

<p>Links to subjects and revisiting topics</p>	<p>History: T 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 patterns 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.</p>	<p>History 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</p>	<p>Geography 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</p>	<p>Geography 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</p>	<p>Art + DT – Wheeled Vehicles Geography make a map of the journey</p>	<p>Art Printing Use fabric designs from Kenya and then print Geography Identify Africa on a globe/ map Find out some facts about African animals</p>
<p>PAG All PAG should be related to the text you are using and used to improve writing not just as standalone lessons.</p>	<p>Y1</p> <ul style="list-style-type: none"> 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. <p>Y2</p> <ul style="list-style-type: none"> 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. 	<p>Y1</p> <ul style="list-style-type: none"> 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 capital letters for people's names, places, the days of the week and I. <p>Y2</p> <ul style="list-style-type: none"> I can use .?! and ' in my writing. I can write statements, questions, exclamations and commands. I can use commas in a list. I can identify verb tenses 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. 	<p>Y1</p> <ul style="list-style-type: none"> 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 capital letters for people's names, places, the days of the week and I. I can sometimes use? and! I can use time connectives in my writing. <p>Y2</p> <ul style="list-style-type: none"> 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 . ? ! and ' in my writing. 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. 	<p>Y1</p> <ul style="list-style-type: none"> 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 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 spot and use adjectives <p>Y2</p> <ul style="list-style-type: none"> I can write in the present or past tense as I need to. I can use progressive verbs to show actions that are going on. I can use , in a list. I can spot and use prepositions. I can use <i>a</i> and <i>an</i> correctly. 	<p>Y1</p> <ul style="list-style-type: none"> 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 <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 sometimes use? and! I can spot and use verbs. I can spot and use adjectives. I can use time connectives in my writing. <p>Y2</p> <ul style="list-style-type: none"> 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 write statements, questions, exclamations and commands. I can use . ? ! and ' in my writing. I can identify verb tenses. I can write in the present or past tense as I need to. I can use progressive verbs to show actions that are going on. I can use , in a list. 	<p>Y1</p> <ul style="list-style-type: none"> 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 spot and use adjectives. I can use time connectives in my writing. <p>Y2</p> <ul style="list-style-type: none"> 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 write statements, questions, exclamations and commands. I can use . ? ! and ' in my writing. I can identify verb tenses. I can write in the present or past tense as I need to. 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.

					<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 and Spelling Phonics – Little Wandle Spelling – Read Write Inc	<p>Y1</p> <ul style="list-style-type: none"> • Review 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, CCCVC • Phase 4 with long vowels • Phase 5 – ay, ou, oy, ea <p>Y2</p> <p><i>Phase 6 Letters and sounds</i> <i>Approx. age: 6–7 Year 2</i> <i>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</i></p> <ul style="list-style-type: none"> • 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 l and ll, Unit 2 soft c. • Special focus tricky words, • Unit 3 adding suffix y • Unit 4 adding suffix y 	<p>Y1</p> <ul style="list-style-type: none"> • 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/ <p>Y2</p> <ul style="list-style-type: none"> • 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 	<p>Y1</p> <ul style="list-style-type: none"> • /ee/, /e/, /w/, /oa/ • /igh/, /oa/, /j/, /f/ • /l/, /s/, /v/ • /u/, /z/, /s/, /ee/ • Grow the code: /oo/, /ee/, /s/, /z/, /oa/ <p>Y2</p> <ul style="list-style-type: none"> • 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 	<p>Y1</p> <ul style="list-style-type: none"> • /ur/, /oo/, /air/, /or/ • /ch/, /ar/ • /or/, /o/, /air/ • Schwa in longer words • /ur/, /r/, /s/ • /c/, /sh/, /z/, /s/ • Schwa at ends of words <p>Y2</p> <ul style="list-style-type: none"> • 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 <p>Book 2b</p> <ul style="list-style-type: none"> • Unit 1 r spelt wr • Unit 3 and 4 Adding suffixes –er or –est 	<p>Y1</p> <ul style="list-style-type: none"> • 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 <p>Y2</p> <ul style="list-style-type: none"> • 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 	<p>Y1</p> <ul style="list-style-type: none"> • /ai/, /n/, /m/, /ear/ • /zh/, /j/, /i/, /j/ • /sh/ • /or/ <p>Y2</p> <ul style="list-style-type: none"> • Unit 9 words ending in –el • Unit 10 words ending in –al • Unit 11 Adding the suffix –ful • Unit 12 adding thee suffix –less • Unit 13 Adding the suffix –ment • Unit 14 adding the ending in –tion • Adding the suffix –es