ENGLISH		T ama 2	7			Tama C
KS1 – ROTATION 1	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
Writing	Key Text: THE TIGER WHO CAME TO TEA By Judith Kerr OR Key Text: DIARY OF A KILLER CAT BY ANN FINE Including options for independent writing	Key Text: PERCY THE PARK KEEPER By: Nick Butterworth – Additional Texts for Immersion – other stories from the series OR Key Text: TRACTION MAN IS HERE By Mini Grey Including options for	Key Text: MAMA PANYA'S PANCAKE Additional Texts for immersion- Handa's Surprise, We're Going on a Lion Hunt OR Key Text: MR PENGUIN AND THE LOST TREASURE by Alex T Smith	Key Text: LOST AND FOUND Additional Texts for immersion – Oi Get off of our Train, Mr Grumpy OR MR MAJEIKA By Humphry Carpenter Including options for independent writing	Key Text: THE WHALE AND THE SNAIL BY Julia Donaldson and Axel Scheffler OR THE HODGEHEG By Dick King Smith Including 1 session per week free write	Key Text: SUPERWORM By Julia Donaldson OR OLIVER AND THE SEAWIG By Philip Reeve Including options for independent writing
GENRES	NARRATIVE NON-CHRONOLOGICAL REPORTS	independent writing NARRATIVE PLAYSCRIPTS INSTRUCTIONS	Including 1 session per week free write NARRATIVE EXPLANATIONS	NARRATIVE <i>RECOUNT – LETTERS/DIARIES</i>	Poetry: Simple Rhyme and Quatrain Poems NARRATIVE POETRY	CONSOLIDATION AND REVIEW – RE-VISITING A RANGE OF DIFFERENT GENRES FROM THE YEAR
Reading KS1	 Decoding Applying phonics knowledge and understanding, as appropriate for age and stage 		 Decoding Applying phonics knowledge and understanding, as appropriate for age and stage 		 Decoding Applying phonics knowledge and understanding, as appropriate for age and stage 	
	 Fluency Increasing sight vocabulary, as appropriate for age and stage 		 Fluency Increasing sight vocabulary, as appropriate for age and stage 		FluencyIncreasing sight vocabulary, as appropriate for age and stage	
	 Prosody Applying SPAG knowledge and understanding, as appropriate for age and stage Applying comprehension skills, as appropriate for age and stage 		 Prosody Applying SPAG knowledge and understanding, as appropriate for age and stage Applying comprehension skills, as appropriate for age and stage 		 Prosody Applying SPAG knowledge and understanding, as appropriate for age and stage Applying comprehension skills, as appropriate for age and stage 	
	 Comprehension I can join in with others talking about stories, poems and non-fiction I have heard or read. I can talk about things that happen in a simple story in order. I can talk about what I think about characters and events in stories. 		 Comprehension I can talk about what I think is inside a book. I can suggest what words mean from clues in the text. I can check that my reading makes sense. I can link the title with events in a book. I can predict what might happen next in a story and say why. 		 Comprehension I can talk about things that happen in a simple story in order. I can spot similarities and differences between my own experiences and those of characters in stories. I can answer 'how' and 'why' questions about what I have read. I can usually make simple inferences about what is being said and done in a story. 	
Additional subjects + writing options	Science: Humans History: Toys through time	Science – Seasons History: Famous people	Geography: Hot and Cold Countries Creating Maps and Compass Directions	Geography: Study a non- European country	Science: Plants Art: Weaving	Science: Electricity DT: wheeled vehicles
	Understanding Christianity: CREATION 1.2 – Who made the world?	Understanding Christianity: INCARNATION F2 – Why do Christians perform nativity plays at Christmas? 1.3 – Why does Christmas matter to Christians?	Discovery RE: JUDAISM Y1 Summer 2 – Does celebrating Chanukah make Jewish children feel close to God?	Discovery RE: SALVATION/EASTER F1/2 – What is Easter? Y2 Spring 2 – How important is it for Christians that Jesus came back to life after his crucifixion?	Discovery RE: KINGDOM OF GOD Y1 Spring 1 – Was it always easy for Jesus to show friendship?	Discovery RE: JUDAISM F1/2 Spring 1 – How do people celebrate? Y1 Summer 1 – Is Shabbat important to Jewish children?

