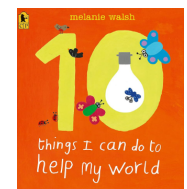
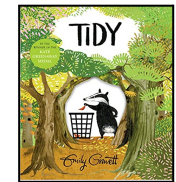
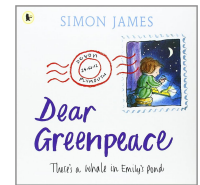
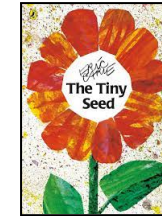
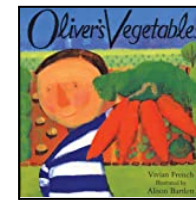
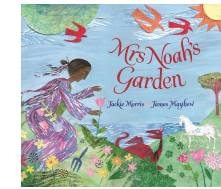
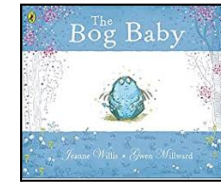
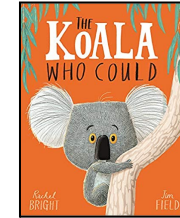
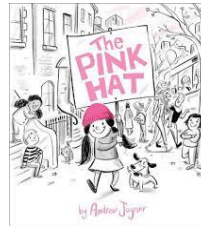
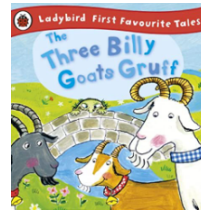
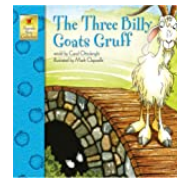
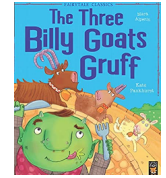
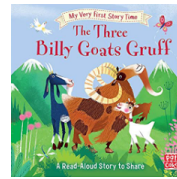
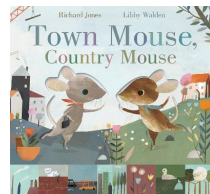
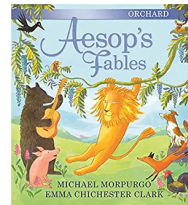
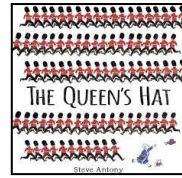
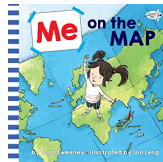
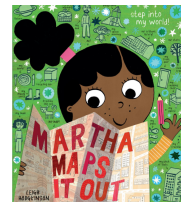
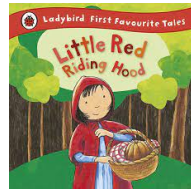




	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (5 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (7 weeks)
Topic	Whole School 2 week topic: 'Get Creative for Climate Justice'  Me and My World!	London's Calling  Why is London the capital city of the UK?	The Great, the Bold and the Brave  Why is the Battle of Towton Famous?	Amazing Australia!  What is it like to live in Australia?	How does your Garden Grow?	Our Wonderful World!  What do we need to do to look after our environment?
Reading for pleasure	Books from the 'Basket of Brilliant Books': A collection of children's literary classic picture books	  	  	  	    	    

<p>Poetry, rhymes and songs</p>	 					
<p>Writing Focus</p>	<p><b>Simple Sentences</b> Linked to The Colour Monster and feelings</p> <p><b>Letter/Poster with captions or Speech Bubbles</b> Linked to Climate Change/Greta and The Giants</p> <p><b>Character Description</b> A character description from Little Red Riding Hood.</p> <p><b>Recount</b> Write a recount about our Local Area Walk around Church Fenton (Real event &amp; personal experience)</p> <p><b>Poetry</b> Write an autumn poem (Science - link to senses: see/hear/feel/smell/touch)</p>	<p><b>Adventure Story</b> Based on London</p> <p><b>Non.-chron report</b> London Landmarks (Geography)</p> <p><b>Fable</b> The Town Mouse and The Country Mouse</p>	<p><b>Recount</b> Write a recount about Christmas (Real event &amp; personal experience)</p> <p><b>Traditional Tale</b> Billy Goats Gruff (retell the story)</p> <p><b>Letter</b> Thank you for BOT visit day or a letter back to the troll</p> <p><b>Adventure Story</b> The Pink Hat</p>	<p><b>Traditional Tale</b> A traditional tale set in Australia (Geography)</p> <p><b>Non-Chronological Report</b> A non-chronological report about Australia/Australian Animals (Geography/Science)</p> <p><b>Postcard</b> Write a postcard from Australia</p>	<p><b>Instructions</b> How to make a Bog Baby (How to make a playdough bog baby How to plant a broad bean seed)</p> <p><b>The Bog Baby</b> Character and Setting Description</p> <p><b>The Way Back Home</b> Adventure Story</p> <p><b>Poetry</b> Spring acrostic Poem</p>	<p><b>Eco-Adventure Story</b> Somebody swallowed stanley</p> <p><b>Informal Letter</b> A letter to Emily about how to look after the whale in her pond. (Dear Greenpeace)</p> <p><b>Leaflet</b> Write an information leaflet - 5 simple things we can do to improve the world we live in</p>

Reading across the curriculum (a selection of some of the books/extracts studied across the curriculum)



