

YEAR B 2020/21	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Spine text	- The Tiger Who Came To Tea - Lost and Found	- Can't You Sleep, Little Bear? - Amazing Grace	- Fantastic Mr Fox - Knuffle Bunny	- The Elephant and the Bad Baby. - Tuesday	- The Hodgeheg - Cops and Robbers	- Willa and Old Miss Annie - Emily Brown and the Thing
Driver subject	Toys (History)	CAFOD - Where would you rather live? (Geography)	Florence Nightingale Vs Mary Seacole (History)	The Long Journey (Geography)	Where would you walk to? Living things & their habitats (Biology & Geography)	Japan - Olympics (Geography)
Fiction	Text: 'The Three Little Pigs' by Pie Corbett  Genre: <b>Warning Story</b> Toolkit: <b>Description</b>	Text: 'Monkey See - Monkey Do!' by Pie Corbett  Genre: <b>Losing Story</b> Toolkit: <b>Characterisation</b>	Text: 'The Bear Under The Stairs' by Helen Cooper  Genre: <b>Suspense Story</b> Toolkit: <b>Suspense</b>	Text: 'The Magic Brush' by Pie Corbett  Genre: <b>Warning Story</b> Toolkit: <b>Openings &amp; Endings</b>	Text: 'Elf Road' by Pie Corbett ( <b>Challenging Y2/Y3 text</b> )  Genre: <b>Portal Story</b> Toolkit: <b>Description</b>	Text: 'The Playground' by Pie Corbett  Genre: <b>Superhero Story</b> Toolkit: <b>Dialogue</b> (and pulling all prior toolkits in)
	Key Vocab/Phrases: Once upon a time, there, were, three, little, who, lived, with their, early one morning, woke, said, house, home, walked, first, second, third, unfortunately, luckily, huffed, puffed, blew, brother, angry, climb, chimney, now, happily ever after	Key Vocab/Phrases: Once, upon, time, there, was, sold, travelling, when, unfortunately, spilled, as soon as, first, next, after that, sadly, finally, at that moment, to his amazement	Key Vocab/Phrases: scared, grizzly, under, because, thought, slammed, bang, wham, thump, worried, wondered, perhaps, watching, whipped, threw, shut tight, lair, after a while, strange, stronger, noticed, awful, pong, whatever, brave,	Key Vocab/Phrases: Long ago there lived, called, although, draw, drew, paint, early one morning, when, saw, trapped, struggling, free, rescue, release, because, helped, later that day, dream, magic, help the poor, lying beside, changed, real, amazed, first, next, after that, everyday, unluckily, ordered, island, distance, where, there, here, angrily, slowly, quickly, greedily, suddenly, what had happened, who	Key Vocab/Phrases: always been, curious, one sunny afternoon, unusual, wooden, metal, shaped, gently, creaked, inside, enormous, someone, feast, serving, steaming, gleaming, embers, creamy, dressed, scarlet, cloaks, mustard, crimson, glittering, carved, beak, wandered, fireplace, golden, amazed, opened, sitting, glistening, tasted, sunlight, at that very moment, gasped, remembered, instantly, mocking, clanging, shuddered, echoing, clutching, dashed	Key Vocab/Phrases: ordinary, makeshift, scratched, edge, occupying, soundly, enormous, flopped, beneath, podgy, droopy, flickered, chattered, gathering, sprinting, stretched, activating, cuffs, snivelling, dangling, somersaulted,

Non-fiction	<p><b>Genre: Information</b></p> <p>The History of the Teddy Bear – link to Driver Topic &amp; Fiction text.</p> <p>Text: Extracts from websites, books. Video links etc</p>	<p><b>Genre: Instructions</b></p> <p>Text: Instructions on how to cook up your very own book</p> <p>Text: ‘Recipe for a Story’ by Ella Burfoot</p>	<p><b>Genre: Information</b></p> <p>Who was Florence Nightingale? – Link to Driver Topic</p> <p>Text: Selection of fact books on Florence Nightingale</p>	<p><b>Genre: Recount</b></p> <p>A Diary of a Journey – Link to Driver Topic</p> <p>Text: Samples of letters &amp; diary extracts</p>	<p><b>Genre: Explanation</b></p> <p>Why do some animals like land and some like water? Why do some like it hot and some like it cold? – Link to Driver Topic</p> <p>Text: Samples of explanation texts</p>	<p><b>Genre: Non-Chronological Report &amp; Instructions</b></p> <p>Superhero Fact file, Instructions on making superhero costume</p> <p>Text: ‘Superheroes’ by Pie Corbett</p>
