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| | Emphasis on narrative |
| Supporting | Topics |
| memorisation | Revisited Genre |

| | Autumn term 1 | Autumn Term 2 | Spring term 1 | Spring term 2 | Summer term 1 | Summer term 2 |
|---|--|--|--|--|--|--|
| Theme | Inside outside | Knowing yourself | Telling a tale | Sowing a seed | Strength of mind | Family and friends |
| Book study | Book 1-Where the wild things are Book 2- Bringing the rain back to Kapiti Plains | I am Henry Finch Halibut Jackson | The magic paintbrush Little Red | The tiny seed I will not ever | Hairy Mclary The night pirates | So Much Oi frog |
| Written outcomes | Book 1 - Labels, captions, oral re- telling, developing a new character | Book 1- Timetables, thought- bubbles, lists, commands, letters of advice | Book 1- Thought bubbles, labels, oral re-telling, writing in role, thank you letters | Book 1 Labels and captions, advice, re-telling, writing in role, narrative, letter | Writing in role letters leaflets | Book 1- Past tense sentences, writing in role, performance/ narrative poetry |
| Written outcomes | Book 2- Labels and captions, re- tellings, simple explanations | Book 2-Signs and labels, captions, invitations, thought bubbles, advertisements, letters of advice | Book 2-Labels, notes of advice, adverts | els, notes of advice, Book 2 Statements, writing in role, shopping lists | | Book 2- Rhyming flip-books, questions, captions and labels |
| Extended outcomes | Book 1- Own version 'wild thing' narrative Book 2- Tourist | Book 1- Guidebook - How to Think Book 2 Narrative sequel | Book 1- Own version 'overcoming' tale | Book 1- Advice leaflet | IRook 1- Alternative version | Book 1 Own 'So Much' narrative poem |
| | information leaflet | narrative sequer | Book 2-Alternative character version | Book 2-Own story about a fussy eater | pirate' guide | Own version rhyming narrative |
| Visit/visitors | Visit to a cave | talk from inspiring person. | Watch a pantomime or Invite a story teller to visit school | Visit Bakewell/Buxton grocery shop and garden centre. | Team work activities at adventure centre- Lee Green/ Whitehall. Visit a wildlife centre. | Visit from a pet owner. |
| Phonics within the tex | s, a, t, p i, n, m, d g, o, c, k | Sounds covered ck, e, u | Sounds covered Consolidation and | Chatsworth gardens and garden centre Sounds covered ai, ee, igh | Sounds covered ar, er, or, ur, | L&S Phase 4 – adjacent consonant words |
| See early reading document for detailed information | Sounds covered | r, h b, f-, -ff, l-, -ll, -ss | assessment | oa, oi, | air, ear, ure | a-e, o-e, i-e, u-e |

| Book 1 continuous provision | Book 1 continuous provision | Book 1 continuous provision | Book 1 continuous provision | Book 1 continuous provision | Book 1 continuous provision |
|--|--|---|---|---|--|
| At the writing table, provide cut-outs of Sam's sack and let the children draw and label objects that belong in the sack. Ensure that the grapheme 's' is clearly displayed. Hide objects in the sand- tray that begin with 's' and objects that don't. Can the children find the items that the Wild Thing hid? Continue for new objects to fit with newly taught phonemes. Set up the role- play/home corner as Wild Land and create a forest/jungle effect by | children about how your fingerprint is unique to you - only you have those markings Let the children draw and write timetables for their own day – what do they usually do in the morning, afternoon, evening, at night? Set up the role-play area as a Thinking Zone where you have a chair/soft cushions, a 'thinking branch (a nice, smooth stick to hold whilst thinking), some relaxing music playing and some fairy lights. Continue to build on reading of the tricky words: to, the, no, go, I and into and support the | pictures of the sand- pictures children draw. These can be used later on in the sequence. et children re-run the labeling and sorting activity independently. Have playdough/salt dough and cutters so that the children can make pretend cookies for the party. Supply the children with a range of materials such as bits of fun-fur fabric, tissue paper, foil and so on and create a | or nearby then visit this and investigate the different plants. Which are weeds? which aren't? Which plants look like they've been put there by a human? Which ones look as if they've just decided to grow there? Take care of the plants that you have in the school grounds. Talk about what the plants need. In the role-play area, set up a garden centre shop with books about plantcare, packets of seeds for sale, potsmaybe even a tea- shop! | medical equipment, white coats etc. Leave the match the mutt cardgame out for the children to access independently. Leave the match the mutt cardgame out for the children to access independently. | Source and display a range of texts about families that play together and seem to have fun together for the children to independently access. Set up the role-play area as a home-corner with a cot and maybe some signage such as 'Home Sweet Home' It would be great if you could include a traditional-looking teddy bear, some books, family photos, playing cards etc. |

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that the children can dress up.

