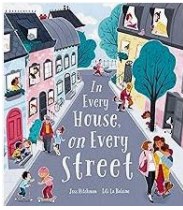

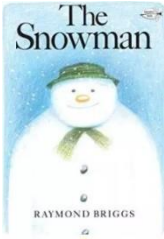
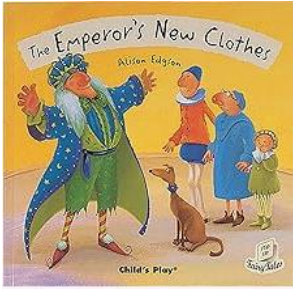
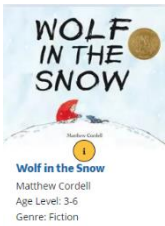



<p>Cycle B Autumn 1</p>	<p>What makes our school special?</p>	
<p>Composition: purpose and audience</p>	<p>In Every Street</p> 	<p>The Little Red Hen</p> 
<p>Vocabulary, grammar and punctuation</p>	<p>EYFS:</p> <p>Use puppets, small world equipment and role play to retell daily routines seen In Every Street and their own days.</p> <p>Articulate ideas and thoughts in complete sentences.</p> <p>Y1:</p> <p>Compose sentences orally before writing.</p> <p>Develop 'hold a sentence' techniques.</p> <p>Discuss what he/she has written with others.</p>	<p>EYFS:</p> <p>Use puppets and small world equipment to retell the story of the Little Red Hen.</p> <p>Articulate ideas and thoughts in complete sentences.</p> <p>Y1: Compose sentences orally before writing.</p> <p>Develop 'hold a sentence' techniques.</p> <p>Discuss what he/she has written with others.</p>

	<p>something and makes sense.</p> <ul style="list-style-type: none"> • Contains a subject. • Contains a verb. <p>Develop hold a sentence technique.</p> <p>Use finger spaces between words.</p> <p>Start sentences with a capital letter.</p> <p>Use a full stop at the end of sentences.</p>	<p>something and makes sense.</p> <ul style="list-style-type: none"> • Contains a subject. • Contains a verb. <p>Develop hold a sentence technique.</p> <p>Compose and ask questions orally. (What, when, where)</p> <p>Start a sentence with a capital letter.</p> <p>Use full stops at the end of sentences.</p> <p>Use finger spaces between words.</p>
Transcription	<p>EYFS:</p> <p>Write their own names.</p> <p>Add marks to drawings which they can give meaning to.</p> <p>Identify initial sounds in words they are trying to write.</p> <p>Y1:</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Form lowercase letters in the same direction, starting and finishing in the right place.</p> <p>Use Fred Fingers to segment sounds in words.</p>	<p>EYFS:</p> <p>Write their own names.</p> <p>Add marks to drawings which they can give meaning to.</p> <p>Identify initial sounds in words they are trying to write.</p> <p>Use Fred fingers to segment sounds in simple CVC words.</p> <p>Y1:</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Form lowercase letters in the same direction, starting and finishing in the right place.</p>


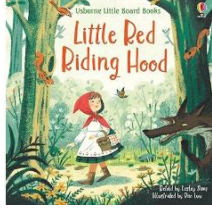
	<p>Understand which letters belong to which handwriting families and practise these – (curly caterpillar letters)</p> <p>Form digits 0-9</p>	<p>Use Fred Fingers to segment sounds in words.</p> <p>Understand which letters belong to which handwriting families and practise these – (curly caterpillar letters)</p> <p>Form digits 0-9</p>
Dictation Focus	<p>Y1: Simple sentence – capital letter, full stop, finger spaces</p> <p>EYFS – none</p>	<p>Y1: Simple sentence – capital letter, full stop, finger spaces</p> <p>EYFS – none</p>
Autumn 2	<p>Why do we celebrate?</p>	
	<p>The Snowman</p> 	<p>Emperor's New Clothes</p> 
Composition: purpose and audience	<p>EYFS:</p> <p>Retell the story of the Snowman using small world play and puppets. Explore the ending of the story.</p> <p>Articulate ideas and thoughts in complete sentences</p> <p>Y1</p> <p>Know what a sentence is.</p> <ul style="list-style-type: none"> • A group of words that mean something and makes sense. • Contains a subject. 	<p>EYFS:</p> <p>Retell the story of the Emperor's New Clothes using small world play and puppets. Explore alternative endings.</p> <p>Develop stories using small world equipment</p> <p>Articulate ideas and thoughts in complete sentences</p> <p>Y1</p> <p>Compose sentences orally before writing.</p>

