

| | Autumn 1 | | | | | | | |
|------------------|--|--|-------------------|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| | | | | | ALDI | | | |
| | RE – Respect everyone | Comp-online safety | Sci – basic needs | | DT – food prep | | Geog – 7 continents, 5 oceans, | |
| | Transition | Story - traditional | | | Poetry – counting poems | | Instructions 12,13 | |
| Text | | Red Riding Hood | | | | | | |
| Handwriting | form lower-case letters of the correct size relative to one another write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters. | | | | | | | |
| Composition | Transition | planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence | | | | | | |
| | | writing narratives about personal experiences and those of others (real and fictional) | | | writing poetry | | writing for different purposes use a simple planning format | |
| punctuation | Transition | use familiar including full stops, capital letters, exclamation marks, question marks | | | | | | |
| Vocab, grammar & | Transition | Revision from Year 1 – Joining words and joining clauses using <i>and</i> using the spelling rule for adding –s or –es as the plural marker for nouns | | | expanded noun phrases to describe and specify [for example, the blue butterfly] | | sentences with different forms: command <i>Use imperative verbs accurately</i> | |
| Terminology | Transition | letter, capital letter, full stop, word, sentence, punctuation, question mark | | | | | | |
| | | | | | noun | | verb | |

| | Autumn 2 | | | | | | |
|--------------------|--|--------------------|--|---|---|---------------------------|------------------------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | | Jackfield Coalport | | | | | |
| | Hist- GFawkes MLKing | Art - clay | Sci – living/dead/never, food chains | | Comp-data | DT/Art-textiles sewing | RE-Christmas |
| | Recount 13,14 | | Story – familiar setting | | Information text 10,11,12 | | Christmas |
| Text | | | The tiger who came to tea (Judith Kerr) | | animal food chain | | |
| Handwriting | | | | | | | |
| Composition | planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence re-reading to check that their writing makes sense | | | | | | |
| | writing about real events use a simple planning format | | writing narratives about personal experiences and those of others (real and fictional) use a simple planning format – introduce Story Mountain | | writing for different purposes use a simple planning format | | |
| Punctuation | use familiar punctuation including full stops, capital letters, question marks | | | | | | |
| Vocab & grammar | Use the past tense correctly including the progressive form | | co-ordination (using or, and, but) | | Use the present tense correctly including the progressive form | | Use the past tense correctly |
| Terminology | letter, capital letter, full stop, word, sentence, punctuation, question mark, statement | | | | | | |
| | Verb, past tense | | Co-ordination | | Verb, present tense | | |

| | Spring 1 | | | | | |
|-----------------|--|----------------------|---|---|--|---------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| | | Mosque visit | | | Selly Manor – Great Fire | |
| | Comp-music | RE-Muslims & mosques | Sci – materials (compare/ suitability / change) | | History-Great Fire | DT – wheels & axles |
| | Story – same author | | Poetry – rhyming couplets | | Information text 13,14,15 | |
| Text | Mr Wolf's Pancakes, Mr Wolf & the Three Bears (Jan Fearnley) | | | | | |
| Handwriting | | | | | | |
| Composition | planning what they are going to write about writing down ideas and/or key words, including new vocabulary re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form | | | | | |
| | writing narratives about personal experiences and those of others (real and fictional) use a simple planning format –Story Mountain | | writing poetry evaluating their writing with the teacher and other pupils Read aloud what they have written with appropriate intonation to make the meaning clear | | writing for different purposes use a simple planning format | |
| punctuation | use familiar including full stops, capital letters, exclamation marks, question marks, | | | | | |
| | | | commas for lists | | | |
| Vocab & grammar | co-ordination (using or, and, but) | | expanded noun phrases to describe and specify [for example, the blue butterfly] | | sentences with different forms: statement, question | |
| Terminology | letter, capital letter, full stop, word, sentence, punctuation, question mark, comma, statement, question | | | | | |
| | Co-ordination | | Noun, noun phrase | | | |

| | Spring 2 | | | | | |
|--------------------|--|---|--|--------------------------------|---|--|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| | Duck Eggs | | | | | |
| | Sci - lifecycles | | Geog- compare Australia | Art – printing (Aboriginal) | Comp-presenting | RE – Holy books (Christina & Islam) |
| | Story – traditional twist | | Explanation 13, 14, 15, 16 | | Story – other cultures | |
| Text | The 3 wolves & the big bad pig (Eugene Trivizas and Helen Oxenbury) / | | | Tiddalik | | |
| Handwriting | | | | | | |
| Composition | planning what they are going to write about writing down ideas and/or key words, including new vocabulary re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Read aloud what they have written with appropriate intonation to make the meaning clear | | | | | |
| | writing narratives about personal experiences and those of others (real and fictional) use a simple planning format –Story Mountain | | writing for different purposes use a simple planning format | | writing narratives about personal experiences and those of others (real and fictional) use a simple planning format –Story Mountain | |
| Punctuation | use familiar including full stops, capital letters, exclamation marks, question marks, commas for lists | | | | | |
| | Introduce exclamation mark | | apostrophes for the possessive (singular) | | apostrophes for contracted forms | |
| Vocab & grammar | sentences with different forms: exclamation | | subordination (using when, if, that, or because) | | expanded noun phrases to describe and specify [for example, the blue butterfly] | |
| Terminology | letter, capital letter, full stop, word, sentence, punctuation, question mark, comma, statement, question, exclamation, exclamation mark | | | | | |
| | | | Sub-ordination | | | |

| | Summer 1 | | | | | |
|-----------------|--|---------------|--|---|--|---------------|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| | Garden Centre | | | | | |
| | Sci – plants/ water/ light/ temp | Hist-Van Gogh | Art – drawing & painting (VGogh) | | RE – symbols of belonging | Comp - coding |
| | Story – fantasy / adventure | | Information text 13,14,15 | | Poetry - Diamantes | |
| Text | Nimesh the adventurer (Ranjit Singh) | | | | | |
| Handwriting | | | | | | |
| Composition | planning what they are going to write about writing down ideas and/or key words, including new vocabulary | | | | | |
| | proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly | | evaluating their writing with the teacher and other pupils | | Read aloud what they have written with appropriate intonation to make the meaning clear. | |
| Punctuation | Revision & consolidation – use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) | | | | | |
| Vocab & grammar | Revision & consolidation– sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) | | | | | |
| Terminology | letter, capital letter, full stop, word, sentence, punctuation, question mark, comma, statement, question, exclamation, exclamation mark, apostrophe | | | | | |
| | | | | | | |

| | Summer 2 | | | | | |
|-----------------|---|----------------|---|------------------|-----------------|-------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| | | Dudley Zoo | | | | |
| | Geog-hot/cold, N/S/Eq | Sci - habitats | | Comp - searching | DT - structures | Transition |
| | Recount 13,14 | | Story - significant author | | | Transition |
| Text | | | George's Marvellous Medicine (Roald Dahl) | | | |
| Handwriting | | | | | | |
| Composition | Revision & consolidation – planning what they are going to write about writing down ideas and/or key words, including new vocabulary | | | | | |
| | proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] | | | | | |
| Punctuation | Revision & consolidation – use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) | | | | | |
| Vocab & grammar | Revision & consolidation – sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) | | | | | |
| Terminology | letter, capital letter, full stop, word, sentence, punctuation, question mark, comma, statement, question, exclamation, exclamation mark, apostrophe | | | | | |