Extend the rumpus to the outdoor area where you have set up 'Wild Things Gym'/trim trail so that they can also do hopping, balancing and climbing.

Have some signage up e.g. No biting, no growling, no scratching! Leave clipboards and stopwatches outside so that you can incorporate some maths and some developmental writing of numbers (these need to be displayed) – children can be in role as Personal Wild Thing trainers and create tallies of how many reps the other Wild Things do at each station/circuit!

Children make Wild Thing masks using scissors, glue, wool, paper etc. This needs to be done by session 7. These masks become new wild thing characters who will appear in the children's own version narrative towards the end of the sequence.

Keep the laminated Wild Things out for the children to continue the game of hide and seek. Other adults supporting children in their play could ask the children questions such as Is it in the bag? And so on

Have small-world animals that are featured in the story and create a habitat for them with moss/grass and some water etc.

Make binoculars out of tubes and provide the children with large animal cut-outs of old bits of cardboard boxes - children paint these over the next couple of days.

of vines. Include horns, ears, paws, tails etc. so Continue to use and develop the Thinking Zone

Leave the graphemes and phoneme frames out so that the children can continue to experiment with word-building independently

Let children explore reading and writing other words with the digraph /qu/.

Label and display.

eave the fancy dress things out so that the children can choose to create new

Fancy dress and monster collage to be still available as part of continuous rovision.

Make observations of the plants - ones that you planted ahead of the sequence and of anything that's happened to any of the seeds that the children planted in

session 1.

Count the number of leaves if relevant. Measure the height of the shoots - use arbitrary units of measure such as pencil-lengths.

Have a classification and identification activity set up where children are to match seed to plant. Having real seeds and plants would be most effective.

You could extend this activity to creating a game with the children where they draw and label the seed and plant on separate cards and then have a Have the CBeebies game that friend try to match them.

Set up role-play area as a greengrocers'. Engage children in creating labels and signage for all of the items. Link to maths by labelling for price/quantity.

Small groups could also make soup/fruit salad and the use of knives and other utensils would support fine-motor development.

using cut- outs of the characters, laminated and stuck onto lollysticks. Let the children use these ndependently to re-tell the story

Continue to support and observe children's play in the animal shelter role-play area.

Provide a range of books about cats and, if possible, invite a colleague who has a pet cat to come and give a very short talk about their cat – its needs, routines, habits etc.

accompanies the My Pet and Me Series available for the children to play on a computer or tablet. http://www.bbc.co.uk/cb eebies/games/my-pet- and-me-

Let the children access this new set of lolly- stick puppets ndependently.

Continue to support the children's independent play in the home-corner by encouraging them to take on family roles.

Leave the illustrations and verb cards out so that the children can independently access these.

Set up the role-play area ready for a different sort of celebration – a religious festival. It could be Eid, it could be for a Baptism, it could be for Hannukah etc.

It would be great if the children could read their stories either to another class or to the special people in their life during an open reading morning.

Book 2 continuous provision Set up The Kapiti Plain Tourist Information Office in the role-play area – include props like leaflets, maps, photos etc. that, as far as possible, represent Kenya and include phone, brochures etc.

This is to run throughout this two- week sequence and will play a part in developing Book 2 continuous provision

shop to remain set up for free-play; provide the children with blank labels and felt-tips so that they can add to the signs independently; extend to maths and label with prices.

LINKS: dressing independently; materials; celebrations from a range of cultures; RE - outfits pertaining to religious festivals

Book 2 continuous provision

Help the children set up the role-play area as The Belch Inn. Provide them with grey sugar paper to create signage to make it look a bit aged and see if you can find some metal tankards.

Book 2 continuous provision

Begin transforming the role-play area into a grocery store so that it strings attached horizontally sells a range of foods and not just fruit and veg. Children could bring in empty packets, boxes and bottles and help categorise these.

