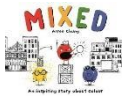
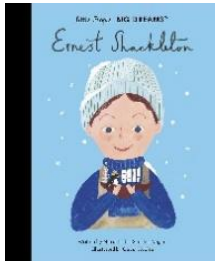
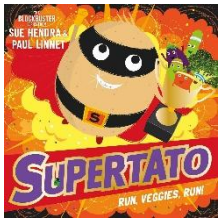
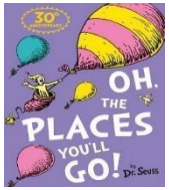
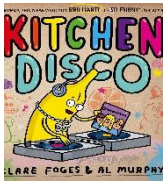
| Long Term English<br>Cycle A – Y1/Y2 | | | | | | |
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| **Hello**<br><br>*What makes us each unique and special?* | **We are Conservationists**<br>Term 1/2<br><br>*How do the seasons affect animals?* | **We are Voyagers**<br>Term 2/3<br><br>*Why is RAF Brize Norton important today?* | **We are Citizens**<br>Term 3/4<br><br>*What makes Gateway Primary School so special?* | **We are Explorers**<br>Term 4/5<br><br>*How should we remember Shackleton today?* | **We are Healthy**<br>Term 5/6<br><br>*What does it take to be a top athlete?* | **Goodbye**<br>Term 6<br><br>*How have you changed?* |
| **Longer texts** | | | | | | |
| <br><br>Labels, lists and captions<br><br><br><br>Instructions | Descriptive Writing<br>**Leaf by Sandra Diekmann**<br><br><br> | Narrative Journey<br>**The Way Back Home**<br>(video)<br><br><br> | Letter writing – character perspective<br>**The Snow Thief by Alice Hemming**<br><br><br> | Non-chronological report<br>**Ernest Shackleton (Little People, Big Dreams)**<br><br><br> | Narrative story<br>**Supertato – Run, Veggies, Run!**<br><br><br> | Letter writing – information giving<br>**Oh, the Places You'll Go!**<br><br><br> |

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| **Learning outcomes**<br><br>Apply phonics to writing. Use capital letters and full stops accurately. | **Learning outcomes**<br><br>Write a setting description to create an image in the reader's mind. Use Writer's Crafts such as similes, adjectives and adverbs. | **Learning outcomes**<br><br>Write a narrative journey story using a range of Writer's Crafts such as adjectives, adverbs, powerful verbs, time words and prepositions. | **Learning outcomes**<br><br>Letter writing from a character's perspective, focussing on different sentence types including punctuation. | **Learning outcomes**<br><br>Children write a fact file poster about Shackleton, in the first person. Children will use the past tense correctly. | **Learning outcomes**<br><br>Write a narrative story about competing in a race. Use adjectives for description, different sentence types and time adverbials. | **Learning outcomes**<br><br>Children write a letter about themselves to their new class teacher. |
| **Mini Unit** | | | | | | |
| | Factual Poster<br>**Seasons by Hannah Pang**<br> | Fact files<br>**Recount – C-17/Brize visit?**<br> | Letter writing (informal)<br> | Fact files<br>**SPAG focus – consolidation of skills.**<br> | Poetry<br>**Kitchen Disco by Clare Foges**<br> | |
| | **Learning outcomes**<br><br>Children will write facts about Autumn with trip to Westonbirt Arboretum for added details. | **Learning outcomes**<br><br>Children recall their visit to Brize Norton / C-17. | **Learning outcomes**<br><br>Children write a letter to a new pupil to explain why Gateway Primary School is such a special place. | **Learning outcomes**<br><br>Children will answer History EQ 'How shall we remember Shackleton today?' They will use a range of SPAG skills correctly. | **Learning outcomes**<br><br>Children will write a vegetable inspired Olympics themed poem in the style of Kitchen Disco. | |
| **SPAG** *(Y2 will also revise Y1 SPAG and develop the listed Y2 skills).* | | | | | | |

