



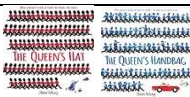



















Narrative											
	Autumn 1		Autumn 2		Spring 1	Spring 2		Summer 1		Summer 2	
Topic	Who Am I?		Let's Explore!		Two Queens	B. Bear Investigates the UK		Treasure Island		Up above and down below	
Book and Author	 Super Duper You by Sophy Henn	 Funny Bones by Allan and Janet Ahlberg	 Tidy by Emily Gravett	 The Little Polar Bear by Hans de Beer	 The Queen's Hat and The Queen's Handbag by Steve Antony	 The Snail and the Whale and Sharing a Shell by Julia Donaldson	 Robinson Crusoe by Daniel Defoe	 The Pirates Next Door by Jonny Duddle	 Taking Flight: How the Wright Brothers Conquered the Skies: 1	 Flight School by Lita Judge	
Text Type	Stories with predictable phrasing		Picture Books		Picture Books same author	Rhyming Books same author		Classic tale/Ryming book		Stories with a theme	
Duration	2 weeks	2 weeks	2 weeks	2 weeks	4 weeks	2 + 1 week		2 weeks	2weeks	2 weeks	1 weeks
Synopsis of story	Sometimes you are twinkly and floaty, sometimes you are soft and cuddly. Sometimes you are quiet and gentle, sometimes you are loud and clanky. Whatever you are, let's be proud of you being you! This bright and colourful picture book is a joyful celebration of the uniqueness of each individual.	A big skeleton, a little skeleton and a dog skeleton live in the dark cellar of a dark house on a dark hill. The skeletons venture out one night to find someone to scare, but everyone is in bed so they amuse themselves by scaring each other and playing with the skeleton animals in the zoo.	Pete the badger likes everything to be neat and tidy at all times, but what starts as the collecting of one fallen leaf escalates quickly and ends with the complete destruction of the forest! Will Pete realise the error of his ways and set things right?	Lars father takes him hunting for the very first time, and that night he is so tired from all his lessons that he falls fast asleep. He sleeps so soundly that he doesn't hear the ice crack. He slowly drifts away from his father and the North Pole ...his adventures have just begun.	These two books follow a similar plot as the Queen adventures across London and Great Britain to try and recover a lost object, while being accompanied by an increasingly large entourage.	One little snail longs to see the big wide world. She hitches a lift on the tail of a whale. Together, they set sail on an amazing journey. But when disaster strikes and the whale is beached in a bay, it's up to the tiny snail to save the day.	When Crab finds a new shell, he doesn't want to share it with anyone – especially not a blobby purple anemone and a tickly bristleworm. But life in the rock pool proves tougher than Crab thinks.	On an exotic island, Tuesday, an outgoing parrot, lives with his animal friends. However, Tuesday can't stop dreaming about discovering the world. After a violent storm, Tuesday and his friends wake up to find a strange creature on the beach: Robinson Crusoe.	The Jolley-Rogers - a pirate family, are moving to Dull-on-Sea, a quiet seaside town. Stopping to fix up their ship, this unusual family get the whole neighbourhood spreading rumours.	The pioneering Wright brothers da red to dream of being the first men in the world to fly... but would they ever see their dreams take flight?	A persevering penguin is determined to fly. Although little Penguin has the soul of an eagle, his body wasn't built to soar.
Writing Outcomes	-Write name. -Describe 'me' -Write sentence(s) about what they like to do in style of story 'Sometimes I...' -Make 'Super Duper Me' mini book with illustrations.	-Story map to aid retell -Speech bubbles -Sequence story and retell, write simple sentences using words and phrases from story.	-character description -HELP wanted poster	-Postcard -Thank you letter	- Predictions - Event sequencing - Speech bubbles - A diary entry - New versions of story - Sentence work - Lists - Writing in role as the sneaky swan	-diary entry -letter to save the whale -setting description -own adventure story changing one character	-character feelings -write the story from the crab's point of view. -wanted advert for new home	- Message in a bottle - Diary entries - Continue writing the story from Chapter 5. - Instructions to escape from the island.	- School Record (character profile) - Pirate passport	- Sequence & retell of story (beginning, middle and end)	Character thought bubble.
Themes	Self-esteem, self-reliance, celebration of being unique	Human skeleton, boredom, adventure, creating fun	Caring for the environment, seasons.	Lost, found, helping others, friendship, adventure	Helping others, friendship, loyalty, the royal family, the geography and history of London and the UK, landmarks.	Friendship, adventure, the world, falling out and getting along, helping each other	Adventure, self-reliance, nature, environment, overcoming obstacles	Empathy, prejudice			

		LiteracyShed+	RStars		
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Non-fiction						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre		 Shh! We have a plan by Chris Haughton				
Duration	1 week	1 week	2 weeks	2 weeks	1 week	2 weeks
Writing Outcomes	Labels, lists and captions: write labels, lists and sentences linked to work in science to be used for an in-class exhibition of work for parents.	<i>Read story as stimulus (Chris Haughton reads on YouTube) and link to birds found in locality.</i> Instructions: follow instructions on how to make a plastic bottle bird feeder. https://www.youtube.com/watch?v=7yV6V6rtpyc Work in small groups, take photographs of each stage. Use photographs to support writing instructions.	Invitation: write invitations to key members of staff to invite them to Royal Banquet. AND Recount: write simple first person recount on either trip to Windsor Castle or Royal Banquet using time adverbs.	Information text: linked to learning in science write an information text about keeping safe on holiday, rockpools or a sea creature of choice such as a Whale or Sea turtle.	Non chronological report: Linked to learning in science about Fish. Write a non-chronological report/Fact File to share information learnt about fish.	Explanation text: Using live caterpillars, write an explanation text about their life cycle.
Poetry						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Stimulus	 One Finger, One Thumb Head shoulders, knees and toes, The Skeleton Dance	 Stimulus: The Little Polar Bear by Hans de Beer <i>Jump or Jiggle</i> by Evelyn Beyer.	 Acrostic Poetry An acrostic poem can be about anything, really. Of course, some people like to think about how our countries, things, people, animals, and so on are created. Here is some inspiration!	 Rhyming Couplets Think of lines that rhyme!	 Ten Things Found in A Shipwrecked Sailors Pocket by Ian McMillan	 Stimulus: Science Learning
Duration	1 week	Included in narrative	1 week	1 week	1 week	1 week
Writing Outcomes	Recite nursery rhymes and songs: learn rhymes and songs off by heart, work in small group to rehearse and perform to class.	Pattern and rhyme: read 'Frogs Jump' poem and identify pattern (noun+verb), explore writing lines about the different animals in the story. Read 'Jump or Jiggle' identify rhyming couplets, learn and recite. Write a class rhyming couplet poem about the animals in the story, learn, recite and perform. Film and post on DB.	Acrostic poem: explore different acrostic poems and learn about how they are structured and written. Choose a word linked to topic and write own acrostic poems.	Rhyming couplets: learn about rhyming couplets and identify books, poems. Experiment with rhyming words linked to learning in Geography or Science. Write own rhyming couplets and rhyming couplet poem.	List poem: read and explore language used in the poem. Use video, pictures and real life resources to develop vocabulary and items to list in own poem. Write a poem which theme chosen by child – shipwrecked sailor or pirate.	What Am I Poetry: use science learning as a stimulus Read 'What am I?' poems and identify animals. Select own animals which will fly. Collect adjectives, write noun phrases to describe, collect verbs to describe movement. Write own 'What Am I?' poems. Read to class – can children identify the animal?