Poetry	<p>‘The Tear Thief’ by Carol Ann Duffy Focus: Similes</p>	<p>‘All of Us Knocking on the Stable Door’ by David Harmer (Christmas Link – Three Wise Men) Focus: Rhyming Words</p>	<p>Sample written by JM Focus: Alliteration – Acrostic Poems</p>	<p>‘Noises In The Night’ by Wes Magee Focus: Onomatopoeia &amp; Syllables</p>	<p>‘The Day The Zoo Escaped’ by Sue Palmer &amp; ‘A Tree’ by James Carter Focus: Shape Poems</p>	<p>Superheroes: Pie Corbett Unit Focus: Adjectives</p>
Grammar coverage	<ul style="list-style-type: none"> <li>Capital letters, full stops &amp; finger spaces</li> <li>Question marks</li> <li>Simple sentences starting with noun/proper noun</li> <li>Word Classes – nouns, verbs, adjectives</li> <li>Noun phrase</li> <li>Subordination (because) &amp; co-ordination (and, or but)</li> <li>Alliteration</li> <li>Determiners/generalisers most, some, all, many, much, more</li> <li>Similes</li> <li>Word families based on common words</li> <li>Use of the form A or AN</li> </ul> <p>(CONSOLIDATION of EYFS &amp; Y1)</p>	<ul style="list-style-type: none"> <li>Pronoun I (Capital letter) &amp; he/she reduce repetition</li> <li>Determiners</li> <li>Prepositions</li> <li>Expanded Noun phrases</li> <li>Subordination (when, if, that, because) &amp; co-ordination (and, but)</li> <li>Write a sentence that includes an adjective</li> <li>Pre-fix ‘un’ (unhappy, unkind)</li> <li>Second person (you)</li> <li>Imperative Verbs</li> <li>Connectives of sequence (first, second, then)</li> <li>Adding -ing</li> </ul> <p>(CONSOLIDATION of EYFS &amp; Y1)</p>	<ul style="list-style-type: none"> <li>Connectives of sequence (first, second, then)</li> <li>First Person (I and we)</li> <li>Subordination (when, if, that, because) &amp; co-ordination (and, or, but)</li> <li>Past tense verb – simple (-ed)</li> <li>Subject verb agreement</li> <li>More specific/precise nouns</li> <li>Commas to separate lists</li> <li>Determiners/generalisers most, some, all, many, much, more</li> <li>Alliteration</li> </ul> <p>(CONSOLIDATION of Y1 &amp; Y2)</p>	<ul style="list-style-type: none"> <li>First person (I and we)</li> <li>Adverbs of manner (describe verb ending – ly)</li> <li>Exclamation Marks</li> <li>First Person (I/my/we)</li> <li>Commas in lists</li> <li>Apostrophes for omission</li> <li>Syllables</li> <li>Onomatopoeia</li> </ul> <p>(CONSOLIDATION of Y1 &amp; Y2)</p>	<ul style="list-style-type: none"> <li>Adjectives</li> <li>Adverbs</li> <li>Prepositions</li> <li>Expanded noun phrases</li> <li>Prepositional phrases</li> <li>Specific nouns</li> <li>Apostrophes of omission</li> <li>Temporal connectives</li> <li>Question Marks</li> <li>Statements</li> <li>Exclamation Marks</li> <li>Bullet Points/Sub headings</li> <li>Onomatopoeia</li> <li>Adverbs with -ly</li> </ul> <p>(CONSOLIDATION of EYFS, Y1 &amp; Y2)</p>	<ul style="list-style-type: none"> <li>Adjectives</li> <li>Expanded noun phrases</li> <li>Prepositions</li> <li>Bullet Points</li> <li>Third person (he/she)</li> <li>Adjectives</li> </ul> <p>(CONSOLIDATION of EYFS, Y1 &amp; Y2)</p>

Phonics	Recap Phase 3 (COVID Recovery)	Phase 4 & Phase 5	Phase 5 Phase 3, 4 & 5 revisit	Phase 6	Phase 3, 4, 5 & 6 Consolidation	Phase 4, 5 & 6 Consolidation