Book 2 continuous provision

Have the sand tray set up with and vertically to create a grid. Let children dig for treasure and record on a map with a grid which square they found the treasure in. Children could also mark on copies of the map

Book 2 continuous provision

Kim's Game – where you place some of the animals/objects (keep them in their pairs) on a tray, then under a blanket remove an object or animal and then reveal what remains...can children say which animal/object is missing? If

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the ideas of the children as they work toward their extend

Have small-world animals that are featured in the story and create a habitat for them with moss/grass and some water etc.

Make binoculars out of tubes and provide the children with large animal cut-outs of old bits of cardboard boxes - children paint these over the next couple of days.ed outcome.

Let children continue to take groups of tourists around the plain, this time using any maps that have been created.

Leave the animal- sort resources out for the children to independently access so that they can re-run the activity.

Continue and complete Letters and Sounds phase 2 over the next few days so that b, f-, ff, l-, -ll, -ss have been covered by the end of this sequence.

the children create signs using the labels modelled get hold of at least one earthenware keg in the focus activity e.g. Suits for the rich.

Children to create scenes depicting where he went Have some play food and let the children for the whole- class story on Cod Benson e.g. swimming pool, zoo, café.

Set up the painting area as a sign-maker's shop. Let It would also be wonderful if you could ike the one in the story.

> devise menus themed around different colours. It would also be brilliant if you could get some costumes that are in keeping with the 18th Century.

Link to maths by providing a cash registe and some coins.

Support children who need encouragement to tell each other stories about adventures while they sit in the Belch Inn. Extended to other 'threats' such as bears.

Provide the children with puppets that you've made - one for Little Red, one for the wolf and one for grandma as well as aminated ginger beer keg cut- outs etc. so that the children can re- tell the story ndependently.

Write recipes for Banana Berry Burst and nvent other drinks too -these can all be added to a menu for The Pop Inn.

Provide the children with puppets that you've made – one for little red, one for the wolf and one for grandma as well as aminated ginger beer keg cut outs etc. so that the children can re- tell the story ndependently.

Revisiting the idea from the original Little Red' text, encourage the children to tell their stories of how they overcame a pear to the other visitors of The Pop Inn.

It would be useful if, over the next where they have buried treasure they can 'noun' the snake then couple of days, small groups of children could visit a grocery shop for it. or supermarket to conduct some research into what's sold and if anything there could be something else, as in the story.

Find out about others in class/ parallel class/ at home and what they will not ever never eat.

Make available other stories where the characters are fussy eaters e.g. Oliver's Vegetables by Vivian French.

and other children could hunt

Today, hide in the sand laminated word cards of the opposites from the text (or deriving from the text) so that the children can dig for pairs: up, down, high, low, loud, quiet

Create collages using graph paper and other types of paper.

et up an area either in or outside each other. the class to become a pirate ship. Where appropriate, children Try and have something as a mast & something that could be a sail.

Let children continue to take groups of tourists around the plain, this time using any maps that have been created.

Continue to create collage ships that could be used as their own pirate ship as part of their pirate select the correct caption by guide (collage pictures could be scanned and reduced so that they fit into the leaflet that the children will write)

Children can continue to access what has been available throughout the sequence as well as any pirate-related tangents that may have developed. Ensure that you make a range of non-fiction books that contain examples of instructional and 'how to' types of writing.

they will perhaps realize that it is the cake that has been taken away.

Make a link to maths and create a Rhyme Shop: provide the children with blank cards to create a name label with a price for each item, encouraging children to use graphemes that they have been taught.

Share new character pairs with

peer-check spellings of the animals and corresponding nouns by applying knowledge of GPCs.

Forgetful Froggy Bring Frog back into the class (teacher then children in rolecan wear mask again!). Froggy asks the children questions again but this time they have to word reading and then pluralise using -s or -es.

Share the children's ideas orally like so:

My animal is a bat. Encourage the children to ask each other questions e.g.