	<ul style="list-style-type: none"> • Contains a verb. <p>Compose sentences orally before writing.</p> <p>Develop 'hold a sentence' technique.</p> <p>Re-read what he/she has written, checking for sense.</p>	<p>Develop 'hold a sentence' technique.</p> <p>Re-read what he/she has written, checking for sense.</p> <p>Compose questions orally.</p>
Vocabulary, grammar and punctuation	<p>EYFS:</p> <p>Write some CVC words.</p> <p>Use recently introduced vocabulary in discussion and role play.</p> <p>Y1</p> <p>Use finger spaces between words.</p> <p>Use full stops and capital letters to demarcate sentences.</p> <p>Use 's' and 'es' suffix for plurals.</p> <p>Compose and ask questions orally. (Who, why)</p>	<p>EYFS:</p> <p>Write some CVC words.</p> <p>Use recently introduced vocabulary in discussion and role play.</p> <p>Y1</p> <p>Use finger spaces between words.</p> <p>Use full stops and capital letters to demarcate sentences.</p> <p>Use 's' and 'es' suffix for plurals.</p> <p>Compose and ask questions orally. (Who, why)</p>
Transcription	<p>EYFS:</p> <p>Write simple CVC labels</p> <p>Begin to write short captions with words with known letter-sound correspondences.</p> <p>Use Fred fingers to spell words by identifying the sounds and then writing the</p>	<p>EYFS:</p> <p>Write simple CVC labels</p> <p>Begin to write short captions with words with known letter-sound correspondences.</p> <p>Use Fred fingers to spell words by identifying the sounds and then writing the</p>



	<p>sound with letter/s (set 1, not including digraphs)</p> <p>Year 1</p> <p>Form lowercase letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters accurately</p> <p>Understand which letters belong to which handwriting families and practise these – (focus on one armed robot letters).</p>	<p>sound with letter/s (set 1, not including digraphs)</p> <p>Year 1</p> <p>Form lowercase letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters accurately</p> <p>Understand which letters belong to which handwriting families and practise these – (focus on one armed robot letters).</p>
Dictation Focus	<p>EYFS: Simple CVC words</p> <p>Y1: Simple sentence – capital letter, full stop, finger spaces (include some plurals after teaching)</p>	<p>EYFS: Simple CVC words</p> <p>Y1: Simple sentence – capital letter, full stop, finger spaces (include some plurals)</p>
Spring 1	<p>What is it like to live in a cold place?</p>	
	<p>Wolf in the Snow</p> 	<p>Hansel and Gretel</p> 
Composition: purpose and audience	<p>EYFS: Retell the story of Wolf in the Snow using small world play and puppets.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>EYFS: Retell the story of Hansel and Gretel using small world play and puppets. Explore alternative endings.</p> <p>Write simple phrases and sentences that can be read by others.</p>

