



## Class One


Reception, Year 1 and 2

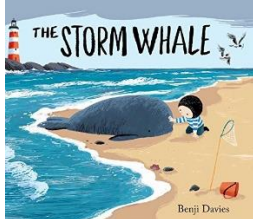
*\*Long term plan- this plan is being adapted, updated and evolved due to the addition of Drawing Club\**


### Cycle B 2025

	English Text	Spoken Language (based on Oracy Cambridge Voice 21)	Grammar, spelling and punctuation	Learning outcomes	Published Piece
<b>Autumn A</b>	<b>Wk 1:</b> Not Now Bernard by David McKee <b>Wk 2:</b> Goldilocks <b>Wk 3:</b> WACKY RACES <a href="https://youtu.be/m2jMFhp9mM">https://youtu.be/m2jMFhp9mM</a> <b>Wk 4:</b> Room on the broom	To be able to read sentences out loud ensuring these are grammatically accurate	<b>Reception:</b> Orally rehearse sentences. Links sounds to letters, naming and sounding the letters of the alphabet. <b>Year 1:</b> Orally share a sentence before writing it. Write in sentences that start with a capital letter.	<b>Reception:</b> Begin to form shapes that look like recognisable letters <b>Year 1:</b> Know how to hold a pencil correctly and sit comfortably at a table Form lower case letters correctly, with the right	<b>Reception:</b> To understand that sentences convey meaning. They are a means to communicate. <b>Y1 and 2:</b> To be able to write single clause sentences that are accurately punctuated e.g. <i>'The cat slept'</i>


	<p><b>Wk 5:</b>The gingerbread man</p> <p><b>Wk 6:</b> MR BENN – ZOOKEEPER</p> <p><a href="https://youtu.be/N-xmyjbMSU">https://youtu.be/N-xmyjbMSU</a></p>		<p>Use a full stop at the end of a sentence.</p> <p>Leave spaces between words when they are writing</p> <p>Join words and clauses using 'and'</p> <p><b>Year 2:</b></p> <p>Join words and clauses using and, because, but and so</p> <p>Punctuate sentences accurately using a capital letter, full stop, question mark or exclamation mark.</p> <p>Know what a noun is (a person, place, object or feeling)</p> <p>Know what an adjective is e.g. the grumpy giant.</p> <p>Know what a verb is e.g. the grumpy giant was shouting. Use a capital letter for names of people, places, days of the week and the pronoun 'I'</p>	<p>orientation, starting and finishing in the correct place.</p> <p>Form capital letters correctly</p> <p><b>Year 2:</b></p> <p>As above but to include correct use of ascenders and descenders</p>	<p><b>Y2 extension:</b> to be able to write multi clause sentences e.g. <i>'The cat jumped and hit his head on the shelf.'</i></p>
<b>Aut B (1)</b>	<b>The Little Red Hen</b>	<p>To be able to speak aloud clearly, developing <b>voice projection</b>.</p> <p>Give an appropriate level of <b>eye contact</b> during speaking and listening.</p>	<p><b>All – Verbally</b> use different <b>verbs</b> e.g. sowed, planted, baked, threshed</p> <p><b>All- Verbally</b> use <b>time connectives</b> e.g. first, then, next, after that, finally.</p>	<p>Y1/Reception-To create a whole class story map of the story of the Little Red Hen. Y1/ Y2-using adverbial openers actively: unfortunately, happily, sadly, crossly...</p>	<p>Y1-To write a retelling of the story of the Little Red Hen, using <b>time connectives</b> e.g. first, then, next, after that, finally.</p>


		<p>★ FIRST FAVOURITE TALES ★</p> <p><b>The Little Red Hen</b></p> <p>Illustrated by Liz Pichon</p> <p>Ladybird</p>	<p><b>Turn taking</b> in speaking and listening</p> <p>To begin to be able to convey feeling and emotion through <b>facial expression, gesture and intonation</b>, as modelled e.g. I will do it myself! (cross face, emphasis given to 'myself' and stomped foot/use of hands to show emotion)</p> <p><b>Listen and respond</b> appropriately to others</p>	<p>Y1 -Verbally use adverbial openers- unfortunately, happily, sadly, crossly...</p> <p><b>Y1</b> -Pupils leave spaces between words when they are writing</p> <p>Pupils are able to join words and clauses using 'and'</p> <p>*Using spelling rules and common exception words taught so far (see Phonics and Spelling Overview)</p>	<p>Y1/Y2-To write a retelling of the story of the Little Red Hen, using <b>time connectives</b> e.g. first, then, next, after that, finally.</p> <p>All-To create a Harvest Performance sharing the story of the Little Red Hen</p> <p>Y1/Y2-To create an illustrated, labelled diagram of a chicken and facts for display.</p>	
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Aut B (2)	<p><b><u>Storm Whale</u></b> <b>by Benji Davies</b></p> 	<p>To be able to speak aloud clearly, developing <b>voice projection</b>.</p> <p>Give an appropriate level of <b>eye contact</b> during speaking and listening.</p> <p><b>Turn taking</b> in speaking and listening</p> <p>To choose and use appropriate <b>vocabulary</b> to describe what is happening for the listener, with adult and text support.</p> <p><b>Listen and respond</b> appropriately to others</p>	<p>Y1 written and Reception verbally-Use different <b>prepositions</b> in different ways 'on, around, under, through, behind,'</p> <p>Y1 and reception verbally-using adjectives to describe the sea</p> <p>Y1-Pupils leave spaces between words when they are writing,</p> <p>Y1-Pupils are able to join words and clauses using 'and',</p> <p>Y1-Pupils are beginning to punctuate sentences using a capital letter, full stop, question mark or exclamation mark,</p> <p>Y1-Adding the endings -ing, and -ed where there is no change to the root word e.g the storm whale breached the surface of the sea or the</p>	<p>To write a guide on how to care for a beach whale using (book or film)</p> <p>Designing a game for Noi using instructions</p> <p>To write a poem about the sea using adjectives to describe</p> <p>Retelling the story of the Storm Whale</p> <p>Display- save our whales!</p>	<p>To write an 'adjective' poem about the sea</p>
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			<p>storm whale was washed up on the beach,</p> <p>Pupils use a capital letter for names of people, places, days of the week and the pronoun 'I'</p> <p>*Using spelling rules and common exception words taught so far (see Phonics and Spelling Overview)</p>		
Aut A (3)	<p><b>Christmas Baking</b></p> 	<p>To be able to speak aloud clearly, developing <b>voice projection</b>.</p> <p>Give an appropriate level of <b>eye contact</b> during speaking and listening.</p> <p>To be able to <b>organise time</b> to be able to give instructions to others so that they</p>	<p><b>Y1 and Reception</b> Use bossy verbs to instruct each other what to do e.g. mix, stir, add, measure, pour.</p> <p><b>Y1 and reception verbally</b> Use <b>time connectives</b> e.g. first, then, next, after that, finally.</p>	Y1 and Reception as a shared write- Write instructions for baking to share with families at home, so that they can rebake!	Y1 and Reception as a shared write- Write instructions for baking to share with families at home, so that they can re-bake! Use pictures and sentences (inc bossy verbs and time connectives)

