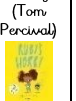
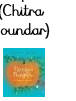
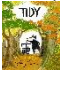


Beech Class (Year 1/2) 2025 - 2026	Autumn 1 Who am I? People and its communities (G)				Autumn 2 Who am I? Florence Nightingale and Mary Seacole (H)		Spring 1 Are we ready for take-off? Seven wonders of the world (G)		Spring 2 Are we ready for take-off? Great inventions: transport (H)		Summer 1 What will we find in the wild? Animals and Habitats (G)	Summer 2 What will we find in the wild? Our Local Heroes (H)		
Core Text(s)	The Colour Monster (Anna Llenas) 	Ruby's Worry (Tom Percival) 	The Story Machine (Oliver Jeffers) 	The Big Book of the UK (Imogen R) 	Rapunzel (Bethan Woolwin) 	After the Fall (Dan Santat) 	How to Find Gold (Viviane Schwarz) 	Wonders of the World (Isabel Otter) 	The Robot and the Bluebird (David Lucas) 	The Dragon Machine (Helen Ward) 	The Lonely Beast (Chris Judge) 	Pattani's Pumpkin (Chitra Soundar) 	Zaha Hadid (Chitra Soundar) 	Tidy (Emily Gravett) 
Teaching approaches (incl oracy links)	- Responding to illustration - Outdoor learning - Exploring new vocabulary and conceptions - Reading and writing for information - Thought and speech bubbles - Recounting events - Reading aloud and revisiting texts - Looking at language - Debate and discussion - Storymapping - Book talk - Storyboarding - Responding to writing - Bookmaking				- Retelling the tales orally - Book talk - Reading aloud and revisiting texts - Freeze frames - Hotseating - Shared writing - Writing in role - Role play and drama - Debate - Freeze frames and thought tracking - Looking at language - Shared writing - Conscience alley - Retelling - Storymapping		- Book talk - Freeze frames - Hotseating - Visualisation - Shared writing - Writing in role - Debate and discussion - Reading aloud and revisiting texts - Responding to writing - Thought and speech bubbles - Recounting events		- Storytelling - Freeze frames - Reading aloud and revisiting - Teacher in role - Double bubble - Drama and role-play - Conscience alley - Writing in role - Poetry journals - Beating pulse and rhythm - Listening to poets - Poetry writing		- Responding to illustration - Reading aloud - Book Talk - Role on the Wall - Reader's Theatre - Storytelling - Visualising - Drama and role-play - Drawing and annotating - Debate and argument - Writing in role - Book-making - Performing Poetry		- Visualisation - Reading aloud - Double bubble - Role on the wall - Freeze frames - Thought tracking - Role-play - Response to illustration - Book talk - Storymapping - Book making	
National Curriculum Vocabulary, Grammar, Punctuation (and spelling)	- Separate words with spaces - Form lower-case letters of the correct size relative to one another - Compose a sentence orally before writing it - Asking/answering questions - Begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentence - Use CL for the personal pronoun I - Nouns - Adjectives - Conjunctions (and, because) - Discuss what they have written with teacher or other pupils - Begin to use present and past tense - Use time adverbs (First, Next, Finally)				- Understand how words combine to make sentences - Use capital letters for names of people, places and days of the week - Begin to retell familiar stories and recount events, include main events in sequence - Write stories by sequencing sentences to form short narratives - Use time adverbs more accurately (First, Next, Finally) - Co-ordinating conjunctions - Different sentence types - Use expanded noun phrases to describe and specify - Use present and past tense more consistently - Explore characters' feelings using role play		- Use spacing between words that reflects the size of the letters - Use capital letters, full stops, question marks and exclamation marks to demarcate sentences more consistently - Types of sentences - Begin to use commas to separate items in a list - Write some dialogue - Suggest viewpoint with brief comments or questions on actions or situations - Use conjunctions for subordination (when, if, that, because) - Use apostrophes to mark where letters are missing in spelling - Re-reading to check that writing makes sense and that verbs to indicate time are used mostly correctly and consistently - Proof-reading for editing		- Retell familiar stories and recount events, include main events in sequence - Assemble information on a subject - Use conjunctions for subordination (when, if, that, because) and co-ordination (or, and, but) with increasing accuracy - Begin to use apostrophes to make singular possession in nouns - Explore characters' feelings and situations using role play and improvisation - Introduce non-fiction books that are structured in different ways - Labels and captions		- Use past and present tense consistently - Use conjunctions for subordination (when, if, that, because) and co-ordination (or, and, but) with increasing accuracy - Plan own story with a logical sequence of events - Evaluating writing with the teacher and other pupils - Re-reading to check that writing makes sense and that verbs to indicate time are used correctly and consistently		- Use capital letters, full stops, question marks and exclamation marks to consistently demarcate sentences - Confidently use commas to separate items in a list - Confidently use apostrophes to make singular possession in nouns - Maintain consistency in tense - Select appropriate words/phrases and include relevant details that sustain the reader/listener's interest, justifying choices - Use some formal story language - Proof read work and edit to include additions and revisions	
Extended writing outcomes	Description of colour monster	Letter to Ruby Re-tell of story	Letter writing (in role) Diary entry Explanation	Leaflet	Diary entry Poetry writing Wanted poster Narrative - traditional tale	Character description	Story writing Dialogue Setting description Letter Advert	Non-chronological report	Diary writing Instructions Recount - Slumbridge trip	Guide Explanation	Diary entry Poem Persuasive letter Character description Quest story Newspaper article	Information writing Narrative: myth Book review	Biography	Recount - trip to Woodchester Setting description Advert
Cross-curricular links	PSHE links		UK work links to geography		Traditional tale focus and links to science work about the human body	Links to inspirational females	Journeying around the world - linking to geography		Links to transport/journey/movement focus in history		Links to geography and science - learning about different habitats around the world	Linking to geography work on Woodchester Mansion		

Whole class reading text	The Day the Crayons Quit (Drew Daywalt) Poems by Roger McGough 'Autumn Leaves' poem Recipes	Black Dog (Levi Pinfold) Fairy tales	Flat Stanley (Jeff Brown) Non-fiction texts about different wonders of the world Moana song	Amelia Earhart (Ma Isabel Vegara) The Dragon with a Big Nose (Kathy Henderson) - Poetry Non-fiction about transport Transport poems	Rabbit's Bad Habits (Julian Gough and Jim Field) Animal poetry Non-fiction texts about habitats	Fantastic Mr Fox (Roald Dahl)
Class Reader (Teacher led)	Picture books (varying)	Fairy tales/traditional tales focus	Toto the Ninja Cat (Dermot O'Leary)	Around the World in 80 Days	Harry and the Poisonous Centipede (Lynne Reid Banks)	Stuart Little (E.B. White)
Poem/Song/Rhyme each day	My Village: Rhymes from Around the World (Danielle Wright and Mique Moriuchi)	Traditional Christmas carols/songs	The Puffin Book of Nonsense Verse	Songs about travel/transport Look Around Traffic Signs Time Machine	Where Zebras Go (rhyming poems)	Little Poems Big Ideas Mindful of Nature - reflective poems (Cherry Moon)