<p>Phonics (Following Little Wandle Phonics Scheme)</p> 	<p><b>Recap Phase 3 &amp; 4</b> Phase 3 ai/ee/igh oa/oo/ar or/ur/oo ow/oi/ear</p> <p>air/er/z/s -es Words with two or more digraphs (e.g.) queen, thicker</p> <p><b>Phase 4</b> CVCC, CCVC, CCVCC, CCCVC Phase 4 with long vowels</p> <p><b>Phase 5</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each</p>	<p><b>Phase 5</b> <b>Week 1</b> /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue/rescue /yoo/ u unicorn</p> <p><b>Week 2</b> /oo/ o go /igh/ i tiger /ai/ a paper /ee/ e he</p> <p><b>Week 3</b> /ai/ a_e shake /igh/ i_e time /oa/ o_e home /oo/ /yoo/ u_e rude, cute</p> <p><b>Week 4</b> /ee/ e_e these /oo/ /yoo/ ew chew, new /ee/ ie shield /or/ ow claw</p> <p><b>Week 5</b> Grow the code: /igh/ ie i i_e /ai/ ay a a_e /oa/ oa o o_e /ee/ e ie e_e ea /oo/ /yoo/ ew u_e u ue</p>	<p><b>Phase 5</b> <b>Week 1</b> /ee/ u funny /e/e ea head /w/ wh wheel /oa/ oe ou toe shoulder</p> <p><b>Week 2</b> /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone</p> <p><b>Week 3</b> /l/ le al apple metal /s/ c oce /v/ ve give</p> <p><b>Week 4</b> /u/ o_e o ou some, mother, young /z/ se cheese /s/ se ce mouse, fence /ee/ ey donkey</p> <p><b>Grow the Code:</b> /oo/ u ew ue u_e ui ou oo fruit, soup /ee/ ea e e_e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o_e o oa</p>	<p><b>Review Phase 5 for phonics screening check</b></p> <p><b>Week 1</b> ay play a_e shake ea each e he</p> <p><b>Week 2</b> ie pie i_e time o go o_e home</p> <p><b>Week 3</b> ue blue, rescue ew chew, new u_e rude, cute aw claw</p> <p><b>Week 4</b> ea head ir bird ou cloud oy toy</p> <p><b>Week 5</b> i tiger a paper ow snow u unicorn</p> <p><b>Week 6</b> ph phone wh wheel ie shield g giant</p>	<p><b>Review Phase 5 for phonics screening check</b></p> <p><b>Week 1</b> ay play a_e shake ea each e he</p> <p><b>Week 2</b> ie pie i_e time o go o_e home</p> <p><b>Week 3</b> ue blue, rescue ew chew, new u_e rude, cute aw claw</p> <p><b>Week 4</b> ea head ir bird ou cloud oy toy</p> <p><b>Week 5</b> i tiger a paper ow snow u unicorn</p> <p><b>Week 6</b> ph phone wh wheel ie shield g giant</p>	<p><b>Phase 5</b> <b>Week 1</b> /ur/ or word /oo/ u oul awful, would /air/ are share /or/ au aur oor al author, dinosaur, floor walk</p> <p><b>Week 2</b> /ch/ tch match /ch/ ture adventure /ar/ al half /ar/ a father</p> <p><b>Week 3</b> /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear, there</p> <p><b>Week 4</b> /ur/ ear learn /r/ wr wrist /s/ st sc whistle, science Schwa at the end of words: actor</p> <p><b>Week 5</b> /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze</p>
<p>Phonics Tricky Words</p>	<p><b>Review tricky words:</b> the, put, pull, full, push, to, into, l, o, go, of, he, she, we, me, be, was, you, they, all, are, my, by, sure, pure, said, have, like, so, do, some, come, love, were, there, little, one, when, out, what, says, here, today</p>	<p>their, people, oh, your Mr, Mrs, Ms, ask could, would, should, our house, mouse, water, want</p>	<p>any/many/again who, whole, where, two school, call, different thought, through, friend, work</p>			<p>once, laugh because, eye busy, beautiful, pretty, hour move, improve, parents, shoe</p>

<p><b>Grammar</b></p>	<p>Use sentence demarcation including ?, !</p> <p>Consolidate capital letters, full stops and finger spaces</p> <p>Use verb suffixes where the root word is unchanged (-ing, -ed, -er) particularly the past tense</p>	<p>Use capital letters for names of places.</p> <p>Use the 'un' prefix to change the meaning of adjectives and adverbs</p>	<p>Use regular plural noun suffixes (-s, -es)</p> <p>Use verb suffixes where the root word is unchanged (-ing, -ed, -er) particularly the past tense</p> <p>Use the 'un' prefix to change the meaning of adjectives and adverbs</p>	<p>Use verb suffixes where the root word is unchanged (-ing, -ed, -er) particularly the past tense</p>	<p>Use the 'un' prefix to change the meaning of adjectives and adverbs</p>	<p>Use regular plural noun suffixes (-s, -es)</p>
<p><b>Handwriting</b> <i>Letter-join</i> </p>	<p>Curly Caterpillar Letters a, d, c, o, f, e, s, g, q</p> <p>One-armed Robot Letters b, h, k, m, n, p, r</p>	<p>Long Ladder Letters i, l, t, u, j, y</p> <p>Zig-Zag Letters v, w, x, z</p>	<p>Recap Curly Caterpillar Letters a, d, c, o, f, e, s, g, q</p> <p>One-armed Robot Letters b, h, k, m, n, p, r</p>	<p>Recap Long Ladder Letters i, l, t, u, j, y</p> <p>Zig-Zag Letters v, w, x, z</p>	<p>Recap Curly Caterpillar Letters a, d, c, o, f, e, s, g, q</p> <p>One-armed Robot Letters b, h, k, m, n, p, r</p>	<p>Recap Long Ladder Letters i, l, t, u, j, y</p> <p>Zig-Zag Letters v, w, x, z</p>