		<p>can follow these efficiently</p> <p>To be able to <b>organise ideas and thinking</b> to be able to compose, rehearse and provide clear and concise instructions.</p> <p>To be able to <b>maintain focus on task.</b></p> <p><b>Turn taking</b> in speaking and listening</p>			
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<p><b>Spring A (1)</b></p>	<p><b><u>The Hibernation Hotel</u> by John Kelly</b></p> 	<p>To choose and use appropriate <b>vocabulary</b> to describe what is happening for the listener, with adult and text support.</p> <p>To use a more formal <b>register</b> to convey that this is a factual information composition.</p> <p><b>Self assurance</b>-being able to overcome nerves to share and perform to others.</p> <p>To be able to speak aloud clearly, developing <b>voice projection</b>.</p>	<p>Use <b>adjectives</b> to describe appearance and personality of characters</p> <p>Y1-Pupils are able to join words and clauses using 'and'</p> <p>Y1-Adding the endings –ing, and -ed where there is no change to the root word</p> <p>*Using spelling rules and common exception words taught so far (see Phonics and Spelling Overview)</p>	<p>Y1 individual and reception (shared write book) To retell the story of the Hibernation Hotel-making your own book</p> <p>Y1 individual and reception (shared write) To write a non-chronological report on one of the animals from the Hibernation Hotel. Pupils will need to understand about headings (e.g. appearance, diet, habitat, special facts)</p> <p>Y1 and reception-Making own recording/film about different types of bears to share with other pupils.</p>	<p>To write a non-chronological report on one of the animals from the Hibernation Hotel</p>
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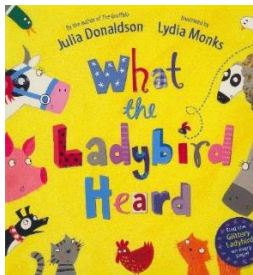
Spring A (2)	<b>Grandad's Secret Giant by David Litchfield</b> 	<p>To be able to maintain a steady <b>pace</b> when performing and begin to use <b>tonal variation</b> as modelled.</p> <p>Use of <b>intonation, gesture and facial expression</b> to enhance the story telling for the listener, as</p>	<p><b>Y1 written and Reception verbal attempting writing using the sounds they hear</b>          To use adjectives to describe characters and settings</p> <p>Y1-Pupils leave spaces between words when they are writing</p> <p>Y1-Pupils are able to join words and clauses using 'and'</p>	<p>Y1-Explore the different characters, feelings and actions- use this to write character descriptions</p> <p>Y1 and reception as a shared write-Write simile poems to describe the characters e.g. the giant had hands as large as saucers</p>	<p>Write your own story about a magical secret character e.g. a secret unicorn or dragon</p>

		<p>modelled by the adult.</p> <p><b>Liveliness and flair</b> developing as confidence improves.</p> <p><b>Listen and respond</b> appropriately to others</p>	<p>Y1- Pupils are beginning to punctuate sentences using a capital letter, full stop, question mark or exclamation mark</p>	<p>Y1 individual and reception as a group- Make up our own stories entitled 'Grandad's Secret .....(unicorn, dragon etc)</p> <p>Y1-Write a diary entry from Billy- the day he first saw the giant</p>	
<p><b>Spring B (1)</b></p>	<p><b><u>River Lullaby by Matt Goodfellow</u></b></p> <p>Sliding through the silence of high night peaks</p> <p style="text-align: right;"><i>hush little</i></p> <p style="text-align: right;"><i>shush little</i></p> <p style="text-align: right;"><i>rush</i></p> <p style="text-align: right;"><i>little river</i></p>	<p>To be able to speak aloud clearly, developing <b>voice projection</b>.</p> <p>Give an appropriate level of <b>eye contact</b> during speaking and listening.</p> <p>Use a more <b>formal register</b> when describing the stages of the river's journey.</p>	<p><b>Y1 written and Reception verbal attempting writing using the sounds they hear</b></p> <p>Y1 and reception (differentiated by language use)-Use adjectives to describe a river (5 senses)</p> <p>Y1 and reception (differentiated by language) Describe movement for river (verbs) e.g. bubbling, babbling, crashing, flowing, swirling, curling</p>	<p>Y1 and Reception-To perform River Lullaby using percussion and actions</p> <p>To write about the Journey of the River Leadon.</p> <p>To write a poem using adjectives to describe what can be heard, seen, touched</p>	<p>Y1 with sentences to describe each stage and reception (pictures) -To write a story map/journey of the River Leadon</p>