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| | | | Outsid inside | | | owing urself | | ing a ale | | ving a | | rength mind | of | | nily and ends |
|--------------|--|---|------------------|--|----------------------|--------------------|--------------------------------|---------------|---------------------|---|----------------------|----------------|----------|------------|------------------|
| | EYFS AREAS OF LEARNING COVERED IN EACH BOOK STUDY UNIT | Wh ere the Wild Thin gs Are | nsi | Bringi ng the Rain to Kapiti Plain | am Henry Finch | Halibut Jackson | The Magic Paintb rush | Little Red | The Tiny Seed | Will Not Ever Neve r Eat a Toma to | Willy the Wimp | | | So Much | Frog |
| | Listening and attention: | 7 0 | | | | | | | | | | | | | |
| | Children listen attentively in a range of situations. | 1 | 1 | / | 1 | √ | 1 | 1 | √ | 1 | 1 | 1 | 1 | 1 | 1 |
| | Children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| | Children give their attention to what others say and respond appropriately, while engaged in another activity. | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| | Understanding: | | | | | | | | | | | | | | |
| E AF Cand L | Children follow instructions involving several ideas or actions. | 4 | 1 | 1 | √ | 1 | 1 | √ | √ | 1 | 1 | √ | 1 | 1 | ✓ |
| | Children answer 'how' and 'why' questions about their experiences and in response to stories or events. | √ | 1 | 1 | 1 | 1 | 1 | √ | √ | 1 | 1 | 1 | 1 | 1 | 1 |
| | Speaking: | | | | | | | | | | | | | | |
| | Children express themselves effectively, showing awareness of listeners' needs. | √ | √ | 1 | √ | √ | 1 | √ | √ | 1 | ✓ | √ | 1 | √ | 1 |
| | Children use past, present and future forms accurately when talking about events that have happened or are to happen in the future. | 1 | √ | 1 | √ | 1 | 1 | 1 | √ | 1 | 1 | 1 | √ | 1 | 1 |
| | They develop their own narratives and explanations by connecting ideas or events. | √ | √ | √ | √ | ✓ | 1 | √ | √ | √ | √ | √ | ✓ | √ | ✓ |
| | Moving and handling: | | | | | | | | | | | | | | |
| | Children show good control and co-ordination in large and small movements. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | √ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | They move confidently in a range of ways, safely negotiating space. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| E AFF devel | They handle equipment and tools effectively, including pencils for writing. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Health and self-care: | | | | | | | | | | | | | | |
| | Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. | | | | ✓ | | | ✓ | | √ | | | | | |
| | They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. | | | | | ✓ | | | ✓ | | ✓ | | | | |
| | Self-confidence and self-awareness | | | | | | | | | | | | | | |
| | Children are confident to try new activities, and say why they like some activities more than others. | ✓ | ✓ | ✓ | ✓ | ✓ | 1 | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ |
| | Children are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. | ✓ | ✓ | ✓ | ✓ | ✓ | 1 | ✓ | ✓ | 1 | √ | | √ | ✓ | ✓ |
| | Children say when they do or don't need help. | | | | | | | | | | | | | | |
| | Managing feelings and behaviour | | | | | | | | | | | | | | |
| E AF P emoti | Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. | ✓ | | | ✓ | ✓ | ✓ | | | | ✓ | | | ✓ | ✓ |
| | Children work as part of a group or class, and understand and follow the rules. | 1 | ✓ | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | ✓ |
| | Children adjust their behaviour to different situations, and take changes of routine in their stride. | | | | ✓ | | | | | | | | | | |