	<p>Y1:</p> <p>Compose sentences orally before writing.</p> <p>Develop 'hold a sentence' technique.</p> <p>Re-read sentences to check that they make sense.</p> <p>Use 'because' in discussion to explain ideas.</p> <p>Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher.</p> <p>Compose questions orally before writing.</p>	<p>Y1:</p> <p>Compose sentences orally before writing.</p> <p>Develop 'hold a sentence' technique.</p> <p>Re-read sentences to check that they make sense.</p> <p>Use 'because' in discussion to explain ideas.</p> <p>Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher.</p> <p>Compose questions orally before writing.</p>
<p>Vocabulary, grammar and punctuation</p>	<p>EYFS: Use and understand recently introduced vocabulary during discussions and role play.</p> <p>Write CVC words.</p> <p>Y1: Join words and clauses using and.</p> <p>Use capital letters and full stops to demarcate sentences.</p> <p>Use capital letters for proper nouns.</p> <p>Use suffixes that can be added to verbs where no change is needed in the spelling of the root words eg. Y1: Helping, helped, helper. - 'ing' focus</p>	<p>EYFS: Use and understand recently introduced vocabulary during discussions and role play.</p> <p>Write CVC words.</p> <p>Y1: Join words and clauses using and.</p> <p>Use capital letters and full stops to demarcate sentences.</p> <p>Use capital letters for proper nouns.</p> <p>Use suffixes that can be added to verbs where no change is needed in the spelling of the root words eg. Y1: Helping, helped, helper. - 'ed' focus</p>

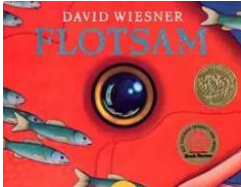
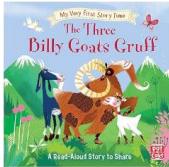
	Use question marks at the end of questions.	Use question marks at the end of questions.
Transcription	<p>EYFS: Form lower case letters correctly (in line with RWI level)</p> <p>Use Fred fingers to spell words by identifying the sounds and then writing the sound with letter/s (set 1 not including digraphs)</p> <p>Write short captions with words with known letter-sound correspondences</p> <p>Use finger spaces between words.</p> <p>Y1: Form lowercase letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters accurately.</p> <p>Understand which letters belong to which handwriting families and practise these - practise in families</p>	<p>EYFS: Form lower case letters correctly (in line with RWI level)</p> <p>Use Fred fingers to spell words by identifying the sounds and then writing the sound with letter/s (set 1 not including digraphs)</p> <p>Write simple sentences with known letter-sound correspondences.</p> <p>Use finger spaces between words.</p> <p>Y1: Form lowercase letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters accurately.</p> <p>Understand which letters belong to which handwriting families and practise these - practise in families</p>
Dictation Focus	<p>EYFS - Simple captions</p> <p>Y1 - Sentences using 'and'</p>	<p>EYFS - Simple sentences</p> <p>Y1 – Question sentences</p>
Spring 2	Who can help me?	
	The Lion and the Mouse	Little Red Riding Hood

		
<p>Composition: purpose and audience</p>	<p>EYFS: Retell the story of the Lion and the Mouse using small world play and puppets.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Y1: Write sentences by composing them orally before writing them.</p> <p>Write sentences by re-reading what he/she has written to check it makes sense.</p> <p>Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher</p> <p>Expand ideas using 'because' orally and in writing.</p> <p>Continue to develop 'hold a sentence' techniques.</p> <p>Continue to compose questions orally before writing.</p>	<p>EYFS: Retell the story of Little Red Riding Hood using small world play and puppets. Explore alternative endings.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Y1: Write sentences by composing them orally before writing them.</p> <p>Write sentences by re-reading what he/she has written to check it makes sense.</p> <p>Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher</p> <p>Expand ideas using 'because' orally and in writing.</p> <p>Continue to develop 'hold a sentence' techniques.</p> <p>Continue to compose questions orally before writing.</p>
<p>Vocabulary, grammar and punctuation</p>	<p>EYFS: Begin to spell tricky non-decodable words correctly.</p> <p>Write short sentences with words with known letter-</p>	<p>EYFS: Begin to spell tricky non-decodable words correctly.</p> <p>Write short sentences with words with known letter-</p>