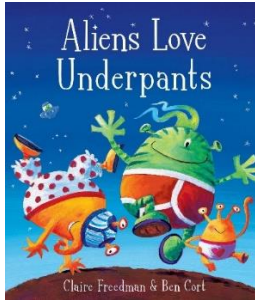
	<p>Swallowing secrets that the moon-pupil speaks</p> <p style="text-align: right;"><i>hush little</i> <i>shush little</i></p> <p style="text-align: right;"><i>rush</i> <i>little river</i></p> <p>Silver-line dreams where cityscapes sleep</p> <p style="text-align: right;"><i>hush little</i> <i>shush little</i></p> <p style="text-align: right;"><i>rush</i> <i>little river</i></p> <p>Rumble ever onwards - It's a journey to be free</p>	<p>Use of developing <b>liveliness and flair</b> in poetry reading.</p> <p>To be able to maintain a steady <b>pace</b> when performing and begin to use <b>tonal variation</b> as modelled.</p> <p>To use modelled <b>gesture</b> and actions to help convey meaning.</p> <p>To be able to speak aloud clearly, developing <b>voice projection</b>.</p>	<p>Y1-Adding the endings –ing, and -ed where there is no change to the root word e.g. curling, flowing,</p> <p><b>Y1</b> Pupils leave spaces between words when they are writing Pupils are able to join words and clauses using ‘and’</p> <p>Y1-Pupils are able to punctuate sentences using a capital letter, full stop, question mark or exclamation mark most of the time.</p> <p>*Using spelling rules and common exception words taught so far (see Phonics and Spelling Overview)</p>	<p>What can be found in a stream or a river? Fact writing and labelled diagrams.</p>	
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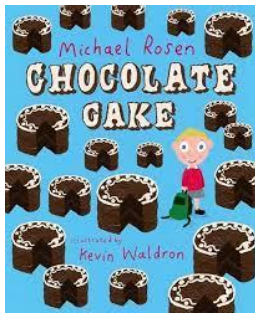
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<p><b>Spring B (2)</b></p>	<p><b>The World Around Me by Charlotte Guillian</b></p> 	<p>To choose and use appropriate <b>vocabulary</b> to describe what is happening for the listener, with adult and text support.</p> <p><b>Turn taking</b> in speaking and listening</p> <p>Use of <b>intonation, gesture and facial expression</b> to enhance the story telling for the listener, as modelled by the adult.</p> <p><b>Self assurance</b>-being able to overcome nerves to perform.</p>	<p><b>Y1 and Reception Verbally:</b> To use adjectives to describe the places we visit and the sights we see e.g. the majestic Taj Mahal or the colossal Himalayas,</p> <p>Y1-Adding 'er' and 'est' to the end of a word, where no change is needed to the root of a word e.g. in comparing different landmarks e.g. the Malvern hills are big, Ben Nevis is bigger and Mount Everest is the biggest.</p> <p><b>Y1</b> Pupils leave spaces between words when they are writing Pupils are able to join words and clauses using 'and'</p> <p>Y1-Pupils are able to punctuate sentences using a capital letter, full stop, question mark or exclamation mark most of the time.</p> <p>Y1-Adding the endings -ing, and -ed where there is no</p>	<p>Y1-To write our own journey around the world including 6 stops, creating our own fold out book. Reception to draw and attempt to write labels and captions to describe the places.</p> <p>Y1 (full sentence descriptions) and reception (captions and labels to pictures)To write facts about different animals, landmarks and places around the world to add to our own drawings of the world.</p>	<p>Y1-To write our own journey around the world including 6 stops, creating our own fold out book. Reception to draw and attempt to write labels and captions to describe the places.</p>
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			<p>change to the root word e.g. visited, landed, seeing</p> <p>*Using spelling rules and common exception words taught so far (see Phonics and Spelling Overview)</p>		
<p><b>Summer A (1)</b></p>	<p><b>What the Ladybird Heard by Julia Donaldson</b></p> 	<p>To be able to maintain a steady <b>pace</b> when performing and begin to use <b>tonal variation</b> as modelled.</p> <p>Use of <b>intonation, gesture and facial expression</b> to enhance the story telling for the listener, as</p>	<p><b>Y1 and Reception Verbally:</b> Use verbs to describe actions e.g. the duck flapped in the pond or the cow chewed grass in the field.</p> <p>Y1-Pupils leave spaces between words when they are writing</p> <p>Y1-Pupils are able to join words and clauses using 'and'</p>	<p>Y1 and Reception (attempt captions) Retell the story of what the Ladybird Heard, focusing on the key events and characters.</p> <p>Y1 and Reception - Create a wanted poster for Hefty Hugh and Lanky Len</p>	<p>Retell the story of what the Ladybird Heard, focusing on the key events and characters.</p>

