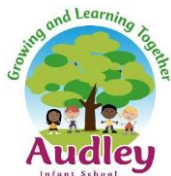
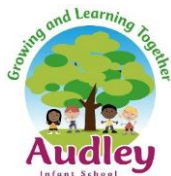


AUTUMN 1	AUTUMN 2
Topic: Fighting Fit	Topic: Fire! Fire!
Genres: Instructions How to make milkshake Explanation Texts-How to keep healthy poster Stories by the same author – Julia Donaldson (The Gruffalo & Tiddler)	Genres: Poetry – Firework and Bonfire Narrative Story – The Owl who was afraid of the Dark Newspaper Report – The Great Fire of London
Key Learning Objectives: <ul style="list-style-type: none"> • To use conjunctions in writing– when, if, that, because, or, and, but • To use nouns, verbs, adjectives and adverbs in writing Use subordination for time. Use past tense for narrative. <ul style="list-style-type: none"> • Plan and discuss what to write about, • Write about fictional events. • Proofread to check for errors in spelling, grammar and punctuation. • Read aloud their writing with intonation to make their meaning clear. • Use present tense for persuasive adverts Use suffixes er and est to create adjectives e.g. faster, fastest, smaller, smallest. • Use sentences with different forms: statement, question, commands • Use specific text type features to write for a range of audiences and purposes, e.g. to persuade; to instruct • Orally rehearse each sentence prior to writing. • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. 	Key Learning Objectives: <ul style="list-style-type: none"> • Use sentences with different forms: statement, question, exclamation, command • Use subordination for reason with 'because/so'. • Plan and discuss what to write about • Use specific text type features to write for a range of audiences and purposes e.g. <i>to inform; narrative</i> • Proofread to check for errors in spelling, grammar and punctuation. • Say, write and punctuate simple and compound sentences using the connectives <i>and, but, so</i> and <i>or</i> (co-ordination). • Select, generate and effectively use nouns and, adjectives to create noun phrases. • Write simple poems based on models. • Edit and improve own writing in relation to audience and purpose. • Use subordination for time using the word 'when'. • Learn new ways of spelling phonemes for which one or more spellings are already known. • Use apostrophes for contracted forms e.g. don't can't, wouldn't, you're, I'll • Orally rehearse each sentence prior to writing.



SPRING 1	SPRING 2
Topic: Awesome Asia	Topic: Roar!
Genres: Narrative Story –The Selfish Crocodile & Chinese New Year Non-Chronological Report – Asian Animals and facts about Asia	Genres: Non-Chronological Report– Dinosaurs Narrative Story – Dinosaur Time by Michael Foreman Poems with a structure Dinosaur Riddles
Key Learning Objectives: <ul style="list-style-type: none"> • To be able to identify and use expanded noun phrases, and adjectives to describe and specify • To know what a simile is and be able to identify them in the story. • Use the subordinating conjunction <i>that</i> in a sentence, e.g. <i>I hope that it doesn't rain on sports day.</i> • Select, generate and effectively use adverbs. • Use the suffix <i>-ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully.</i> • Use past tense for narratives • Plan and discuss what to write about, • Orally rehearse each sentence prior to writing. • Develop a positive attitude to writing. • Develop stamina for writing in order to write at length. • Use specific text type features to write for a range of audiences and purposes e.g. entertain and inform • Write about fictional and non fiction events. • Evaluate their writing with adults and peers. • Proof read to check for errors in spelling, grammar and punctuation. • Use sentences with different forms: statement, question, exclamation. • Use subordination for reason with 'because/so'. • Plan and discuss what to write about e.g. text <i>mapping, collecting new vocabulary, key words and ideas</i> 	Key Learning Objectives: <ul style="list-style-type: none"> • To know how to write a question, using varied question • To understand what an adverb is and how to use it correctly in a sentence. • To be able to punctuate a sentence correctly using commas in lists. • To be able to use noun phrases and adverbial phrases. • Use sentences with different forms: statement, question, exclamation. • Use subordination for reason with 'because/so'. • Plan and discuss what to write about e.g. text <i>mapping, collecting new vocabulary, key words and ideas.</i> • Use specific text type features to write for a range of audiences and purposes e.g. <i>to inform.</i> • Proofread to check for errors in spelling, grammar and punctuation. • Use the subordinating conjunction <i>that</i> in a sentence, • Use subordination for time using <i>when, before and after.</i> • Write simple poems based on models. • Evaluate their writing with adults and peers. • Select, generate and effectively use adverbs. • Use the suffix <i>-ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully.</i> • Use past tense for narratives, recounts and historical reports. • Orally rehearse each sentence prior to writing. • Develop a positive attitude to writing. • Develop stamina for writing in order to write at length. • Write about fictional events.



SUMMER 1	SUMMER 2
Topic: Castles	Topic: Park Life
Genres: Recount Writing – Visit to the castle Information text – Features of a castle Narrative story Tale with a twist – Little Red Riding Hood and the sweet little wolf	Genres: Narrative Story as a theme – Percy the Park keeper Non fiction -‘Magnificent Mini-beasts’ Poetry- Tongue Twisters & Alliteration within poems
Key Learning Objectives: <ul style="list-style-type: none"> • To use conjunctions in writing– when, if, that, because, or, and, but • Select, generate and effectively use verbs • Use past tense for narrative • Plan and discuss what to write about • Use specific text type features to write for a range of audiences and purposes • Write about fictional events • Proofread to check for errors in spelling, grammar and punctuation • To use conjunctions of time to write in chronological order • Use of the progressive form of verbs in the present and past tense to mark actions in progress 	Key Learning Objectives: <ul style="list-style-type: none"> • Use apostrophes for singular possession in nouns, e.g. <i>the girl’s name</i>. • Select, generate and effectively use noun phrases for description. • Add suffixes <i>-ful</i> or <i>-less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless</i>. • Use past tense for writing narrative. • Plan and discuss what to write about • Develop a positive attitude to writing. • Develop stamina for writing in order to write at length. • Use specific text type features to write for a range of audiences and purposes, • Write about fictional events. • Edit and improve own writing in relation to audience and purpose. • Evaluate their writing with adults and peers. • Select, generate and effectively use adjectives • Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest</i>. • Use sentences with different forms: statement, question, command, exclamation • Use commas to separate items in a list • Select, generate and effectively use verbs • Write simple poems based on models • Read aloud their writing with intonation to make the meaning clear.