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| **Y1**<br><u>Writing</u>:<br>Capital and lowercase letters<br><u>Reading</u>:<br>letter names/sounds.<br><br>**Y2**<br>Capital and lowercase letters (Correct formation and placement)<br>Vowels and consonants | **Y1**<br>Finger spaces<br>Sentences – capital letters, full stops<br>Word classes: nouns, verbs and adjectives<br>Conjunctions: and, so, but, because, or<br>Suffixes -ing / -ed *(shimmering, sparkled)*<br>Suffixes -s / -es *(leaves, foxes, hedgehogs etc)*<br><br>**Y2**<br>Correct demarcation of sentences<br>Word classes: nouns, verbs, adverbs and adjectives<br>Suffixes – ness / -ly *(darkness, brightness, slowly)* | **Y1**<br>Finger spaces<br>Sentences – capital letters, full stops<br>Conjunctions: and, so, but, because, or<br>Prefix un- *(unbelievable, uncomfortable, unafraid)*<br><br>**Y2**<br>Correct demarcation of sentences<br>Subordination – when, if, that, because<br>Statements, questions, exclamations<br>Commas in a list<br>Suffix – ment *(achievement, amazement, excitement).*<br>Use past tense correctly. | **Y1**<br>Sequencing sentences<br>Capital letters for days of the week and months of the year<br>Question marks<br><br>**Y2**<br>Correct demarcation of sentences<br>Suffixes – ful / -less *(joyful, beautiful, playful, endless, tireless)*<br>Questions, commands, statements, exclamations<br>Apostrophe for contraction<br>Use present tense correctly | **Y1**<br>Sequencing sentences<br>Question marks<br>Suffixes -er / -est *(quickest, quicker, trickier, remotest).*<br>Capital letters for place names and names<br><br>**Y2**<br>Correct demarcation of sentences<br>Possessive apostrophe<br>Use present and past tense correctly<br>Time adverbials | **Y1**<br>Sequencing sentences<br>Exclamation marks<br>Use of first person<br>Expanded noun phrases<br><br>**Y2**<br>Correct demarcation of sentences using a range of taught punctuation<br>Use of first person<br>Expanded noun phrases<br>Time adverbials | **Y1**<br>Consolidation / assessment<br><br>**Y2**<br>Consolidation / assessment |
| **Phonics and Spelling** | | | | | | |
| <u>Phonics assessments</u><br>**Year 1**<br>Phase 2 and 3<br>**Year 2**<br>Phase 3 and 5 | <u>Bug Club Streaming:</u><br>Phase 2/3 recap group<br>Phase 4/5 group<br><br>Year 2 Oak Academy spelling group:<br>Bug Club Phase 6. | <u>Bug Club Streaming:</u><br>Phase 2/3 recap group<br>Phase 4/5 group<br><br>Year 2 Oak Academy spelling group:<br>Unit 1 - Alternative GPC for vowels. | <u>Bug Club Streaming:</u><br>Phase 5 group<br>Phase 5/6 group<br><br>Year 2 Oak Academy spelling group:<br>Unit 2 - Alternative GPCS for consonants and homophones. | <u>Bug Club Streaming:</u><br>Phase 5 group<br>Phase 5/6 group<br><br>Year 2 Oak Academy spelling group:<br>Unit 2 - Alternative GPCS for consonants and homophones.<br>Unit 3 - Suffixes. | <u>Bug Club Streaming:</u><br>Phase 5 group<br>Phase 5/6 group<br><br>Year 2 Oak Academy spelling group:<br>Unit 3 – Suffixes/prefixes. Apostrophes for possession/contraction. | Consolidation and assessment for new year. |
| **Continuous Provision Enhancements** | | | | | | |

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| Ordering alphabet.<br>Matching lower and uppercase letters. | Sorting words into word classes.<br>Phase 3 Phonics – sorting, Buried Treasure.<br>Editing - full stops, capital letters.<br>CEW spelling. | Sorting words into word classes.<br>Phase 3 Phonics – sorting, Buried Treasure.<br>Editing - full stops, capital letters.<br>CEW spelling. | Days of the week spelling.<br>Months of the year spelling.<br>Phase 5 Phonics – Buried Treasure, applying graphemes.<br>Editing – full stops, capital letters, suffixes.<br>CEW spelling.<br>Contracted words (reading and spelling)<br>Homophones (reading and spelling) | Days of the week spelling.<br>Months of the year spelling.<br>Phase 5 Phonics – Buried Treasure, applying graphemes.<br>Editing – full stops, capital letters, suffixes.<br>CEW spelling.<br>Contracted words (reading and spelling)<br>Homophones (reading and spelling) | Days of the week spelling.<br>Months of the year spelling.<br>Phase 5 Phonics – Buried Treasure, applying graphemes.<br>Editing – full stops, capital letters, suffixes.<br>CEW spelling.<br>Contracted words (reading and spelling)<br>Homophones (reading and spelling) | Consolidation of key areas. |
| **Whole Class Reading Texts** | | | | | | |
| The Colour Monster<br><br>Mixed | *Core text* – Seasons by Hannah Pang<br><br>*Core text* – Leaf by Sandra Dieckmann<br><br>*Environment* - The Journey by Frann Preston Gammon<br><br>*Environment* - Tidy by Emily Gravett<br><br>*Seasonal* – The Leaf Thief by Alice Hemming<br><br>*Seasonal* - Ceebeebie's Remembrance video | *Environment* - Here We Are by Oliver Jeffers<br><br>*Non-fiction* - Ameilia Earheart from Little Leaders<br><br>*Diversity* - Malala's Magic Pencil by Malala Yousafzai<br><br>*Well being/ feelings* - Ruby's Worry by Tom Percival<br><br>*Seasonal* - The Cat in the Manger by Michael Foreman | *Core text* – The Snow Thief by Alice Hemming<br><br>*Well being/ feelings* - The Lion Inside by Rachel Bright<br><br>*Festival* – The Great Race by Emily Hiles<br><br>*Diversity* – Coming to England by Floella Benjamin<br><br>*Quality Text* – Footprints in the Snow by Mei Matsouka | *Core text* – Ernest Shackleton – Little People, Big Dreams<br><br>*Diversity* – The Proudest Blue by *Ibtihaj Muhammed*<br><br>*Festival* – The Spring Rabbit by Angela McAllister<br><br>*Quality text* - Lost and Found by Oliver Jeffers<br><br>**MOTMC** | *Core text* – Supertato – Run, Veggies, Run! By Sue Hendra<br><br>*Core text* – Kitchen Disco by Clare Fogues<br><br>*Well being/feelings* - The Dot by Peter H Reynolds<br><br>*Well being/feelings* – The Couch Potato – Jory John<br><br>*Quality text* – The Café at the Edge of the Woods by Mickey Please | *Core text* – Oh, The Places You'll Go by Dr Suess |