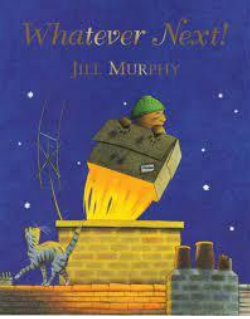
		<p>modelled by the adult.</p> <p><b>Liveliness and flair</b> developing as confidence improves.</p> <p>Use of <b>grammar</b> to enhance story telling e.g. may use a regional dialect for the farmer.</p> <p><b>Listen and respond</b> appropriately to others</p>	<p>Y1-Pupils are able to punctuate sentences using a capital letter, full stop, question mark or exclamation mark most of the time.</p>	<p>Y1-Create a character profile, using adjectives to describe appearance and personality</p>	
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<p><b>Summer A (2)</b></p>	<p><b>Aliens love Underpants by Claire Freedman</b></p> 	<p>Use of formal <b>register</b> for letter when reading aloud.</p> <p>Clear <b>pronunciation</b> used to communicate well with the listener.</p> <p><b>Listen and respond</b> appropriately to others</p>	<p><b>Y1 and reception</b> (differentiated by language use) : Use adjectives to describe a fruit or vegetable e.g. shiny pepper, glossy tomato, bitter lemon, sweet strawberry, tart raspberry</p> <p><b>Y1 and Reception</b> (differentiated by language use and spelling/phonic expectation): Using imperative 'bossy' verbs</p> <p><b>Y1 and reception verbally and seen modelled within writing frame:</b> Using conjunctions of time e.g. first, then, next, after that and finally</p>	<p>Y1 -Writing your own alien adventure story</p> <p>Y1 and reception (design with labels)- Designing your own alien and writing a character description to tell the reader more.</p> <p>Y1-Writing a letter to your alien, using the correct layout and tense.</p>	<p>Y1 independent and reception group write- Writing a letter to your alien, using the correct layout and tense.</p>
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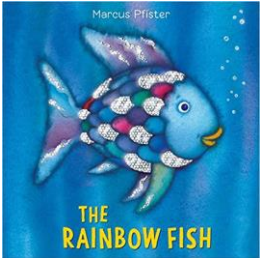
<p><b>Summer A (3)</b></p>	<p><b>Chocolate Cake by Michael Rosen</b></p> 		<p><b>Y1 and reception</b> (differentiated by language use) To use adjectives to describe chocolate e.g. melting, oozy, thick, sweet, smooth, glossy,</p> <p><b>Y1 and reception verbally</b> - Use bossy verbs e.g. mix, stir, put, pour etc.</p> <p><b>Y1 and reception verbally</b> Use <b>time connectives</b> e.g. first, then, next, after that, finally.</p> <p>Y1-Pupils leave spaces between words when they are writing</p> <p>Y1-Pupils are able to join words and clauses using 'and'</p> <p>Y1-Pupils are able to punctuate sentences using a capital letter, full stop, question mark or exclamation mark most of the time.</p>	<p>Y1 and reception (ingredients list only) Write your own invented recipe for a Chocolate cake (pupils to have explored making chocolate cake and to also have been read a section of George's Marvellous Medicine). What unusual ingredients might you add? Pupils to write ingredients list.</p> <p>Write your own method for making chocolate cake.</p> <p>Writing your own sensory chocolate cake poem based on when you first see, then smell and then taste the cake.</p>	<p>Y1- Write your own recipes and method for making chocolate cake to go on our school FB or website to share with parents and others. Reception- ingredients list only</p>
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				Perform poems with expression, intonation, gesture and actions.	
<b>Summer B (1)</b>	<b>The Skies Above my Eyes by Charlotte Guillain</b>		<p><b>Y1 and Reception</b> (differentiated through language use and phonic expectation) Using adjectives to describe the what we can see e.g. vast, huge sky, immense space, sparkling stars, fiery sun,</p> <p><b>Y1 and Reception</b> (differentiated through language</p>	<p>Y1 and Reception (differentiated by phonic expectation) Pupils to write about what they can see in the city scene imagining that they are the little girl.</p> <p>Y1 and Reception (differentiated by phonic expectation) Pupils to write what</p>	Y1 and Reception (draw and captions to describe)- Writing a setting description-Pupils to write about what they can see in the city scene imagining that they are the little girl.

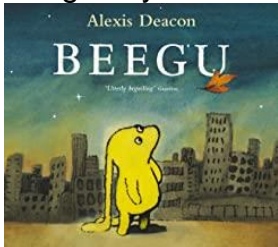
			<p>Y1-Pupils leave spaces between words when they are writing</p> <p>Y1-Pupils are able to join words and clauses using 'and'</p> <p>Y1-Pupils are able to punctuate sentences using a capital letter, full stop, question mark or exclamation mark most of the time.</p> <p>Y1-Adding 'er' and 'est' to the end of a word, where no change is needed to the root of a word e.g. the moon is bright, the stars are brighter and the sun is brightest.</p>	<p>they see when they look up outside our school. Focus on adjective use to describe.</p> <p>Pupils to research and write a factual text about a planet in the Solar System.</p>	
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<p><b>Summer B (2)</b></p>	<p><b>Whatever Next by Jill Murphy</b></p> 		<p><b>Y1 and Reception (working towards)</b>          Use verbs to describe the actions e.g. the rocket blasted off!</p> <p>Y1: Pupils are able to join words and clauses using 'and'</p> <p>Y1: Pupils are able to punctuate sentences using a capital letter, full stop, question mark or exclamation mark most of the time.</p> <p>Y1: Adding the endings –ing, and -ed where there is no change to the root word e.g. The bear launched off into space.</p> <p>Y1: Adding 'er' and 'est' to the end of a word, where no change is needed to the root of a word e.g. it was the fastest rocket in the Solar System!</p>	<p>Y1 and reception- Retell the story of Whatever Next</p> <p>Y1-Innovate and write your own story, wondering where would you visit? What would you see? What would happen? Who might you meet?</p>	<p>Y1-Innovate and write your own story, wondering where would you visit? What would you see? What would happen? Who might you meet?</p> <p>Reception- to retell the story using simple sentences to describe events</p>
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Term	English Text/Stimulus	Spoken Language (based on Oracy Cambridge Voice 21)	Grammar, spelling and punctuation	Handwriting and Transcription	Learning outcomes	Published Piece
<b>Autumn A</b>	Place Value of Punctuation and Grammar Units	To be able to read sentences out loud ensuring these are grammatically accurate	What is a sentence? Common and proper nouns Verbs Subject Building single clause sentences	To be able to write single clause sentences that are accurately punctuated. To understand that sentences convey meaning. They are a means to communicate.	To be able to read our sentences aloud to others.	

