</u> Modelled – teacher models writing process and verbalises the decisions he/she makes. Shared – collaborative composition with discussion and suggestions about to write and how to write it to create the intended effect (from the children as well as teacher). Guided – small group sessions based on specific needs of specific groups of children. Independent writing.</p>
Reading	<ul style="list-style-type: none"> • Discuss events. • Predict events. • Link reading to own experience. • Join in with stories and recite poems with appropriate intonation. • Check that reading makes sense and self correct. • Infer what characters are like from actions. • Ask and answer questions about a text. • Listen to and discuss a wide range of text. • Recognise and join in (including role-play) recurring language. • Explain and discuss understanding of text. • Discuss the significance of the title and events. • Make inferences on the basis of what is being said and done. • Reread texts to build up fluency and confidence in word reading. 	<ul style="list-style-type: none"> • Discuss events. • Predict events. • Link reading to own experience. • Join in with stories and recite poems with appropriate intonation. • Check that reading makes sense and self correct. • Infer what characters are like from actions. • Ask and answer questions about a text. • Listen to and discuss a wide range of text. • Recognise and join in (including role-play) recurring language. • Explain and discuss understanding of text. • Discuss the significance of the title and events. • Make inferences on the basis of what is being said and done. • Reread texts to build up fluency and confidence in word reading. 	<ul style="list-style-type: none"> • Discuss events. • Predict events. • Link reading to own experience. • Join in with stories and recite poems with appropriate intonation. • Check that reading makes sense and self correct. • Infer what characters are like from actions. • Ask and answer questions about a text. • Listen to and discuss a wide range of text. • Recognise and join in (including role-play) recurring language. • Explain and discuss understanding of text. • Discuss the significance of the title and events. • Make inferences on the basis of what is being said and done. • Reread texts to build up fluency and confidence in word reading.