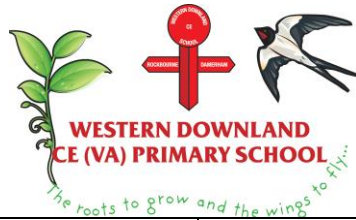
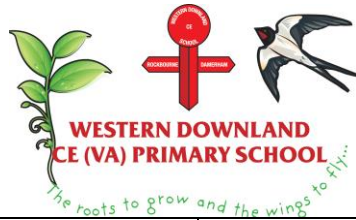


| Overview Yr 1   | Term 1   |   | Term 2  |   | Term 3  |  |
|---|--|---|---|---|---|--|
| Stimulus themes /topics   | Wacky Races  | Infant Inferno  | Charlie and the Chocolate Factory   | Are You Fighting Fit?   | Global Gardens  | Heavenly Habitats  |
| Reading for pleasure and reading independence                         | Non- fiction books related to cars and racing from the past, present and future.<br><br>Guided reading book suggestions...?<br>Transport poems<br>Rally cars   | Contemporary and classic poetry   |   | Vegetable Glue<br><br>Selection of describing poems,  | Tresco gardens...   | A selection of Animal riddles.<br>Human body riddles.<br>A selection of riddles.<br><br>Pie Corbett's Grandma and two children text from youtube.  |
| Reading range and focus: whole class                                  | Reading instructions for building model cars (lego, mekano)<br><br>Chapter book about race driver... or jockey.<br><br>'The way back home' Oliver Jeffers  | <b>Poems:-simple recurring literary language</b><br><br><b>Information books/film clips –</b>   | <b>Narrative:-</b> Range of narrative stories<br><br><b>Discussion:</b>   | <b>Explanation:-</b> Grumpy teacher Machine (Pie Corbett)<br><br><b>Poem:-</b> If Only poem<br>Describing poems<br>Video clip of Pie Corbett reading the poem.  | <b>Narrative:-</b><br><br>The secret garden<br><br><b>Persuasion:-</b> General election, bbc newsround clip, powerpoint explaining different parties.   | <b>Monkey puzzle.</b>  |
| Writing Purpose and range   | Write a quick story of a journey you went on during the holidays. (model this)<br><br>The children will be writing instructions on how to build a model car.<br><br>They will write a list of questions to ask their parents and grandparents about the transport and cars in the past.<br><br>The magic key? – write own adaptation of story as initial writing asses.<br><br>Write own episode of wacky races and film parts of the story. | <b>Purpose:-</b> To inform<br><br>Diary entries/newspaper<br><br><b>Audience –</b><br><br><b>Information:-</b><br><b>Purpose:-</b><br><br><b>Audience –</b> | <b>Narrative: Purpose-</b><br><br>Advertise choc we have designed. Poster.<br>Persuasive text<br><br><b>Audience –</b><br><br><b>Discussion text:</b><br><br><b>Purpose-</b><br><br><b>Audience –</b> | <b>Explanation: Purpose- Oral presentation of How to please the grumpy pirate.</b><br><b>Audience-</b> Parents and Grandparents to come in and see the children perform their oral explanation.<br><br><b>Poetry: Purpose-</b> To describe objects in a poem and imagine what they could be?<br><b>Audience-</b> Poetry recital to parents at the end of half term landing. | <b>Narrative: Purpose-Writing to entertain. Story, puppet show, oral retell.</b><br><b>Audience-</b> A story that was shared with year R based on Snow White and the seven Dwarfs – focus on addressing an audience<br><br><b>Persuasion: Purpose-</b> Children had to design a poster for their class prime minister election.<br><b>Audience-</b> Oral rehearsal to the class and in front of Year R. | <b>Poetry: Purpose- describing an object.</b><br><br><b>Audience-</b> Year R and to parents at the end of half term landing.<br><br><b>Narrative: Purpose-</b> Children to write an entertaining narrative story over their chosen theme.<br><b>Audience-</b> Stories to be shared to parents at end of half term landing. |
| aSentence grammar and punctuation skills linked to reading models and | Using capital letters , especially 'I'; sentences with 'and'<br>Separate words with spaces;<br>Composing a sentence orally;  | Using capital letters , especially 'I'; sentences with 'and'<br>Separate words with spaces;   | Using capital letters , especially 'I'; sentences with 'and'<br>Separate words with spaces;   | Using capital letters , especially 'I'; sentences with 'and'<br>Separate words with spaces;   | Using capital letters , especially 'I'; sentences with 'and'<br>Separate words with spaces;   | Using capital letters , especially 'I'; sentences with 'and'<br>Separate words with spaces;  |