<p><b>Aut B (1)</b></p>	<p>The Rainbow Fish by Marcus Pfister</p> 	<p>To be able to speak aloud clearly, developing <b>voice projection</b>.</p> <p>Give an appropriate level of <b>eye contact</b> during speaking and listening.</p> <p>To be able to <b>organise time</b> to be able to give instructions to others so that they can follow these efficiently</p> <p>To be able to <b>organise ideas and thinking</b> to be able to compose, rehearse and</p>	<p>Use <b>adjectives</b> to describe appearance and personality Pupils are able to join words and clauses using 'and' Adding the endings –ing, and -ed where there is no change to the root word *Using spelling rules and common exception words taught so far (see Phonics and Spelling Overview)</p>	<p><b>Reception:</b> Can form most taught <b>lowercase letters</b> from <b>Little Wandle Phase 2</b> phonics teaching, starting in the correct place and moving in the correct direction.</p> <p>Understands that letters sit on a line (though spacing and size will still be inconsistent).</p> <p><b>Year 1:</b> Can form most taught <b>lowercase letters</b> from <b>Little Wandle</b> phonics teaching, starting in the correct place and moving in the correct direction.</p> <p><b>Year 2:</b> All lowercase and capital letters are <b>accurately formed</b></p>	<p>To write a character description for Rainbow Fish To write their own Rainbow Fish story (retelling)</p>	<p>To write instructions on how to care for a rainbow fish</p>
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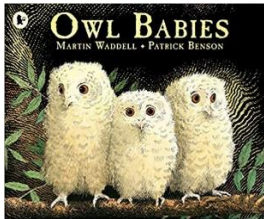
		<p>provide clear and concise instructions.</p> <p>To be able to <b>maintain focus on task.</b></p> <p><b>Turn taking</b> in speaking and listening</p>		<p>and <b>correctly orientated.</b></p> <p>Letters are <b>sized appropriately</b>, with clear distinction between tall letters (b, d, h, k, l, t), descenders (g, j, p, q, y) and other lowercase letters.</p> <p>Writing sits on the line, with letters placed within appropriate ascender/descender zones.</p>		
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<p><b>Aut B (2)</b></p>	<p>Beegu by Alexis Deacon</p> 	<p>To be able to speak aloud clearly, developing <b>voice projection</b>.</p> <p>Give an appropriate level of <b>eye contact</b> during speaking and listening.</p> <p>To be able to <b>listen carefully</b> to what is being read.</p> <p>To be able to <b>maintain focus</b></p> <p><b>Turn taking</b> in speaking and listening</p>	<p><b>Y1 written and Reception verbal attempting writing using the sounds they hear</b></p> <p>To use adjectives to describe e.g. Beegu had flapping ears.</p> <p>Pupils leave spaces between words when they are writing</p> <p>Pupils are able to join words and clauses using 'and'</p> <p>Pupils are beginning to punctuate sentences using a capital letter, full stop, question mark or exclamation mark</p>	<p><b>Reception:</b></p> <p>Can form most taught <b>lowercase letters</b> from <b>Little Wandle Phase 2</b> phonics teaching, starting in the correct place and moving in the correct direction.</p> <p>Understands that letters sit on a line (though spacing and size will still be inconsistent).</p> <p><b>Year 1:</b></p> <p>Can form most taught <b>lowercase letters</b> from <b>Little Wandle</b> phonics teaching, starting in the correct place and moving in the correct direction.</p> <p><b>Year 2:</b></p> <p>All lowercase and capital letters are <b>accurately formed</b></p>	<p><b>Y1 written and Reception verbal attempting writing using the sounds they hear or as part of a shared write</b></p> <p>To write a character description of Beegu</p> <p>To Write a diary entry as Beegu</p>	<p>To write a postcard to Beegu</p>
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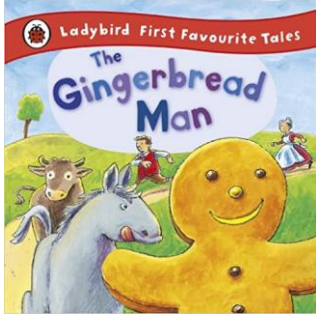
				<p>and <b>correctly orientated</b>.</p> <p>Letters are <b>sized appropriately</b>, with clear distinction between tall letters (b, d, h, k, l, t), descenders (g, j, p, q, y) and other lowercase letters.</p> <p>Writing sits on the line, with letters placed within appropriate ascender/descender zones.</p>		
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<p><b>Aut B (3)</b></p>	<p><b>Snowflakes</b></p> <p>Snowflakes, snowflakes Twirl around Snowflakes, snowflakes Touch the ground Snowflakes, snowflakes Land on my nose Snowflakes, snowflakes Freeze my toes Snowflakes, snowflakes In the air Snowflakes, snowflakes Everywhere!</p>	<p>To be able to maintain a steady <b>pace</b> when performing and begin to use <b>tonal variation</b> as modelled.</p> <p>To use modelled <b>gesture</b> and actions to help convey meaning.</p> <p>To be able to speak aloud clearly, developing <b>voice projection</b>.</p> <p>Give an appropriate level of <b>eye contact</b> during speaking and listening.</p>	<p><b>Y1 written and Reception verbal attempting writing using the sounds they hear</b></p> <p>Use adjectives to describe snowflakes and snow e.g. icy, snowy, delicate, fragile, melting Describe actions for snowflakes (verbs) e.g. flutter, swirl, twist, touch, land, dancing</p>	<p><b>Reception:</b> Can form most taught <b>lowercase letters</b> from <b>Little Wandle Phase 2</b> phonics teaching, starting in the correct place and moving in the correct direction.</p> <p>Understands that letters sit on a line (though spacing and size will still be inconsistent).</p> <p><b>Year 1:</b> Can form most taught <b>lowercase letters</b> from <b>Little Wandle</b> phonics teaching, starting in the correct place and moving in the correct direction.</p> <p><b>Year 2:</b> All lowercase and capital letters are <b>accurately formed</b></p>	<p><b>Y1 written and Reception verbal attempting writing using the sounds they hear or as part of a shared write</b></p> <p>To perform the Poem including actions</p> <p>To write sentences to describe snowflakes</p> <p>Create snowflake poems: Snowflakes, snowflakes, Spinning, swirling, Snowflakes, snowflakes, Touching, twirling</p>	<p>Poetry performance at Christmas service</p>
