	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	s, captions & sim	ple sentences	Story — predictable pattern		Poetry - senses	
Text		Peace at last (Jill Murphy)						
Handwriting		correctly at the table, holding a pencil comfortable and correctly gin to form lower-case letters in the correct direction, starting and finishing in the right place rm 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							
Composition		How words can combine to make sentences			Sequencing sentences to form short narratives Read aloud th clearly enough by their te			gh to be heard
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 T						
-		letter, capital letter, full stop, word, sentence, punctuation						
Terminology		Label, caption story					poem,	, poetry

	Autumn 2								
	1	2	3	4	5	6	7		
	Wrekin Forest School								
	Sci — local animals & plants Story — familiar setting		Art - clay Geog-local area		Comp - directions	DT — hinges & pop-ups	RE - Christmas		
			Information text — animals 5,6,7,8		Instructions 6,7,8		Christmas		
Text	Five minutes peo	ace (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 sente short narratives	nces to form	Sequencing sente short information		Read aloud thei enough to be he				
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 T								
Vocab & grammar			Joining words ar using <i>and</i>	nd joining clauses	Begin to use imp	erative verb			
Terminology	letter, capital letter, full stop, word, sentence, punctuation								
remunology	joining	words			verb, imperative, follow, sequence	instruction,			

	Spring 1							
	1	2			5	6		
			Toys-museum in a box					
	Sci — name / sort / properties of materials Story — traditional / fairy		Hist — toys (now, gparents, Victorian)	Art / Dt — textiles - weaving	Comp - instruction	RE — special stories		
			Information text 7,8,9		Story — other cultures			
Text	Three l	ittle pigs				se / Handa's Hens . 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 sentenc narratives	es to form short	Sequencing sentences to form a short information text re-reading what they			,		
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 'T Begin to punctuate sentences using a question mark							
Vocab & grammar	Begin to use differe	ent ways to start a	using the spelling ru —es as the plural mo	le for adding <i>-</i> s or	Joining words and j	oining clauses using		
T	letter, capital letter, full stop, word, sentence, punctuation, question mark							
Terminology			singulai	r, plural,				

	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								
	_	e words as different art a sentence	Sequencing sentenc narratives	es to form short	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 to including using —in change is needed in words e.g. helping,	g, —ed, where no n the spelling of root	,	le noun phrases in detail to a sentence	using –er and –est where no chan needed in the spelling of root word [for example, quicker, quickest]				
T	letter, capital letter, full stop, word, sentence, punctuation, question mark								
Terminology	past,	present	adje	ective					

			Sumr	ner 1					
	1	2	3	4	5	6			
	Ironbridge								
	Hist — Abraham Darby DT — levers & sliders		Comp — animated book	RE - Creation	Sci — part	s of plant			
	Information te 7,8		Instru 10		Story				
Text				Three Billy Goats (
Handwriting	Form lower-case let Understand which le these.	ers, digits and capita etters belong to which	handwriting 'families'	direction, starting ar	nd finishing in the right formed in similar ways				
	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								
Composition	re-reading what th check that it Sequencing senten informa	ey have written to makes sense ces to form a short tion text	re-reading what the check that it makes	y have written to	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-		Use imper	rative verb	Begin to use simple noun phrases in order to add more detail to a sentenc				
Terminology		letter, capital le	tter, full stop, word, sentence, punctuation,		, 				
			verb		Noun, noun phrase				
	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								
J		al letters							
	Begin to form capite Saying out loud wh Composing a senter Discuss what they h	at they are going to v a ce orally before writin ave written with the t							
	Begin to form capitors aying out loud who Composing a senter Discuss what they how Read aloud their works about the works are time.	at they are going to v a ce orally before writin ave written with the t	ng it teacher or other pupils	ers and their teache	re-reading what the check that it makes	•			
Composition	Begin to form capite Saying out loud wh Composing a senter Discuss what they h Read aloud their wr Begin to use time ways to stat Leaving spaces betw Beginning to punctu Using a capital lette Begin to punctuate	at they are going to vace orally before writing ave written with the value of the clearly enough to a sentence of the control	ng it teacher or other pupils o be heard by their pe Sequencing sentence	ers and their teacher sto form short all stop d the personal prono	re-reading what they check that it makes	•			
Composition	Begin to form capitor Saying out loud who Composing a senter Discuss what they how Read aloud their work Begin to use time ways to state Leaving spaces betwoe Beginning to punctor Using a capital letter	at they are going to water or cally before writing ave written with the water of the second of the second of the second of the second of the spelling of root the spelling of root	ng it teacher or other pupils to be heard by their pe Sequencing sentence narratives capital letter and a fi to days of the week an	ers and their teacher to form short all stop d the personal prono clamation mark	re-reading what they check that it makes	sense le for adding <i>-</i> s o rker for the third			
Composition Punctuation Vocab &	Begin to form capitors aying out loud who Composing a senter Discuss what they have a doubt their with the segin to use time ways to state. Leaving spaces betwoer Beginning to punctuate Begin to use past the including using including using including is needed in words e.g. helping,	at they are going to worker or ally before writing ave written with the words as different at a sentence ween words as the sentences using a professentences using a question of people sentences using a question of people with a sentence with a sentence the sentences using a question of people with a sentence with a sentence the	ng it teacher or other pupils to be heard by their pe Sequencing sentence narratives capital letter and a fi , days of the week an estion mark and an ext Begin to use noun p add more detail to a	ers and their teacher to form short all stop d the personal prono clamation mark thrases in order to a sentence	re-reading what they check that it makes un 'I' using the spelling ru –es as the plural ma	sense le for adding —s o rker for the third ker for verbs			