

Autumn 1								
	1	2	3	4	5	6	7	8
		'Portrait' photograph		Gparents visit				
	Comp-online, Sci - weather	Art – drawing, painting, self portrait		History – grandparents	Sci – part of body, senses		Comp – logging on	RE - questions
	Transition	Name, labels, captions & simple sentences			Story – predictable pattern		Poetry - senses	
Text					Peace at last (Jill Murphy)			
Handwriting	Sit correctly at the table, holding a pencil comfortable and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form digits 0-9							
Composition	Saying out loud what they are going to write about Composing a sentence orally before writing it Discuss what they have written with the teacher or other pupils							
	How words can combine to make sentences				Sequencing sentences to form short narratives		Read aloud their writing clearly enough to be heard by their teacher.	
Vocab, grammar & punctuation	Leaving spaces between words Beginning to punctuate sentences using a capital letter and a full stop Using a capital letter for own name and the personal pronoun 'I'							
Terminology	letter, capital letter, full stop, word, sentence, punctuation							
	<i>Label, caption</i>				<i>story</i>		<i>poem, poetry</i>	

Autumn 2							
	1	2	3	4	5	6	7
	Wrekin Forest School						
	Sci – local animals & plants		Art - clay	Geog-local area	Comp - directions	DT – hinges & pop-ups	RE - Christmas
	Story – familiar setting		Information text – animals 5,6,7,8		Instructions 6,7,8		Christmas
Text	Five minutes peace (Jill Murphy)		First animal encyclopaedia				
Handwriting	Sit correctly at the table, holding a pencil comfortable and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form digits 0-9						
Composition	Saying out loud what they are going to write about Composing a sentence orally before writing it Discuss what they have written with the teacher or other pupils						
	Sequencing sentences to form short narratives			<i>Sequencing sentences to form a short information text</i>		Read aloud their writing clearly enough to be heard by their peers	
punctuation	Leaving spaces between words Beginning to punctuate sentences using a capital letter and a full stop Using a capital letter for names of people and the personal pronoun 'I'						
Vocab & grammar			Joining words and joining clauses using <i>and</i>			<i>Begin to use imperative verb</i>	
Terminology	letter, capital letter, full stop, word, sentence, punctuation						
	<i>joining words</i>					<i>verb, imperative, instruction, follow, sequence</i>	

Spring 1						
	1	2	3	4	5	6
			Toys-museum in a box			
	Sci – name / sort / properties of materials		Hist – toys (now, gparents, Victorian)	Art / Dt – textiles - weaving	Comp - instruction	RE – special stories
	Story – traditional / fairy		Information text 7,8,9		Story – other cultures	
Text	Three little pigs				Handa's Surprise / Handa's Hens (Eileen Browne)	
Handwriting	Sit correctly at the table, holding a pencil comfortable and correctly Form lower-case letters in the correct direction, starting and finishing in the right place Form digits 0-9 Begin to form capital letters					
Composition	Saying out loud what they are going to write about Composing a sentence orally before writing it Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and their teacher					
	Sequencing sentences to form short narratives		Sequencing sentences to form a short information text		re-reading what they have written to check that it makes sense	
punctuation	Leaving spaces between words Beginning to punctuate sentences using a capital letter and a full stop Using a capital letter for names of people and the personal pronoun 'I'					
				Begin to punctuate sentences using a question mark		
Vocab & grammar	Begin to use different ways to start a sentence		using the spelling rule for adding –s or –es as the plural marker for nouns		Joining words and joining clauses using <i>and</i>	
Terminology	letter, capital letter, full stop, word, sentence, punctuation, question mark					
				<i>singular, plural,</i>		

