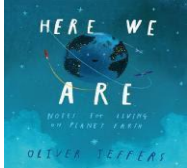
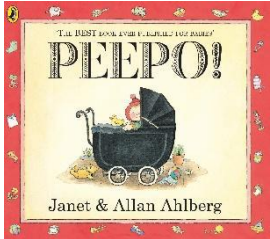

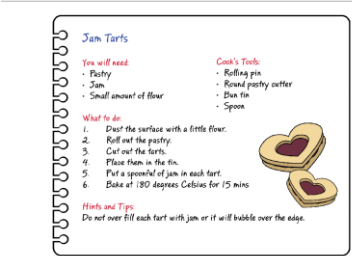
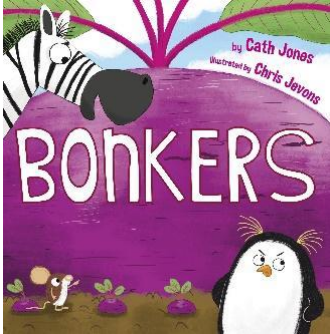

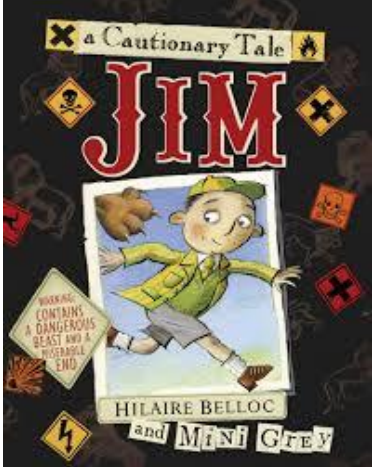

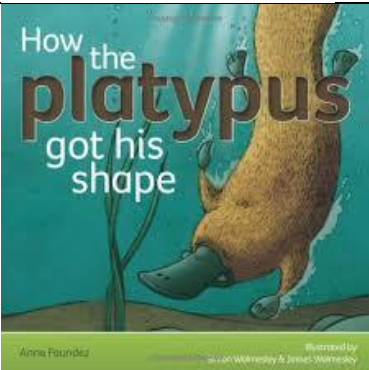


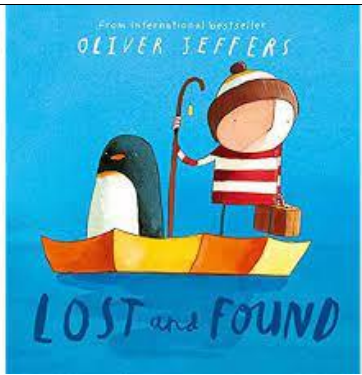




	Text type and Genre	Key texts (Pillar Two)	Hook for the unit (Pillar Three)	Writing outcome /purpose for writing (Pillar One and Four)	Grammatical Conventions (Pillar Five)
Autumn 1 My Family History	Poetry: Shape Poem	Here we are 	Watch performance poetry	Purpose -To entertain Audience-School children across the world	
	Fiction	Peepo by Janet and Allan Ahlberg 	Parcel sent containing objects and photos-chn to think about who it might be from? Why? Note stating why it has been sent to tell you about their childhood.	To write a repeated story	All pup nouns, verbs Year 1 Simple sentence forming finger spaces Year 2 expanded noun phrases capital letters and full stops adjectives
	Non-Fiction: Recount	 Letter received and video hook https://www.youtube.com/watch?v=ejzh1qbGdGI	Letter from Allan Ahlberg detailing his childhood with video	Science/ history links life cycles - recounting life memories so far.	All pupil capital letter and fullstops Year 1 Simple sentence forming nouns, verbs Year 2 coordinating conjunctions 'or, and, but' Past tense time adverbials