	<p>sound correspondences using a capital letter and full stop.</p> <p>Y1: Use suffixes that can be added to verbs where no change is needed in the spelling of the root words eg. Y1: Helping, helped, helper. - 'er' focus</p> <p>Use adjectives to add description to writing.</p> <p>Use question marks at the end of questions.</p> <p>Use 'because' to explain ideas in writing.</p> <p>Use capital letters and full stops to demarcate sentences.</p> <p>Use capital letters for proper nouns.</p> <p>Continue to develop 'hold a sentence' techniques.</p>	<p>sound correspondences using a capital letter and full stop.</p> <p>Y1: Use suffixes that can be added to verbs where no change is needed in the spelling of the root words eg. Y1: Helping, helped., helper –recap of 'ing', 'ed' and 'er'</p> <p>Use adjectives to add description to writing.</p> <p>Use question marks at the end of questions.</p> <p>Use 'because' to explain ideas in writing.</p> <p>Use capital letters and full stops to demarcate sentences.</p> <p>Use capital letters for proper nouns.</p> <p>Continue to develop 'hold a sentence' techniques.</p>
<p>Transcription</p>	<p>EYFS: Form lower and upper case letters accurately (in line with RWI level)</p> <p>Write simple sentences,</p> <p>Use finger spaces between words.</p> <p>Y1: Form lowercase letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters</p>	<p>EYFS: Form lower and upper case letters accurately (in line with RWI levels)</p> <p>Write simple sentences,</p> <p>Use finger spaces between words.</p> <p>Y1: Form lowercase letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters</p>


	Understand which letters belong to which handwriting families and practise these	Understand which letters belong to which handwriting families and practise these
Dictation Focus	EYFS: Simple sentences Y1: Sentences with because	EYFS: Simple sentences Y1: Sentences with adjectives
Summer 1	What is the weather like today?	
	Rainstorm 	Jack and the beanstalk 
Composition: purpose and audience	<p>EYFS: Write simple sentences that can be read by others. (Capital letter, finger spaces, full stop)</p> <p>EYFS: Retell the story of the Rainstorm using small world play and puppets.</p> <p>Y1: Write sentences by composing them orally before writing them.</p> <p>Write sentences by re-reading what he/she has written to check it makes sense.</p> <p>Write sentences, sequencing them to form short narratives.</p>	<p>EYFS: Write simple sentences that can be read by others. (Capital letter, finger spaces, full stop)</p> <p>EYFS: Retell the story of the Jack and the Beanstalk using small world play and puppets. Explore alternative endings.</p> <p>Y1: Write sentences by composing them orally before writing them.</p> <p>Write sentences by re-reading what he/she has written to check it makes sense.</p> <p>Write sentences, sequencing them to form short narratives.</p>

Vocabulary, grammar and punctuation	<p>EYFS: Begin to spell tricky non-decodable words correctly.</p> <p>Organise ideas into simple sentences, demarcated by a capital letter and full stop.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters (all of set 1, including digraphs) Write simple phrases and sentences that can be read by others.</p> <p>Y1: Understand how the prefix 'un' changes the meaning of verbs and adjectives eg negation for example unkind or undoing – untie the boat. Use adjectives to add description to writing.</p> <p>Use 'because' to explain ideas.</p> <p>Write exclamation sentences, demarcated by exclamation marks.</p> <p>Develop 'hold a sentence' techniques.</p>	<p>EYFS: Begin to spell tricky non-decodable words correctly.</p> <p>Organise ideas into simple sentences, demarcated by a capital letter and full stop.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters (all of set 1, including digraphs) Write simple phrases and sentences that can be read by others.</p> <p>Y1: Understand how the prefix 'un' changes the meaning of verbs and adjectives eg negation for example unkind or undoing – untie the boat. Use adjectives to add description to writing.</p> <p>Use 'because' to explain ideas.</p> <p>Write exclamation sentences, demarcated by exclamation marks.</p> <p>Develop 'hold a sentence' techniques.</p>
Transcription	<p>EYFS: Form lower and upper case letters accurately.</p> <p>Write simple sentences, that can be read by others.</p>	<p>EYFS: Form lower and upper case letters accurately.</p> <p>Write simple sentences, that can be read by others.</p>