|   |  |  |   |  |   |   |
|---|--|--|---|--|---|---|
| writing journeys  |  | Composing a sentence orally;   | Composing a sentence orally;  | Composing a sentence orally;   | Composing a sentence orally;  | Composing a sentence orally;  |
| Spoken language/<br>Talk: skills, opportunities and outcomes                                  | <p>The children will ask questions to find out what their parents travelled as children.</p> <p>Present their findings in an oral presentation to other classes and/or parents.</p> <p>Summer holiday show and tell activity.</p> <p>Talk about how they made their cars and how they improved them and why.</p> | <p><b>Gain, monitor and maintain</b> attention – poetry, nursery rhymes and joke recitals in reading workshop.</p> <p>Drama – puppet story telling in reading workshop, Give well-structured narrative</p> <p>Participate in role play and improvisation – role play session in reading workshop</p> <p>Select and use appropriate register for effective communication.</p> | Consider and evaluate different viewpoints, attending to and building on the contributions of others (A-add, b-build, c-contest/challenge). | Consider and evaluate different viewpoints, attending to and building on the contributions of others (A-add, b-build, c-contest/challenge).        | Visit from Mr Broadbridge to share his experiences from a hospital and the human body – focus on the human body. Children pose questions. (SPandL)  | <p>Visit from parents with animals. Dogs, tortoise etc. Focus children to pose questions about how these animals are looked after. (SPandL)</p> <p>Children to pose questions around the guided tour of the Aquarium.</p> |
| Special Events  | <p>Watch wacky races cartoons.</p> <p>Invitation/request for help from wacky racers. Visitor? Help us rebuild our race car.</p> <p>Exit point Wacky Races derby.</p>   | <p>Entry? Firemen – fire safety.</p> <p>Exit point – role play, dress up, burning,</p> <p>Watch c and cf original film as prep for next topic.</p>   | special guest   | <p>Tree visit from Mr Brophy postponed due to bad weather</p> <p>Letter from Les Player (rector) to find a new route to the church</p>             | <p>Visit from Mr Broadbridge a surgeon who talked about the Human Body and a visit from Mr Brophy who took the children on the tree walk.</p> <p>Opening of roleplay by special guest.</p> <p>Baking for the parents.</p> | Visit to Bluereef Aquarium and visits from children with animals for the children to explore.   |
| Spelling: phase objectives (will be enhanced with AfL induced sub-group targets and teaching) | <p>Revision of YR (as required)</p> <p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck.</p> <p><i>Off, well, miss, buzz, back.</i></p> <p>The /ŋ/ sound spelt n before k.</p> <p><i>Bank, think, honk, sunk.</i></p>   | <p>Revision of YR (as required)</p> <p>ai<br/>oi<br/>ay<br/>oy</p> <p>igh<br/>or<br/>ore<br/>aw<br/>au<br/>air</p>   | <p>Revision of YR (as required)</p> <p>Division of words into syllables</p> <p>a-e<br/>e-e<br/>o-e<br/>i-e<br/>u-e</p> <p>ir<br/>ur</p>     | <p>Revision of all of phase 2, 3 and 5 phonemes.</p> <p>New consonant spellings ph and wh</p> <p>-tch</p> <p>The /v/ sound at the end of words</p> | <p>Revision of all of phase 2, 3 and 5 phonemes.</p> <p>Adding –er and –est to adjectives where no change is needed to the root word</p> <p>New consonant spellings ph and wh</p>   | <p>Compound words</p> <p>Adding the prefix –un</p> <p>Adding s and es to words (plural of nouns and the third person singular of verbs)</p>   |



|                           |  |  |   |   |   |  |
|---------------------------|--|--|---|---|---|--|
|                           |  | ear<br><br>Division of words into syllables  | oo<br>oo<br>oa<br>oe<br><br>Adding s and es to words (plural of nouns and the third person singular of verbs)             | Adding the endings – ing, –ed and –er to verbs where no change is needed to the root word   |   |  |
| Site of Application opps. | <p><b>Autumn 1</b><br/>The children will be writing a report on cars of the past/my parents first car including different materials and relevant adjectives.</p> <p>The children will be writing instructions to explain how to build a model car.</p> <p>Drawing and writing directions and a map for their own race track. (borrow kinnex)</p> | <p><b>Autumn 2</b><br/>Write to explain – what could have been done to prevent the fire of London?</p> <p>Describe – Christmas card message (rhyming couplets)</p> | <p><b>Spring 1</b><br/>Design a machine to make chocolate bar/sweets.</p> <p>ICT – Cadbury machine simulation website</p> | <p><b>Spring 2</b><br/>Write an explanation to explain how plants grow. Children to choose recording outcome eg. poster, book, letter</p> <p>Children to write a poem about an imaginary plant grown in the secret garden</p> <p>Children will make a collaborative class calming down book and re-evaluate the calming down area</p> | <p><b>Summer 1</b><br/>Draw and label keys on maps</p> <p>Write a set of instructions to find the new route to the church.</p> <p>Word process A sentence about their body.</p> | <p><b>Summer 2</b><br/>Write a program for a Beebot 'adventurer' to follow to circumnavigate around the world or to reach each part of their animal habitat.</p> <p>Label the parts of an animal and find the difference between humans and their chosen animal.</p> |

This long term plan does not reflect planning for guided reading group skills or additional early processing skills for reading (teaching phonics and word recognition)