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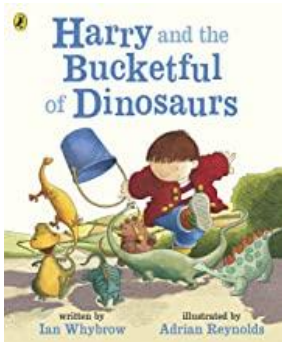
				<p>and <b>correctly orientated</b>.</p> <p>Letters are <b>sized appropriately</b>, with clear distinction between tall letters (b, d, h, k, l, t), descenders (g, j, p, q, y) and other lowercase letters.</p> <p>Writing sits on the line, with letters placed within appropriate ascender/descender zones.</p>		
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<p><b>Spring A (1)</b></p>	<p><b>The Owl Babies by Martin Waddell</b></p> 	<p>To begin to be able to convey feeling and emotion through <b>facial expression, gesture and intonation</b>, as modelled e.g. I want my mummy!</p> <p>To be able to speak aloud clearly, developing <b>voice projection</b>.</p> <p>Give an appropriate level of <b>eye contact</b> during speaking and listening.</p> <p><b>Turn taking</b> in speaking and listening</p>	<p><b>Y1 and Reception Verbally:</b> To use verbs to describe how the owls moved e.g. The owl glided through the air. The owl shuffled along the branch.</p> <p>To use adjectives to describe how the owls were feeling e.g. the baby owls were frightened, terrified, relieved, ecstatic</p> <p>Adding 'er' and 'est' to the end of a word, where no change is needed to the root of a word e.g. big, bigger, biggest in describing the owls.</p> <p><b>Y1</b> Pupils leave spaces between words when they are writing</p>	<p><b>TBC</b></p>	<p><b>Y1/Reception:</b> To retell the story of the owl babies</p> <p><b>Y1 and Reception using a writing frame:</b> To write a nocturnal animal fact file</p> <p><b>Y1 and reception shared writing piece:</b> To write a recount on investigating an owl pellet e.g. what did you do and what did you find out?</p>	<p>Nocturnal animal factfile</p>
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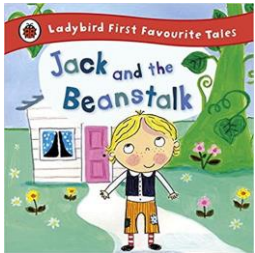
			<p>Pupils are able to join words and clauses using 'and'</p> <p>Pupils are able to punctuate sentences using a capital letter, full stop, question mark or exclamation mark most of the time.</p> <p>Adding the endings –ing, and -ed where there is no change to the root word e.g. swooping/swooped, flying.</p> <p>*Using spelling rules and common exception words taught so far (see Phonics and Spelling Overview)</p>			
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<p><b>Spring A (2)</b></p>	<p><b>The Gingerbread Man</b></p> 	<p>To begin to be able to convey feeling and emotion through <b>facial expression, gesture and intonation</b>, as modelled e.g. <i>Run, run as fast as you can, you can't catch me, I'm the Gingerbread Man!</i></p> <p>Speech and <b>clarity of pronunciation</b> clear so that the listener can enjoy the story.</p> <p>To be able to speak aloud clearly, developing <b>voice projection</b>.</p>	<p><b>Y1 and Reception Verbally:</b></p> <p>Use conjunctions of time First, Then, Next, After that, Finally to verbally share instructions and then to write</p> <p>Use bossy verbs e.g. mix, stir, cut, roll</p> <p>Pupils leave spaces between words when they are writing</p> <p>Pupils are able to join words and clauses using 'and'</p> <p>Pupils are able to punctuate sentences using a capital letter, full stop, question mark or exclamation mark most of the time.</p>	<p><b>TBC</b></p>	<p><b>Y1</b></p> <p>To write instructions for making gingerbread men</p> <p><b>Y1/Reception:</b></p> <p>To act out the story of the gingerbread man (using puppets)</p> <p><b>Y1</b></p> <p>To write the story of the gingerbread man using a comic strip presentation (adding speech bubbles and pictures)</p> <p>Reception to draw the different events in the story and then write phrases to describe, using writing frames where needed</p>	<p>To write the story of the gingerbread man using a comic strip presentation (adding speech bubbles and pictures)</p>
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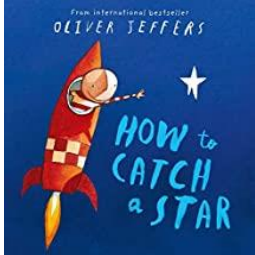
		<p>Give an appropriate level of <b>eye contact</b> during speaking and listening.</p> <p><b>Turn taking</b> in speaking and listening</p>				
Spring B (1)	<p><b>Rainbow Stew by Catherine Falwell</b></p> 	<p>Use of a more <b>formal register</b> to share the importance of healthy eating recognising that this is factual information not fiction.</p> <p>To be able to speak aloud clearly,</p>	<p><b>Y1 and reception</b> (differentiated by language use) : Use adjectives to describe a fruit or vegetable e.g. shiny pepper, glossy tomato, bitter lemon, sweet strawberry, tart raspberry</p> <p><b>Y1 and Reception</b> (differentiated by language use and</p>	<b>TBC</b>	<p><b>Y1 and Reception</b> (differentiated by language use and spelling/phonic expectation): Write descriptive sentences to describe a fruit or vegetable to go on display to encourage pupils to try new foods</p>	<p><b>Y1 and Reception as a small group piece:</b> Create a poster to share the importance of healthy eating with key facts and captions included as well as images</p>