	<p>Use finger spaces between words.</p> <p>Y1: Form lowercase and uppercase letters in the correct direction, starting and finishing in the right place.</p>	<p>Use finger spaces between words.</p> <p>Y1: Form lowercase and uppercase letters in the correct direction, starting and finishing in the right place.</p>
Dictation Focus	<p>EYFS: Simple sentence</p> <p>Y1: Sentences with adjectives</p>	<p>EYFS: Simple sentence</p> <p>Y1: Exclamation sentences</p>
Summer 2	How have holidays in Cornwall changed?	
	<p>Flotsam</p> 	<p>The Three Billy Goats Gruff</p> 
Composition: purpose and audience	<p>EYFS: Write simple sentences that can be read by others.</p> <p>Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</p> <p>Y1: Write sentences by composing them orally before writing them.</p> <p>Write sentences by re-reading what he/she has written to check it makes sense.</p> <p>Write sentences, sequencing them to form short narratives.</p>	<p>EYFS: Write simple sentences that can be read by others.</p> <p>Retell the story of The Three Billy Goats Gruff using small world play and puppets. Explore alternative endings.</p> <p>Y1: Write sentences by composing them orally before writing them.</p> <p>Write sentences by re-reading what he/she has written to check it makes sense.</p> <p>Write sentences, sequencing them to form short narratives.</p>
Vocabulary, grammar and punctuation	EYFS: Spell words by identifying sounds in them and representing the sounds with a letter or letters (all of	EYFS: Spell words by identifying sounds in them and representing the sounds with a letter or letters (all of

	<p>set 1, including digraphs) Write simple phrases and sentences that can be read by others.</p> <p>Write sentences that can be read by others (finger spaces, capital letter, full stop.</p> <p>Y1: Write sentences, using capital letters, full stop and finger spaces.</p> <p>Use capital letters for proper nouns.</p> <p>Write exclamation sentences, demarcated by exclamation marks.</p> <p>Write questions, demarcated by question marks.</p> <p>Use because to explain ideas.</p>	<p>set 1, including digraphs) Write simple phrases and sentences that can be read by others.</p> <p>Write sentences that can be read by others (finger spaces, capital letter, full stop.</p> <p>Y1: Write sentences, using capital letters, full stop and finger spaces.</p> <p>Use capital letters for proper nouns.</p> <p>Write exclamation sentences, demarcated by exclamation marks.</p> <p>Write questions, demarcated by question marks.</p> <p>Use because to explain ideas.</p>
Transcription	<p>EYFS: Form lower and upper case letters accurately.</p> <p>Write simple sentences, that can be read by others (capital letters, full stops, finger spaces)</p> <p>Y1: Form lowercase and uppercase letters in the correct direction, starting and finishing in the right place.</p>	<p>EYFS: Form lower and upper case letters accurately.</p> <p>Write simple sentences, that can be read by others (capital letters, full stops, finger spaces)</p> <p>Y1: Form lowercase and uppercase letters in the correct direction, starting and finishing in the right place.</p>
Dictation Focus	<p>EYFS: Simple sentence</p> <p>Y1 – mixed sentences (statements, questions, exclamation)</p>	<p>EYFS: Simple sentence</p> <p>Y1 – mixed sentences (statements, questions, exclamation)</p>

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Additional Poetry Units to be fitted into longer half terms.	Key Features	Example
<p>Shape (1 week)</p>	<p>The poem usually describes an object. The poem is presented in the shape of the object which it is describing. The layout may either be with the words inside a shape or around the outline of the shape. Can be adult supported.</p>	
<p>Acrostic (1 week)</p>	<p>The first of last letter in each line spell out a word. Most commonly, it is the first letter that spells out the word. The acrostic links to a given theme, e.g. winter. Lines usually end with commas. Ideas could be extended through using couplets</p>	<p>Spring is here. The sun is shining and the grass is green. Pretty flowers. Red, yellow and pink like a rainbow. Running lambs. White and fluffy and jumping up high. In the fields. Green grass and fluffy clouds in the sky. New animals born. Baaing lambs and cheeping chicks. Go out to play. Run and jump in the spring sunshine.</p>