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| Making relationships: Children play co-operatively, taking turns with others. Children play co-operatively to others' needs and foreigns, and form positive relationships with adults and other children. Children show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Children read and understand simple sentences. Children use phonic knowledge to decode regular words and read them aloud accurately. Children also read some common irregular words. Children also read some common irregular words. Children show sensitivity to others' needs and feel them aloud accurately. Children also read some common irregular words. Children stored some common words. Children stored some irregular common words. Children stored some irregular common words. Children stored some irregular common words. Children stored singular common words. Children know what other children don't always enjoy the same things, and are sensitive to this. Children know about similarities and differences between themselves and others, and armong families, communities and traditions. The word Children know about similarities and differences between themselves and others, and | | | | | | | | | | | _ | | | | |
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| Children take account of one another's ideas about how to organise their activity. Children take account of one another's ideas about how to organise their activity. Children have sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Reading Children read and understand simple sentences. Children use phonic knowledge to decode regular words and read them aloud accurately. Children use phonic knowledge to decode regular words and read them aloud accurately. Children use phonic knowledge to write words in ways which match their spoken sounds. Children use their phonic knowledge to write words in ways which match their spoken sounds. Children use their phonic knowledge to write words in ways which match their spoken sounds. Children wite simple sentences which can be read by themselves and others. Some words are spell correctly and others are phonetically plausible. People and communities Children know about similarities and differences in relation to places, objects, materials and living things. Children know that other children don't always enjoy the same things, and are sensitive to this. Children know about similarities and differences in relation to places, objects, materials and living things. Children know about similarities and differences in relation to places, objects, materials and living things. Children know about similarities and differences in relation to places, objects, materials and living things. Children safely use and exporte a variety of materials, tools and bechniques, experimenting with colour, design, texture, form and function. V V V V V V V V V V V V V V V V V V V | | Making relationships: | | | | | | | | | | | | | |
| Children show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Reading | | Children play co-operatively, taking turns with others. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Reading Children read and understand simple sentences. Children separate common irregular words and read them aloud accurately. Children also read some common irregular words. Children also write some irregular words in ways which match their spoken sounds. Children also write some irregular common words. Children write simple sentences which can be read by themselves and others. Some words are speli correctly and others are phonetically plausible. People and communities Children talk about past and present events in their own lives and in the lives of family members. Children know that other children don't always enjoy the same things, and are sensitive to this. The world Children know about similarities and differences hetween themselves and others, and among families, communities and traditions. The world Children know about similarities and differences in relation to places, objects, materials and living things. Children talk about the features of their own immediate environments might vary from one another. Exploring and using media and materials. Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | | Children take account of one another's ideas about how to organise their activity. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
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| Some words are spelt correctly and others are phonetically plausible. People and communities Children talk about past and present events in their own lives and in the lives of family members. Children know that other children don't always enjoy the same things, and are sensitive to this. Children know about similarities and differences between themselves and others, and among families, communities and traditions. The world Children know about similarities and differences in relation to places, objects, materials and living things. Children talk about the features of their own immediate environment and how environments might vary from one another. Exploring and using media and materials Children sing songs, make music and dance, and experiment with ways of changing them. Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | | Children also write some irregular common words. | ✓ | | ✓ | ~ | ✓ | ✓ | ✓ | \ | ✓ | \ | ✓ | ✓ | ✓ |
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| Children talk about past and present events in their own lives and in the lives of family members. Children know that other children don't always enjoy the same things, and are sensitive to this. Children know that other children don't always enjoy the same things, and are sensitive to this. Children know about similarities and differences between themselves and others, and among families, communities and traditions. The world Children know about similarities and differences in relation to places, objects, materials and living things. Children talk about the features of their own immediate environment and how environments might vary from one another. Exploring and using media and materials Children sing songs, make music and dance, and experiment with ways of changing them. Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | | Some words are spelt correctly and others are phonetically plausible. | | | ✓ | ✓ | ✓ | ✓ | ✓ | √ | ✓ | ✓ | ✓ | ✓ | ✓ |
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| Exploring and using media and materials Children sing songs, make music and dance, and experiment with ways of changing them. Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | | Children know about similarities and differences in relation to places, objects, materials and living things. | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | √ | ✓ | ✓ | ✓ |
| Children sing songs, make music and dance, and experiment with ways of changing them. Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | | Children talk about the features of their own immediate environment and how environments might vary from one another. | ✓ | | ✓ | | ✓ | | | | | | ✓ | ✓ | ✓ |
| E & Des Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | | Exploring and using media and materials | | | | | | | | | | | | | |
| E& Des | | Children sing songs, make music and dance, and experiment with ways of changing them. | 1 | | ✓ | | | | | ✓ | | | | | |
| | E o D | Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Being imaginative | E&DE | | | | | | | | | | | | | | |
| Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. | | Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. | | | ✓ | | | ✓ | | ✓ | ✓ | | | | |
| FIC. Children represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. | FIC | Children represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. | 1 | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | √ | √ |

| | Taddington Only |
|--------------|-----------------------|
| | Emphasis on narrative |
| Supporting | Topics |
| memorisation | Revisited Genre |