Spring 2						
	1	2	3	4	5	6
		Exotic Zoo – grouping animals				Church visit
	Sci – group animals, name parts		Comp – grouping / sorting	Geog – UK 4 countries & capitals	DT –food comes from (UK)	RE – churches
	Recount 6,7,8,9		Story - animals		Poetry – animal riddles	
Text			Monkey Puzzle (Julia Donaldson)		Perfectly Peculiar Pets (Elli Woollard)	
Handwriting	Sit correctly at the table, holding a pencil comfortable and correctly Form lower-case letters in the correct direction, starting and finishing in the right place Form digits 0-9 Begin to form capital letters					
Composition	Saying out loud what they are going to write about Composing a sentence orally before writing it Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and their teacher					
	Begin to use time words as different ways to start a sentence		Sequencing sentences to form short narratives		re-reading what they have written to check that it makes sense	
punctuation	Leaving spaces between words Beginning to punctuate sentences using a capital letter and a full stop Using a capital letter for names of people, days of the week and the personal pronoun 'I' Begin to punctuate sentences using a question mark					
Vocab & grammar	Begin to use past tense accurately including using –ing, –ed, where no change is needed in the spelling of root words e.g. helping, helped		Begin to use simple noun phrases in order to add more detail to a sentence		using –er and –est where no change is needed in the spelling of root words [for example, quicker, quickest]	
Terminology	letter, capital letter, full stop, word, sentence, punctuation, question mark					
	<i>past, present</i>		<i>adjective</i>			

	Summer 1					
	1	2	3	4	5	6
	Ironbridge					
	Hist – Abraham Darby	DT – levers & sliders	Comp – animated book	RE - Creation	Sci – parts of plant	
	Information text – Ironbridge 7,8,9		Instructions 10,11		Story	
Text					Three Billy Goats Gruff	
Handwriting	Sit correctly at the table, holding a pencil comfortable and correctly Form lower-case letters, digits and capital letters in the correct direction, starting and finishing in the right place Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.					
Composition	Saying out loud what they are going to write about Composing a sentence orally before writing it Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and their teacher					
	re-reading what they have written to check that it makes sense <i>Sequencing sentences to form a short information text</i>		re-reading what they have written to check that it makes sense		Sequencing sentences to form short narratives	
Punctuation	Leaving spaces between words Beginning to punctuate sentences using a capital letter and a full stop Using a capital letter for names of people, days of the week and the personal pronoun ‘I’ Begin to punctuate sentences using a question mark and an exclamation mark					
Vocab & grammar	using the prefix un–		<i>Use imperative verb</i>		<i>Begin to use simple noun phrases in order to add more detail to a sentence</i>	
Terminology	letter, capital letter, full stop, word, sentence, punctuation, question mark					
			<i>verb</i>		<i>Noun, noun phrase</i>	

	Summer 2					
	1	2	3	4	5	6
		Seaside				
	Geog – seaside		Sci – revisit seasons	Art - collage	Comp - coding	Transition
	Recount 10,11,12		Story – fantasy		Poetry – rhyme	
Text			Billy's bucket (Kes Gray)		Commotion in the Ocean (Giles Andreae)	
Handwriting	Sit correctly at the table, holding a pencil comfortable and correctly Form lower-case letters in the correct direction, starting and finishing in the right place Form digits 0-9 Begin to form capital letters					
Composition	Saying out loud what they are going to write about Composing a sentence orally before writing it Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and their teacher					
	<i>Begin to use time words as different ways to start a sentence</i>		Sequencing sentences to form short narratives		re-reading what they have written to check that it makes sense	
Punctuation	Leaving spaces between words Beginning to punctuate sentences using a capital letter and a full stop Using a capital letter for names of people, days of the week and the personal pronoun ‘I’ Begin to punctuate sentences using a question mark and an exclamation mark					
Vocab & grammar	<i>Begin to use past tense accurately</i> including using –ing, –ed, where no change is needed in the spelling of root words e.g. helping, helped		<i>Begin to use noun phrases in order to add more detail to a sentence</i>		using the spelling rule for adding –s or –es as the plural marker for the third person singular marker for verbs	
Terminology	letter, capital letter, full stop, word, sentence, punctuation, question mark, exclamation mark					
	<i>past, present</i>		<i>Noun, noun phrase</i>			