Spelling Patterns for spelling homework	<p><b>Y1</b></p> <ul style="list-style-type: none"> <li>• /f/ and /s/ spelt 'ff' and 'ss'</li> <li>• /l/, /k/ and /z/ spelt 'll', 'zz' and 'ck'</li> <li>• Adding ending -ing, -ed and -er (no change to root word)</li> <li>• /n/ spelt 'n' before g 'ng' and before k 'nk'</li> <li>• /ch/ spelt 'ch' and -'tch'</li> <li>• /v/ at end of words spelt with 've'</li> </ul> <p><b>Y2</b></p> <ul style="list-style-type: none"> <li>• /n/ spelt 'kn' and (less often) 'gn' at the start of words</li> <li>• /r/ spelt 'wr' at start of word</li> <li>• /s/ spelt 'c' before e, i and y</li> <li>• /j/ spelt '-dge' and '-ge' at end of words</li> <li>• /j/ spelt with 'g' before e, i and y &amp; sound /j/ always spelt with 'j' before a, o and u</li> <li>• Common exception words</li> </ul>	<p><b>Y1</b></p> <ul style="list-style-type: none"> <li>• Digraphs 'ai' and 'oi'</li> <li>• Digraphs 'ay' and 'oy' used for sounds at the end of words and syllables</li> <li>• /oa/ spelt with vowel digraphs 'oa', 'ow' and 'oe'</li> <li>• /ee/ spelt 'ee'</li> <li>• Vowel digraph 'ea'</li> <li>• Vowel digraph 'ie' making /igh/ and /ee/ sound</li> </ul> <p><b>Y2</b></p> <ul style="list-style-type: none"> <li>• /l/ spelt '-le' and end of words</li> <li>• /l/ spelt '-el' at end of words</li> <li>• /l/ spelt '-il' and '-al' at end of words</li> <li>• /igh/ spelt 'y' at end of words</li> <li>• Adding -ies to nouns and verbs ending in '-y'</li> <li>• Common exception words</li> </ul>	<p><b>Y1</b></p> <ul style="list-style-type: none"> <li>• Trigraph 'igh'</li> <li>• Vowel digraph 'ar'</li> <li>• Vowel digraph 'er' (unstressed) 'er' (stressed)</li> <li>• Vowel digraph 'ir', 'ur'</li> <li>• Adding -er and -est to adjectives (no change to root word)</li> <li>• Days of the week (capital letters)</li> </ul> <p><b>Y2</b></p> <ul style="list-style-type: none"> <li>• Adding -ed, -er and -est to words ending in -y with consonant before</li> <li>• Adding -ing to words ending in -y with consonant before</li> <li>• Adding -ing, -ed, -er, -est and -y to words ending in '-e' with consonant before it</li> <li>• Adding -ing, -ed, -er, -est and -y to words of one syllable ending in single consonant after single vowel</li> <li>• /or/ spelt 'a' before 'l' or 'll'</li> <li>• Common exception words</li> </ul>	<p><b>Y1</b></p> <ul style="list-style-type: none"> <li>• /k/ spelt 'k' (not c) before e, i and y</li> <li>• Split vowel digraphs 'a-e' and 'e-e'</li> <li>• Split vowel digraphs 'i-e' and 'o-e'</li> <li>• /yoo/ and /oo/ spelt with split digraph 'u-e'</li> <li>• Vowel digraph 'oo'</li> <li>• /oo/ and /yoo/ spelt 'ue' and 'ew'</li> </ul> <p><b>Y2</b></p> <ul style="list-style-type: none"> <li>• /u/ spelt with 'o'</li> <li>• /ee/ spelt '-ey'</li> <li>• /o/ spelt 'a' after w and qu</li> <li>• Stressed /er/ spelt 'or' after w and /or/ spelt 'ar' after w</li> <li>• /zh/ spelt 's'</li> <li>• Common exception words</li> </ul>	<p><b>Y1</b></p> <ul style="list-style-type: none"> <li>• Vowel digraphs 'ow' and 'ou'</li> <li>• Words ending with sound /ee/ spelt 'y'</li> <li>• Vowel digraph 'or' and vowel trigraph 'ore'</li> <li>• Vowel digraphs 'aw' and 'au'</li> <li>• Vowel trigraphs 'air' and 'are'</li> <li>• Vowel trigraph 'ear'</li> </ul> <p><b>Y2</b></p> <ul style="list-style-type: none"> <li>• Suffixes -ment, -ness and -ful</li> <li>• Suffixes -less and -ly</li> <li>• Words ending in -tion</li> <li>• Contractions</li> <li>• Possessive apostrophe</li> <li>• Common exception words</li> </ul>	<p><b>Y1</b></p> <ul style="list-style-type: none"> <li>• New consonant spelling 'ph' and 'wh'</li> <li>• Adding prefix un- (no change to root word)</li> <li>• Adding s and es to words</li> <li>• Compound words</li> <li>• Words with contractions</li> <li>• Common exception words</li> </ul> <p><b>Y2</b></p> <ul style="list-style-type: none"> <li>• Homophones and near homophones</li> <li>• Conjunctions</li> <li>• Months of the Year</li> <li>• Time</li> <li>• Question words</li> <li>• SPaG words</li> </ul>