Year 1 and Year 2 Overview

| Theme/Term | | Journeys & exploration Autumn 1 | | Heroes & villains Autumn 2 | | | | | | |
|--|--|---|--|---|---|--|--|--|--|--|
| Planning Sequence/ Spelling Seed Text | Billy and the Beast Nadia Shireen | WOLVES Work | y Gravett | The Sea Saw Tom Percival TOM PERCIVAL | | Jim and the Beanstalk Raymond Briggs Jim and the Beanstalk Raymond Briggs | | | | |
| Length | 15 sessions, 3 weeks | 15 sessions, 3 week | S | 15 sessions, 3 weeks | | 15 sessions, 3 weeks | | | | |
| Outcomes | Own version 'defeat a monster' narratives Wanted posters, summaries, emails, character descriptions, recipes | Non-chronological Captions, information character description comparisons | n writing, | Own version narrative Writing in role; notes of advice; missing posters; diary entries; letters of thanks | | Sequel stories Narrative retellings (including dialogue), thought bubbles, informal letters | | | | |
| Theme/Term | | Similarities & differences Spring 1 | | | Nature & environment Spring 2 | | | | | |
| Planning Sequence/ Spelling Seed Text | The Bear Under the Stairs Helen Cooper BEAR UNDER THE STAIRS Helen Cooper | | The Bear and the Piano David Litchfield Piano David Litchfield | The Dragon Machine Helen Ward Dragon Machine | DINOSAURS end all that nubbish. Michael Foreman Dinosaurs and all that Rubbish Michael Foreman | ROALD The Minpins History: Changes within Living | | | | |
| Length | 15 sessions, 3 weeks | | 15 sessions, 3 weeks | 15 sessions, 3 weeks | 10 sessions, 2 weeks | 15 sessions, 3 weeks | | | | |
| Outcomes | Information texts Letters, retellings, own version narratives | | Own version narratives about bravery Letters of advice, short news reports, writing in role, retellings, information posters | Own version dragon stories Dragon guides & encyclopaedia, letters of advice, dragon machine explanations, shopping lists, descriptions, letters | Pamphlets Letters, setting descriptions, instructions, narrative retellings, pamphlets, posters | Own version adventure narratives Danger posters, setting descriptions, character descriptions, information reports, postcards | | | | |
| Theme/Term | | Friendship & kindness Summer 1 | | | magination & creativity Summer | 2 | | | | |
| Planning Sequence/ Spelling Seed Text | YETI AND BIRD Nadia Shireen Nadia Shireen | Pig the Pug Aaron Blabey How to be a Dog Jo Williamson | JULIAN IS A MERMAN Julian is a Mermaid Jessica Love | House Held Up By Trees Ted Kooser HOUSE HELD UP BY TREES Ted Knows Ready Jun Kloss | | A Walk in London Salvatore Rubbino | | | | |
| Length | 15 sessions, 3 weeks | 15+ sessions, 3+ weeks | 10+ sessions, 2+weeks | 10 sessions, 2 weeks | | 15 sessions, 3 weeks | | | | |
| Outcomes | Own version narratives about unlikely friendships List of rules, letters, postcards, character descriptions | 'How to' guides Character comparisons, fact sheets, shared poetry, own version narratives | Three-verse poems Instructions, writing in role, advertisements | News reports Descriptive non-fiction, life-cycles, instructions for seed packets | | A Walk in' guidebooks Recounts of a trip around the local area, statements of information | | | | |

| | Taddington Only |
|--------------|-----------------------|
| | Emphasis on narrative |
| Supporting | Topics |
| memorisation | Revisited Genre |