		<p>developing <b>voice projection</b>.</p> <p>Give an appropriate level of <b>eye contact</b> during speaking and listening.</p> <p><b>Turn taking</b> in speaking and listening</p>	<p>spelling/phonic expectation): Using imperative 'bossy' verbs</p> <p><b>Y1 and reception verbally and seen modelled within writing frame:</b> Using conjunctions of time e.g. first, then, next, after that and finally</p>		<p><b>Y1 and Reception</b> (differentiated by language use and spelling/phonic expectation): Write a recount of how you made rainbow stew using imperative 'bossy' verbs and time connectives</p>	<p>(photographs and pictures). This will be shared with parents and the school</p>
Spring B (2)	<p><b>Harry and his bucketful of dinosaurs by Ian Whybrow</b></p> 	<p>To choose and use appropriate <b>vocabulary</b> to describe what is happening for the listener, with adult and text support.</p> <p>Use of <b>intonation, gesture and facial expression</b> to enhance the</p>	<p><b>Y1 and reception</b> (differentiated by language use) To use adjectives to describe dinosaurs and the places visited (settings)</p> <p>Pupils leave spaces between words when they are writing Pupils are able to join words and clauses using 'and'</p>	TBC	<p>To create a dinosaur fact poster</p> <p>To plan and write a 'Harry' adventure story</p>	<p><b>Y1</b>-To write an adventure story with you instead of Harry (third person, past tense). <b>Reception:</b> To write a beginning, middle and end story writing captions and simple</p>

