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|  | **Autumn 1** | | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | | |
|  | Peace Lily: The Battlefield Nurse ...**WAR AND REMEMBRANCE** | | **WHAT A WONDERFUL WORLD** | | **SENSATIONAL**  **AFRICA** | | **NUTURING NURSES** | | **KINGS AND QUEENS** | | **BESIDE THE SEASIDE** | | |
| **Books linked to topic** |  | |  | |  | |  | | There Once is a Queen by Michael Morpurgo, Michael Foreman | Waterstones | |  | | |
|  | **Fiction** | **Non-Fiction** | **Fiction** | **Non-Fiction** | **Fiction** | **Non-Fiction** | **Non-Fiction** | **Non-Fiction** | **Fiction** | **Non-Fiction** | **Fiction** | | **Non-Fiction** |
| **GENRE** | **Quest**  **Story** | **Instruction** | **Finding Story** | **Non-Chron**  **Report** | **Journey Story** | **Non-Chron**  **Report** | **Explanation** | **Tale of fear** | Short units of writing covering a range of genres to collect evidence for end of Ks1 assessments. | | **Tale of defeating the monster** | | **Discussion Text** |
| **TEXT** | Little Red  BY  Little Red | How to TRAP A STONE GIANT  Stone Giant Fantasy Art 02 by ... | Bog Baby  by Jeanne Willis | Mary Seacole  Florence Nightingale | Meerkat Mail | African Animal    Painted Dogs | How are camels adapted to the desert?  How are polar bears adapted to the artic?  Science link | The Papaya that spoke | The paper bag princess | | Planet full of plastic |
| **POETRY** | We will innovate our own descriptive poems linked to Remembrance Day.  Tongue twisters – alliterative sentences | | | | We will use all of our grammar knowledge to create our own grammar poems!  Shape Poems. | | | | We will use our Scientific understanding of our senses to create our own sense poems.  Contemporary poems. | | | | |
|  | **Autumn SPAG** | | | | **Spring SPAG** | | | | **Summer SPAG** | | | | |
| **SPAG** | Nouns  Vowels and consonants  Demarcating sentences  Nouns – using ness  Adjectives  Compound words  Adjectives – er and est  Subordination  Statements and exclamations | | | | Noun phrases  Homophones  Adjectives – ful and -less  Questions and Commands  Sentence writing  Verbs  Adverbs – ly  Commas in lists Changing adjectives to adverbs | | | | Adverbs  Word classes  Coordination  Apostrophes for possession  Past and present tense  Forming nouns using -er  Progressive tense  Apostrophes for Contractions  Uplevelling Sentences | | | | |
|  | **TEXT FOCUS** | | **TEXT FOCUS** | | **TEXT FOCUS** | | **TEXT FOCUS** | | **TEXT FOCUS** | | | | | |
| **FOCUS** | Consolidate Yr 1- Full stop, capital letter  Sentence  Structure  Embellished simple sentences using: adjectives e.g. The boys peeped inside the dark cave. adverbs e.g. Tom ran quickly down the hill  Tenses  Simple conjunctions for more embellished sentences  -and  -because | Titles  Sequential connectives  Imperative language  Tenses | Descriptive sentences- Expanded noun phrases  Conjunctions  Run sentences | Headings  Hook to engage reader  Factual statement / definition  Opening question  Varied openers  Generalisers | Setting  Adverbs for description  List of three for description  Dialogue | Powerful adjectives  Persuasive language  Range of sentences-long/short | Range of punctuation- sentence types- long and short sentences, exclamatory sentences.  Casual conjunctions (this causes, therefore, thus, consequently) | Additional subordinating conjunctions: what/while/when/where/ because/ then/so that/ if/to/until  Character actions  Dialogue  Commas  (commas after ly) | Powerful adjectives  Persuasive language  Range of sentences-long/short  Paragraphing  Consolidation | | | Consolidation on all of this. | | |