<p>Autumn 2 (7 weeks)</p> <p>Food Glorious Food</p>	<p>Non-Fiction: Instructions</p>	<p>Jam tart recipe</p> 	<p>Mrs Claus sends Santa's favourite recipes</p>	<p>To write a recipe for Gingerbread for Santa.</p>	<p><u>All pupil</u> imperative verbs/nouns</p> <p><u>Year 1</u> Simple sentence forming capital letter and full stops sequencing sentences time adverbials</p> <p><u>Year 2</u> command sentences commas in a list how adverbials</p>
	<p>Fiction: Traditional Tale</p>	<p>Bonkers about Beetroot</p> 	<p>Receive a large Beetroot with jars of Beetroot to taste.</p>	<p>To write a dilemma story</p>	<p><u>All pupil</u> noun, adjectives capital letters and full stops</p> <p><u>Year 1</u> coordinating conjunctions 'and' sequencing sentences</p> <p><u>Year 2</u> expanded noun phrases coordinating conjunctions 'or' 'but' Past tense</p>
	<p>Poetry: Shape Poems</p>		<p>Creating a firework poem for a firework event in the local area.</p>	<p>Fireworks: Bonfire theme</p>	

	Text type and Genre	Key texts (Pillar Two)	Hook for the unit (Pillar Three)	Writing outcome /purpose for writing (Pillar One and Four)	Grammatical Conventions
Spring 1 (6 weeks) Victorian Childhood	Non-Chronological report	<p><u>Schooling in the Victorian times</u> 1807-1901</p> <p><u>Who went to school?</u> Most often, poor children had to work to earn money for their families and that meant they could not go to school. Most rich children went to school but sometimes learnt from home.</p> <p><u>What did children wear to school?</u> Commonly, girls wore a dark pinfore dress, a white, frilled apron and often a white bonnet. Usually, boys wore dark shorts with long socks, a shirt with a waistcoat and a bowler hat on their heads.</p> <p><u>What were the class rules?</u> Children were not to be rude, had to call their teacher 'Sir' or 'Miss' and had to stand up when someone came into the room. Normally, if children did not follow the rules teachers would use the tawse on their legs or hands. The 'tawse' was a leather strap like a belt. Sometimes, children would be given 'lines' as a punishment, they had to write the same sentence out up to 100 times with no mistakes! If children found lessons hard, they would wear a 'dunce' hat to make them feel ashamed.</p> <p><u>What were Victorian classrooms like?</u> Most often, children sat in rows at desks and they faced the front. The windows were high so children could not look out of them. Often, school days were 9am until 5pm. The children did not get a lunchtime or break. Victorian classes were very large 40, 70 or 100 children!</p> <p><u>What lessons did children learn?</u> Usually, teachers spoke and children listened or copied from the board onto a slate with a slate pencil. Lessons would be the 3 R's, reading, writing and arithmetic. Mostly, children would learn things by saying them over and over again. Girls would learn cooking and sewing but boys would learn woodwork. PE was called 'drill work', where children would learn to line up in rows stretch and march.</p>	Magic Grandad sends information text to children about his Victorian Childhood along with a Magic Grandad Video clip.	Information Page linked to history. Information page for Victorian Seaside	<p>All pupil coordinating conjunctions 'and' (y1) 'or (y2), and (y1), but (y2)' verbs</p> <p>Year 1 sequencing sentences capital letters for pronouns</p> <p>Year 2 Past tense</p>
	Poetry: Conversational Poem		Picture of Jim sent by PCSO for a reminder of rules.	To perform a poem using intonation and expression	<p>All pupil coordinating conjunctions 'or (y2), and (y1), but (y2)' exclamation marks</p> <p>Year 1 sequencing sentences nouns, adjectives</p> <p>Year 2 coordinating conjunctions 'or, and, but' Past tense similes/metaphors</p>

