COPNOR PRIMARY SCHOOL — Aspire & Achieve

| Term | Autumn 1 (7 ½ weeks) | Autumn 2 (7 weeks) | | Spring 1 (6 weeks) | | Spring 2 (6 weeks) | | Summer 1 (6 weeks) | | Summer 2 (7 weeks) | |
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| Theme | **Into the Woods** | **Travelling Through Time** | | **Globe Trotters** | | | | | | **It Starts with a Seed** | |
| Text Drivers | Whose habitat is that? | Journey trilogy | | Grandad's Island | | Man on the Moon | | It Starts with a Seed | | Jack and the Baked Beanstalk | |
| Link Texts | Into the Forest<br>Owl Babies<br>Deep in the Woods<br>Leaf | William Bee's Wonderful World of Things That Go!<br>Professor Wooford McPaw's History of Cars<br>Amazing Transport by Tom Jackson and Chris Mould | | Meerkat Mail<br>Amelia Earhart: Little People, Big Dreams<br>Around the World in 80 Days | | Sea of Tranquillity<br>The Darkest Dark<br>One Giant Leap | | A Seed in Need<br>I am the seed that grew the tree poetry anthology<br>Secret Sky Garden | | Jack and the Beanstalk<br>Jim and the Beanstalk<br>Inside the Villains | |
| Mini / Short Writing Outcome(s) and purpose | • Fact file about a micro habitat.<br>• Description of the nature nook to form noun phrases.<br>• Explanation text linked to the RE to practise the form and purpose of an explanation text. | A number of short recount/diary entries linked to the book Journey. | Evaluation of one of the model vehicles explored following our trip to Amberley. | Postcards from the meerkats in Meerkat Mail | Retell the opening of Grandad's Island | Diary entry from our virtual space day | Tourist guidebook for the tropical island in Grandad's Island (or one of the destinations explored through the first half of Globe Trotters) | Explanation of what plants need in order to grow (this will link to the introduction of the instructions) | Poem about the very start of the seed's life, trying two poetic forms. | Retelling sections of Jack and the Baked Beanstalk | Write sections of reviews from our text drivers throughout the year |
| Longer / Main Writing Outcome(s) and purpose | **Explanation:**<br>Whose habitat is that? | **Recount:**<br>Diary entry from our trip to Amberley Museum | **Explanation:**<br>DT evaluation | **Persuasive:**<br>Postcard from Syd to Grandad, persuading him to come home with him | **Narrative:**<br>Retelling Grandad's Island from when they arrive at the Island | **Recount:**<br>Diary entry of Bob's day on the moon or the alien's day on the moon | **Report:**<br>Tourist guidebook for the moon | **Instructions:**<br>How to grow a plant | **Poetry:**<br>Poem about the life of a plant (the children choose the poetic form of their choice from the ones explored) | **Narrative:**<br>Jack and the Beanstalk…with a twist | **Persuasive:**<br>Book review about their favourite of the Jack and the Beanstalk texts |
| Audience | Year 1 children who are learning about different animals as part of their All Creatures Great and Small theme. | Share with parents so they know all about the trip. | Next year's Year 2 to support them in their DT project next year. | The character Grandad from Grandad's Island | Shared with reading buddies | Shared as part of a drama activity | Trainee astronaut for the Artemis mission | A WAGOLL for Year 2 next year who will be growing their own plants during this topic | Performed to parents through video recordings | Read aloud with EYFS who are learning about traditional tales in Summer 1 | Presented in the KS1 library and read aloud through QR codes |
| Punctuation | • non-negotiables: cl, fs, finger spaces<br>• question marks to denote questions | • non-negotiables: cl, fs, finger spaces | • question marks to denote questions<br>• commas to separate items in a list | • apostrophes for contractions<br>• exclamation marks to form exclamatory sentences | • apostrophes for possession | • apostrophes for contractions<br>• exclamation marks to form exclamatory sentences | • question marks are used to denote questions | • commas to separate items in a list<br>• exclamation marks to form exclamatory sentences | • commas to separate items in a list<br>• exclamation marks to form exclamatory sentences | • apostrophes for possession<br>• apostrophes for contraction | • exclamation marks to form exclamatory sentences |
| Grammatical Features | • form lower-case letters of the correct size relative to one another<br>• identify nouns, verbs and adjectives.<br>• select adjectives to form noun phrases to describe a habitat.<br>• questions can be used to form titles | • use of –ly in Standard English to turn adjectives into adverbs<br>• form noun phrases for description<br>• correct choice of past and present tense<br>• select adjectives to form noun phrases | • consistent use of present tense<br>• questions can be used to form titles<br>• use subordinating conjunctions e.g. so, because, when, if, then<br>• use suffix -er to form comparatives. | • written in present tense<br>• rhetorical questions<br>• effective use of noun phrases<br>• use subordinating conjunctions e.g. so, because, when, if, then | • third person consistent use of past tense<br>• use coordinating conjunctions e.g. but, or, and<br>• select adjective | • use past and present tense throughout writing<br>• use progressive forms of verbs<br>• use conjunctions for coordination and subordination<br>• use of noun phrases | • use present and past tense throughout writing<br>• questions can be used to form titles<br>• use subordinating conjunctions to aid explanation<br>• use | • use of command sentences<br>• commas in lists<br>• use of exclamation marks to indicate feelings, e.g. what a wonderful success!<br>• use of –ly in Standard English to turn adjectives into adverbs | • formation of adjectives using suffixes such as –ful, –less<br>• effective use of noun phrases | • third person<br>• past progressive verb forms<br>• verbs chosen to create a desired effect<br>• use suffixes -ment and -ness to turn adjectives and verbs into nouns | • written in present tense<br>• rhetorical questions<br>• effective use of noun phrases<br>• use of exclamation marks to indicate emotions<br>• use subordinating conjunctions to join ideas and develop ideas |

| | Narrative | | | Explanation | | | | Persuasive | | Reports | | Poetry |
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| | • use co-ordinating conjunctions e.g. but, or, and | | | • use of exclamation marks to indicate emotions | s to form noun phrases to describe | | adjectives, including comparative adjectives, to create description | | | | | |
| **Spellings** | • Homophones and near homophones including there/their/they're.<br><br>CEW:<br>Because<br>Find<br>Wild<br>Climb<br>Cold<br>Pretty<br>Beautiful<br>Grass<br>Plant<br>Who<br>Water | • using suffixes -er and -est to form comparatives and superlatives.<br>• use of –ly in Standard English to turn adjectives into adverbs<br><br>Find<br>Old<br>After<br>Fast<br>Last<br>Past<br>Pass<br>Path<br>Move<br>Improve<br>Busy<br>People<br>Again | | • contractions with an apostrophe<br>• possessive apostrophe for singular nouns<br><br>Child<br>Door<br>Floor<br>Climb<br>Great<br>Fast<br>Pass<br>Clothes<br>Find | Child<br>Children<br>Parents<br>Clothes<br>Every<br>Everybody<br>Find | | | • using suffixes -ful and -less<br><br>Wild<br>Water<br>Sugar<br>Hour<br>Move<br>Plant<br>Grass<br>Cold<br>Most | | | • use suffixes -ment and -ness<br><br>Wild<br>Climb | |

| Narrative | Recounts | Explanation Texts | Instruction / procedural | Persuasive Texts | Reports | Poetry |
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