Year 3 and Year 4 Overview

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|--|---|---|---|--|--|---|
| Theme/Term | Finding Freedom Autumn 1 | | | | Invention & innovation Autumn 2 | |
| Planning Sequence/ Spelling Seed Text | Tar Beach Faith Ringgold | Varmints Helen Ward Science: | | The Tin Forest Helen Ward Science: | Until I Met Dudley Roger McGough and Chris Riddel Dudley Science: | |
| Length | 15 sessions, 3 weeks | 16 sessions, 3+ weeks | | 10 sessions, 2 weeks | 10 sessions, 2 weeks | |
| Outcomes | Narrative retelling as a play script Poetry, setting descriptions, formal letters, dialogue (as a script) | Explanations Descriptive comparisons, retellings, setting descriptions, poetry | | Persuasive information leaflets Persuasive posters, information leaflets, postcards, diaries, wishes, setting descriptions | Two explanation texts - formal and informal Letters, short explanatory paragraphs | |
| Theme/Term | | Darkness & light Spring 1 | | | Taking courage Spring 2 | |
| Planning Sequence/ Spelling Seed Text | The Pied Piper of Hamelin Michael Morpurgo | NEIL GA | Neil Gaiman Geography | Black Dog Levi Pinfold | Odd and the Frost Giants Neil Gaiman Vikings FROST GAMAN Neil Gaiman | |
| Length | 15 sessions, 3 weeks | 16 sess | sions, 3+ weeks | 15 sessions, 3 weeks | 15 sessions, 3 weeks | |
| Outcomes | Own version myths/legends Writing in role, information reports, adverts, formal letters | Diaries, | ersion mythical tales , informal letters, dialogue, s, limericks and other poetic forms | Own version 'suspense' narratives Postcards, dialogue, retellings, descriptions | Retellings - alternative perspective Narrative recounts, character and setting descriptions, letters, short explanations | |
| Theme/Term | | Exploration & discovery Summer 1 | | | Different worlds Summer 2 | |
| Planning Sequence/ Spelling Seed Text | Shackleton's Journey William Grill | The Lion the Witch and the | | | Jabberwocky Lewis Carroll | OR Pride: The Story of Harvey Milk and the Rainbow Flag Rob Sanders |
| Length | 15 sessions, 3 weeks | 20 sessions, 4 weeks | | | 10 sessions, 2 weeks | 10 sessions, 2 weeks |
| Outcomes | Non-chronological reports Retelling, character description, book review | Own version narratives (set in other worlds) Poems, eyewitness reports, an imaginary conversations, | t | | Nonsense poems Performance poetry, explanatory descriptions | Biographies of Harvey Milk Thought bubbles, speech, simple leaflets |

| | Taddington Only |
|--------------|-----------------------|
| | Emphasis on narrative |
| Supporting | Topics |
| memorisation | Revisited Genre |

Year 5 and Year 6 Overview

| Theme/Term | | Ambition & desire Autumn | 1 | Power vs. principles Autumn 2 | | |
|--|--|---|---|---|--|---|
| Planning Sequence/ Spelling Seed Text | The Arrival Shaun Tan | | The Odyssey Gillian Cross THE ODYSSEY THE ODYSSEY | The Last Bear Hannah Gold | Can We Save a Tiger can we save the tiger? | |
| Length | 17 sessions, 3+ weeks | | 20 sessions, 4 weeks | 15 sessions, 3 weeks | 15 sessions, 3 weeks | |
| Outcomes | Extended own version narratives Letters, lists of rules, character descriptions, diaries, short playscripts, short reports, guides | | Epic stories Speeches (proclamation, persuasive, soliloquy), dialogue, missing scenes, postcards, adverts | Newspaper article Character profile, dialogue, monologue, logbook entry, scientific report | Discussion texts Letters, explanations, persuasive posters, & speeches, simple poems | |
| Theme/Term | Belonging & equality Spring 1 | | | Legends & folklore Spring 2 | | |
| Planning Sequence/ Spelling Seed Text | | Suffragette: The Battle for Equality THE BATTLE TORKSMITY Date Sheets | The Invention of Hugo Cabret Brian Selznick | Robot Girl Malorie Blackman | | The Last Wild Piers Torday Hely Tokky |
| Length | | | 17 sessions, 3+ weeks | 15 sessions, 3 weeks | | 16 sessions, 3+ weeks |
| Outcomes | | Persuasive campaigns Formal letters, diary arguments, speech reports | igns es, balanced es, short news | Science-fiction narratives Discussions, debates, dialogue, character comparisons, reviews | | Own version dystopian narratives Posters, retellings, formal reports, character descriptions, diaries, formal letters |
| Theme/Term | Lessons from history Summer 1 | | | Mystery & truth Summer 2 | | |
| Planning Sequence/ Spelling Seed Text | The Lost Happy Endings Carol Ann Duffy | Romeo and Juliet ROMEO AND ULIET William Shakespeare | | Kaspar, Prince of Cats Michael Morpurgo michael morpurgo Kaspar Free- | Some Places Mo IOME PLACES Other WARE THAN Watso | rs Renee |
| Length | 15 sessions, 3 weeks 15 sessions, 3+ wee | | eks | 15 sessions, 3 weeks | 10 session, 2 wee | eks |
| Outcomes | Alternative perspective prequels - Newspaper reports, extended responses to a Playscripts Diaries, letters, narra character description arguments | | | Newspaper articles Character descriptions, reports, letters, advertising leaflets, balanced reports | Poems with similar structure Summaries, analysis and performances | |