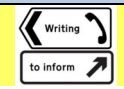



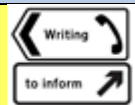
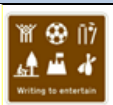
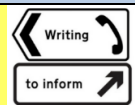
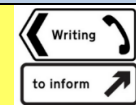



Year 1/2 Writing and Reading Curriculum Overview 2021-22

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Project	<p>The Enchanted Woodland (Driver: Science – plants and geography)</p> <p>Linked Cornerstones science project: Animals and their diets, British trees, Plants Y1 and seasonal changes Y1</p>	<p>Childhood (incorporating funny faces) (Driver: History within living memory)</p> <p>Linked Cornerstones science project: Everyday materials Y1 and Humans Y1</p>	<p>Coastline (Driver: geography, Whitby in England – , Capital cities, The UK)</p> <p>History: outside of living memory – significant figure Grace Darling</p> <p>Science: Will it degrade – Dead, alive or never alive Working scientifically years 1 and 2</p>	<p>Paws, Claws and Whiskers (incorporating elements of Rio De Veda as a focus on animals in coastal mangrove forest region Brazil)</p> <p>(Driver; science animals and geog contrasting loc driver, oceans and continents) Linked Cornerstones science project: Animals Y1 and 2</p>	<p>Street View (incorporating School Days) (Driver: Local history and geography focus)</p> <p>Linked Cornerstones science project: everyday uses of materials Y2</p>	<p>Scented Garden (Driver: Science, growing and flowers, food chains driver and geography)</p> <p>Linked Cornerstones science project: Plants Y2</p>
Purpose for Writing (English)	 	 	 			
Text Type	<p>Have you seen the wolf posters</p> <p>Fictional setting magical land description</p> <p>Nature poems</p>	<p>Character description – creating a new character</p> <p>1950s toy riddles</p> <p>Historical toy</p>	<p>Innovated story (TFW innovate story)</p> <p>Recount of rescue of Grace Darling</p>	<p>Non chronological report on animals (facts files on endangered Brazilian creatures)</p> <p>Instructions on how to look after an animal</p>	<p>chronological report about Wantage and history of school in East Challow (museum visit)</p> <p>Diary entry as Hermelin</p>	<p>Invented magical garden stories</p> <p>Poetry: ten things found in a magical gardener’s pocket</p>

		descriptions for the living museum		they know well		
Main text			 			
Paired non-fiction texts	 	 		 		

<p>Poetry</p>	 <p>(‘We’re Going on a Baby Hunt’ – Nativity?)</p>	<p>The Sound Collector</p>	<p>Dreamer</p> <p>I dreamt I was an ocean and no one polluted me.</p> <p>I dreamt I was a whale and no hunters chased after me.</p> <p>I dreamt I was the air and nothing blackened me.</p> <p>I dreamt I was a stream and nobody poisoned me.</p> <p>I dreamt I was an elephant and nobody stole my ivory.</p> <p>I dreamt I was a rainforest and no one cut down my trees.</p> <p>I dreamt I painted a smile on the face of the earth for all to see.</p> <p>Brian Moses England</p>		<p>Question</p> <p>As asphalt and concrete Replace bushes and trees, As highways and buildings Replace marshes and woods, What will replace The song of the birds?</p> <p>Tony Chen USA</p>	
<p>Diversity / Inclusion / Global Links</p>		 		 	<p>Question</p> <p>As asphalt and concrete Replace bushes and trees, As highways and buildings Replace marshes and woods, What will replace The song of the birds?</p> <p>Tony Chen USA</p>	
<p>Science Investigations</p>	<p>Plants Y1 Seasonal changes Y1</p>	<p>Everyday materials Y1 Humans Y1</p>	<p>Can you find the treasure?</p>	<p>Animals Y1 and2</p>	<p>Everyday uses of materials Y2</p>	<p>Plants Y2</p>
<p>Mantle Context</p>	<p>The Enchanted Woodland Trust</p>	<p>The History Detectives</p>				<p>The Park Keepers (see MOE website)</p>

<p>Mantle Purpose for writing (Wider curriculum)</p>	<p>To inform the villagers and to inform themselves</p>	<p>To create a living museum piece of a 1950s room that young children can enjoy</p>				<p>To inform the park users</p>
<p>Mantle Writing opportunities</p>	<p>Labelled maps of Enchanted Woodland</p> <p>Have you seen the wolf posters</p> <p>Wolf or woodland animal fact files</p>	<p>Descriptions of items</p> <p>Toy riddles</p>				<p>Instructions on how to look after the park and improve the environment</p>
<p>Client / Audience</p>	<p>Granny</p>					<p>An elderly park keeper</p>
<p>Reading Texts for Whole Class Reading and Reading for Pleasure</p>						



KS1 Possible Text types: (NC requirements are for simple narratives about personal experiences and other of others (real and fictional), recounts of real events and poetry and writing for different purposes

Writing progression: Label picture, caption, sentence, multiple sentences

Possible writing tasks:

Letter

NCR

Invented story

Chronological report

Character descriptions

Instructions

Riddles

Free poetry

Retelling of a traditional tale

Diary