Links to subjects and revisiting	History: T	History	Geography	Geography	Art + DT – Wheeled Vehicles	Art
topics	 Toys through time Art +DT: Look at the patterns on the clothing in the illustrations. Can you design some more patterns using different Art materials? Paint a picture of the tiger's stripes and other animal paterns Draw two pictures of the inside of the fridge? one before the tiger ate all the food and one after! Create masks for each character to help you perform the story to an audience. Geography Pin images of each animal in their respective countries. 	Famous People Geography - Draw a map of the park Art + DT Use collage to create art work showing a tree through the seasons in the park	Hot and cold countries Creating Maps and Compass Directions Art +DT Design a superhero costume for Superworm to wear. Science Find out about worms and make an information sheet	Hot and cold countries Creating Maps and Compass Directions Art + DT make a model of a penguin In the film version of the story, the boy and penguin come across an octopus. Could the children design their own sea creature? Geography make a map of the journey Science make a boat that floats	Geography make a map of the journey	Printing Use fabric designs from Kenya and then print Geography Identify Africa on a globe/ map Find out some facts about African animals
PAG All PAG should be related to the text you are using and used to improve writing not just as standalone lessons.	 Y1 I can use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use and in my writing. I can usually use when, if, but, because, and and or in my writing. I can usually add in words to describe people and things. I can spot and use nouns. 	 Y1 I can use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use and in my writing. I can use capital letters for people's names, places, the days of the week and I. Y2 I can use.?! and 'in my writing. I can use commas in a list. I can write in the present or past tense as I need to. I can use progressives' verbs to show actions that are going on. 	 Y1 I can use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use and in my writing. I can use capital letters for people's names, places, the days of the week and I. I can use time connectives in my writing. I can use time connectives in my writing. I can use when, if, but, because, and, or and but in my writing. I can add in words to describe people and things. I can write statements, questions, exclamations and commands. I can use apostrophes to show where letters are missing in a contraction. I can use apostrophes to show that something belongs to someone. I can spot and use adverbs. 	 Y1 I can use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use <i>and</i> in my writing. I can use <i>and</i> in my writing. I can use <i>and</i> in my writing. I can use capital letters for people's names, places, the days of the week and I. I can spot and use verbs. I can spot and use verbs. I can spot and use adjectives Y2 I can use progressive verbs to show actions that are going on. I can use <i>a</i> and <i>an</i> correctly. 	 Y1 FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING I can use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use capital letters for people's names, places, the days of the week and I. I can spot and use verbs. I can spot and use verbs. I can use time connectives in my writing. Y2 FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING I can use when, if, but, because, and, or and but in my writing. I can add in words to describe people and things. I can use . ? ! and ' in my writing. I can use progressive verbs to show actions that are going on. I can use , in a list. 	 Y1 EMBEDDING LEARNING OF ALL EXPECTATIONS – USING AND APPLYING I can use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use and in my writing. I can use capital letters for people's names, places, the days of the week and I. I can sometimes use? and! I can spot and use verbs. I can use time connectives in my writing. Y2 EMBEDDING LEARNING OF ALL EXPECTATIONS – USING AND APPLYING I can use when, if, but, because, and, or and but in my writing. I can add in words to describe people and things. I can use . ? ! and ' in my writing. I can use progressive verbs to show actions that are going on. I can use , in a list. I can use apostrophes to show contractions and possession.

				 I can use apostrophes to show where letters are missing in a contraction. I can use apostrophes to show that something belongs to someone. I can spot and use nouns. I can spot and use adverbs. I can spot and use prepositions. I can use a and an correctly. 	 I can spot and use nouns. I can spot and use adverbs. I can spot and use prepositions. I can use a and an correctly.
 Phonics – Little Wandle Spelling – Read Write Inc Provide Phase 3 GPCs – ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear, air, er, /z/, s, -es Words with 2 or moew digraphs Phase 4 – CVCC, CCVC, CCVCC, CCVC Phase 4 – CVCC, CCVC, CCVCC, CCCVC Phase 5 – ay, ou, oy, ea Y2 Phase 6 Letters and sounds Approx. age: 6–7 / Year 2 In Phase 6 children will read with increasing fluency. They will have learned most of the common letter- sound correspondences and can read familiar words automatically without needing to sound out and blend. Children will work on spelling, including prefixes and suffixes, doubling and dropping letters, and so on. These will be covered via RWI scheme Complete assessment to move to Read write inc and find start point for learning. If children are unready to move on they will revisit Phase 5 RWI Unit 1 or spelt a before I and II, Unit 2 soft c. Special focus tricky words, Unit 3 adding suffix y Unit 4 adding suffix y 	Y1 • ir, ie, ue, u • o, l, a, e • a-e, i-e, o-e, u-e • e-e, ew, ie, aw • Grow the code: /igh/, /ai/, /oa/, /ee/, /oo/ Y2 • Special focus Homophones • Unit 5 adding suffix ly • Unit 6 The n sound spelt kn and gn, • Special focus tricky words • Unit 7 The igh sound spelt y • Unit 8 adding the suffix ing	Y1 /ee/, /e/, /w/, /oa/ /igh/, /oa/, /j/, /f/ /l/, /s/, /v/ /u/, /z/, /s/, /ee/ Grow the code: /oo/, /ee/, /s/, /z/, /oa/ Y2 Special focus homophones Unit 9 adding suffix ing Unit 10 The j sound Special focus contractions and apostrophes Unit 11 The o sound spelt a after w and qu Unit 12 adding the suffix ed	Y1 • /ur/, /oo/, /air/, /or/ • /ch/, /ar/ • Schwa in longer words • /ur/, /r/, /s/ • /c/, /sh/, /z/, /s/ • Schwa at ends of words Y2 • Special focus The u sound spelt o and the or sound spelt ar after w • Unit 13 and 14 adding the suffix ed • Special focus Possessive apostrophes Book 2b • Unit 1 r spelt wr Unit 3 and 4 Adding suffixes -er or -est	 Y1 Revision ay, a-e. ea, e ie, i-e, o, o-e ue, ew, u-e, aw ea, ir, ou, oy i, a, ow, u ph, wh, ie, g Y2 Special focus Homophones Unit 5 ee sound spelt ey Uni 6 adding suffixes -ness Special focus words ending in il and words where s makes the zh sound Unit 7 adding the suffix - ness Unit 8 words ending in el 	Y1 /ai/, /n/, /m/, /ear/ /zh/, /j/, /i/, /j/ /sh/ /or/ Y2 Unit 9 words ending in -el Unit 10 words ending in -al Unit 11 Adding the suffix -ful Unit 12 adding the suffix -less Unit 13 Adding the suffix - ment Unit 14 adding the ending in - tion Adding the suffix -es