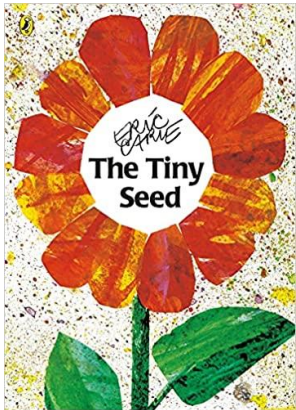
		<p>story telling for the listener, as modelled by the adult.</p> <p><b>Self assurance-</b>being able to overcome nerves to share and perform to others.</p> <p>To be able to speak aloud clearly, developing <b>voice projection.</b></p> <p><b>Turn taking</b> in speaking and listening</p>	<p>Pupils are able to punctuate sentences using a capital letter, full stop, question mark or exclamation mark most of the time.</p> <p>Adding the endings –ing, and -ed where there is no change to the root word e.g. the dinosaur jumped out of the bucket...Harry leaped down the road.</p> <p>Adding ‘er’ and ‘est’ to the end of a word, where no change is needed to the root of a word e.g. tall, taller, tallest in describing and comparing the dinosaurs</p>			sentences to describe/
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<p><b>Summer A (1)</b></p>	<p><b>Jack and the Beanstalk</b></p> 	<p>To choose and use appropriate <b>vocabulary</b> to describe what is happening for the listener, with adult and text support.</p> <p>Use of <b>intonation, gesture and facial expression</b> to enhance the story telling for the listener, as modelled by the adult.</p> <p><b>Self assurance</b>-being able to overcome nerves to share and perform to others.</p>	<p><b>Y1 and Reception</b> (differentiated through language use and phonic expectation) Using adjectives to describe the beanstalk e.g. towering, ginormous, vast</p> <p><b>Y1 and Reception</b> (differentiated through language use and phonic expectation) Using verbs to describe how the characters did things e.g. the giant bellowed, Jack sprinted, the cow ambled...</p> <p>Pupils leave spaces between words when they are writing Pupils are able to join words and clauses using 'and'</p>	<p>TBC</p>	<p>Retell the story of Jack and the Beanstalk</p> <p>Sensory and imaginative story writing: Imagine if a Beanstalk appeared in our school, where would it take you? What would you see? Who would you meet? What would you do? Designing a wanted poster for the giant</p>	<p>Writing own sensory narrative to tell the story of 'ourselves' and the Beanstalk e.g. Evie and the Beanstalk</p>
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		<p>To be able to speak aloud clearly, developing <b>voice projection</b>.</p> <p><b>Turn taking</b> in speaking and listening</p>	<p>Pupils are able to punctuate sentences using a capital letter, full stop, question mark or exclamation mark most of the time.</p> <p>Adding the endings –ing, and -ed where there is no change to the root word e.g. Jack sprinted to the beanstalk.</p> <p>Adding ‘er’ and ‘est’ to the end of a word, where no change is needed to the root of a word e.g. the beanstalk grew taller and taller or Jack ran faster and faster or it was the biggest beanstalk the world had ever seen!</p>			
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<p><b>Summer A (2)</b></p>	<p><b>How to Catch a Star by Oliver Jeffers</b></p> 	<p>To be able to speak aloud clearly, developing <b>voice projection</b>.</p> <p>Give an appropriate level of <b>eye contact</b> during speaking and listening.</p> <p>To be able to <b>organise time</b> to be able to give instructions to others so that they can follow these efficiently</p> <p>To be able to <b>organise ideas and thinking</b> to be able to compose, rehearse and</p>	<p><b>Y1 and Reception</b> (differentiated through language use and phonic expectation) Using adjectives to describe alien appearance e.g. gloopy, jelly- like, glowing, glistening, shining</p> <p>Y1 and reception (working towards): Pupils leave spaces between words when they are writing</p> <p>Y1: Pupils are able to join words and clauses using 'and'</p> <p>Y1: Pupils are able to punctuate sentences using a capital letter, full stop, question mark or exclamation</p>	<p>TBC</p>	<p>Y1 Write own instructional text on 'how to catch a star'</p> <p>Reception- write instructional sentences</p> <p>Y1 (extend thinking and sentences to explain why) and Reception: Write a list of things you would need to take with you on a rocket journey to space.</p>	<p>Y1 and Reception (differentiated by expectation in vocabulary and written transcription): Create a 'wanted' poster for an alien (based on own designed and made aliens)</p>
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		<p>provide clear and concise instructions.</p> <p>To be able to <b>maintain focus on task.</b></p> <p><b>Turn taking</b> in speaking and listening</p>	<p>mark most of the time.</p> <p>Y1: Adding the endings –ing, and -ed where there is no change to the root word e.g. The boy blasted off into space.</p> <p>Y1: Adding ‘er’ and ‘est’ to the end of a word, where no change is needed to the root of a word e.g. it was the fastest rocket in the Solar System!</p>			
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<p><b>Summer B (1)</b></p>	<p><b>The Tiny Seed by Eric Carle</b></p> 	<p>To be able to speak aloud clearly, developing <b>voice projection</b>.</p> <p>Give an appropriate level of <b>eye contact</b> during speaking and listening.</p> <p>To be able to <b>organise ideas and thinking</b> to be able to compose, rehearse and provide clear and concise explanations.</p> <p>To be able to <b>maintain focus on task</b>.</p>	<p><b>Y1 and Reception</b> (differentiated through language use and phonic expectation) Adjectives to describe different flowers, how they smell, feel, look like... e.g. delicate petals, beautiful smell, vibrant/bright colour</p> <p>Y1 and reception (Y1 written expectation to include to give coherence to writing: Using conjunctions of time to explain the life cycle of a flowering plant e.g. first, secondly, thirdly, then, next, after that and finally.</p> <p>Y1 and reception (working towards):</p>	<p>TBC</p>	<p>Writing explanations to include diagrams/pictures and photos to describe the life cycle of a seed</p> <p>Flower descriptions- exploring different flowers, learning their names and describing them using adjectives (could be added as captions to a display of painted flowers)</p>	<p>Written explanation of the life cycle of a flowering plant</p>
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		<b>Turn taking</b> in speaking and listening	<p>Pupils leave spaces between words when they are writing</p> <p>Y1: Pupils are able to join words and clauses using 'and'</p> <p>Y1: Pupils are able to punctuate sentences using a capital letter, full stop, question mark or exclamation mark most of the time.</p>			
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<p><b>Summer B (2)</b></p>	<p><b>Sing a Song of Sixpence</b>  Sing a song of sixpence,  A pocket full of rye.  Four and twenty blackbirds,  Baked in a pie.  When the pie was opened,  The birds began to sing;  Wasn't that a dainty dish,  To set before the king?  The king was in his counting house,  Counting out his money;  The queen was in the parlour,  Eating bread and honey.  The maid was in the garden,  Hanging out the clothes;  When down came a blackbird</p>	<p>To be able to maintain a steady <b>pace</b> when performing and begin to use <b>tonal variation</b> as modelled.</p> <p>To use modelled <b>gesture</b> and actions to help convey meaning.</p> <p>To be able to speak aloud clearly, developing <b>voice projection</b>.</p> <p>Give an appropriate level of <b>eye contact</b> during speaking and listening.</p>	<p>Y1:  Adding –ed and –ing endings to verbs e.g. opened, counting, hanging, pecked.</p> <p>Y1 and reception (working towards):  Pupils leave spaces between words when they are writing</p> <p>Y1: Pupils are able to join words and clauses using 'and'</p> <p>Y1: Pupils are able to punctuate sentences using a capital letter, full stop, question mark or exclamation mark most of the time.</p>	<p>TBC</p>	<p>Y1 and Reception: To understand the meaning behind a traditional poem e.g. what is a sixpence, four and twenty, a parlour, a counting house?</p> <p>Y1 and Reception (differentiated by phonic expectation)  To bring Sing a Song of Sixpence to life by drawing pictures to match each line so that the 'old fashioned vocabulary' is clearly understood for a reader.</p> <p>To change key words to innovate Sing a Song of Sixpence e.g.</p>	<p>Y1 (to have the speaking parts) and Reception:  To perform a poem, with instruments and actions to an audience (end of year service)</p>
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	<p>And pecked off her nose.</p> <p><b>If You Should Meet a Crocodile</b></p> <p>If you should meet a Crocodile,  Don't take a stick and poke him;  Ignore the welcome in his smile,  Be careful not to stroke him  For as he sleeps upon the Nile he gets thinner and thinner,  And whenever you meet a Crocodile he's ready for his dinner!</p>				<p>Four and Twenty caterpillars</p> <p>To perform a humorous poem using percussion instruments</p>	
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