<p>Spring 2 (5 weeks)</p> <p>Down under and beyond</p>	<p>Non-Fiction: Persuasion</p>	<p>Leaflet about Canberra Australia</p> <p>Canberra</p> <p>Have you ever wanted to visit a vibrant capital city full of interesting history, amazing sites and beautiful beaches?</p> <p>Then, the fantastic city of Canberra is for you.</p>  <p>Where is Canberra?</p> <p>The capital city of Australia, Canberra, is nestled between Sydney and Melbourne both only a short flight away.</p> <p>Conveniently, Canberra is located on the coast of the Pacific ocean just south of Molonglo river which means the fantastic sights of water are always nearby.</p>	<p>Video message received from Australian travel company, chn to help to get more tourists to come to Townsville</p>	<p>Leaflet linked to Geography - study of Townsville.</p>	<p><u>All pupil</u> coordinating conjunctions 'or (y2), and (y1), but (y2)' questions marks adjectives</p> <p><u>Year 1</u> sequencing sentences</p> <p><u>Year 2</u> Question sentences persuasive adverbials (modal)</p>
	<p>Fiction: Adventure Story</p>	<p>How the platypus got his shape</p> 	<p>Chn to receive a parcel containing features, a peak, a mirror etc. Chn to think about where and what this can be from.</p>	<p>Linked to Geography</p>	<p><u>All pupil</u> exclamation marks</p> <p><u>Year 1</u> coordinating conjunctions 'and' sequencing sentences adjectives</p> <p><u>Year 2</u> exclamation sentences Past tense similes and metaphors</p>

<p>Summer 1</p> <p><i>Where in the world?</i></p>	<p>Non-Fiction: Discussion on</p>		<p>Crime scene set up. Oliver jeffers books with evidence tape. Gloves, handcuffs, police hat, notepad. Cordoned off area with police tape and newspaper article of boy being jailed.</p> 	<p>Linked to narrative unit.</p> <p>To write a letter of evidence to the police.</p> <p>Hold a court case finale, giving evidence to real life police officers. Mr Clarke.</p>	<p>All pupil exclamation marks</p> <p>Year 1 sequencing sentences coordinating conjunctions 'and' subordinating conjunctions 'because'</p> <p>Year 2 commas generalising adverbials where adverbials</p>
	<p>Fiction</p>		<p>Chn to have a scene set up with a South Pole theme.</p> <p>Cotton wool, white dust, snow balls. Suitcase from boy. Not from the lost and found office and Penguin feathers.</p>	<p>Linked to Geography areas of the world.</p> <p>To write a journey narrative.</p>	<p>All pupil speech verbs/ powerful verbs</p> <p>Year 1 coordinating conjunctions 'and' sequencing sentences capital letters for pronouns</p> <p>Year 2 subordinating conjunctions 'when, because, if, that' Inverted commas</p>

Summer 2 Greatest Inventions	Non-Fiction: Explanation	<p><u>How does a Cheese copter work?</u></p>  <p>When you are in an open space, strap yourself into the cockpit safely. This remarkable contraption will stop you from falling out at great heights.</p> <p>Next, you will need to flip the tennis ball switch carefully which means the engine will activate. Importantly, check that the metal propeller is working so that you can fly off into the sky.</p> <p>Once the engine is switched on, the propellers will start to spin rapidly. This means that you are about to take off into the air at the speed of lightning. You will need to hold onto the useful dolls head as this will steer the cheese copter in the correct direction.</p> <p>Now you are airborne, pull the sturdy broom handle quickly. This enables you to release super speed gas. However, be careful not to pull too hard as the broom may splutter.</p> <p>After you have finished the flying adventure, press the skateboard forcefully which means the cheese copter will start to break and float to the ground. As well as this pull the umbrella handle if you want to have an extra smooth landing. As you land, your rainbow tassels will create a beautiful display in the wind this is because of the air resistance.</p>	<p>Find a landing spot with equipment linked to the cheese copter.</p> <p>Read the story for children to discover what it could be.</p>	<p>To write manual for own robot/magnificent thing.</p>	<p>All pupil capital letters and full stops noun, verbs</p> <p>Year 1 coordinating conjunctions 'and'</p> <p>Year 2 subordinating conjunctions 'when, because, if, that' statement sentences present text</p>
	Fiction:		<p>Find a plane set up on the field. Wheels, plans, wood, measuring tapes, copy of magnificent thing, pictures of the Wright brothers.</p>	<p>Linked to history - creating inventions</p> <p>To write a creative story.</p>	<p>All pupil speech verbs</p> <p>Year 1 only coordinating conjunctions 'and' sequencing sentences exclamation marks</p> <p>Year 2 only subordinating conjunctions 'when, because, if, that' present text apostrophes for contractions/ Inverted commas how, when, where adverbials</p>