

Curriculum Topics ARP

Year Term	First year	Second year	Third year	Fourth year
Aut 1	Where I Live	Ourselves	People Who Help Us	Farm Animals
Aut 2	Winter	Celebrations	Toys	Food
Spr 1	Monsters	Superheroes	Dragons	Fairy Tales
Spr 2	Growing	Mini-beasts	Our Bodies	The Senses
Sum 1	Woodland	Space	Jungle	Transport
Sum 2	Under the Sea	Seaside	Weather	Holidays

English Genres

Year Term	First year	Second year	Third year	Fourth year
Aut 1	Poetry Repetitive Texts	Poetry Repetitive Texts	Poetry Repetitive Texts	Poetry Repetitive Texts
Aut 2	Invitations Letters Recipes Menus	Invitations Letters Recipes Menus	Invitations Letters Recipes Menus	Invitations Letters Recipes Menus
Spr 1	Narrative Character Descriptions Traditional Tales	Narrative Character Descriptions Traditional Tales	Narrative Character Descriptions Traditional Tales	Narrative Character Descriptions Traditional Tales
Spr 2	Non-fiction (labels, lists and captions)	Non-fiction (labels, lists and captions)	Non-fiction (labels, lists and captions)	Non-fiction (labels, lists and captions)
Sum 1	Non-fiction (labels, lists and captions) Recount	Non-fiction (labels, lists and captions) Recount	Non-fiction (labels, lists and captions) Recount	Non-fiction (labels, lists and captions) Recount
Sum 2	Instructions Diary Information Leaflet	Instructions Diary Information Leaflet	Instructions Diary Information Leaflet	Instructions Diary Information Leaflet

Curriculum Topics ARP

Year Term	First year	Second year	Third year	Fourth year
Aut 1 Topic	Where I Live	Ourselves	People Who Help Us	Animals
Aut 1 Genre	Poetry Repetitive Texts	Poetry Repetitive Texts	Poetry Repetitive Texts	Poetry Repetitive Texts
Suitable Texts	Here's a Little Poem Hickory, Dickory Dog Out and About	Poems to Perform Grandad's Island If All the World were... Grace and Family On Sudden Hill	Ruby's Worry So much	Croc and Bird Beware of the Crocodile Augustus and his Smile A Brave Bear This the Bear Where's My Teddy? (LBBB Project)
Suggested Outcomes	Write simple sentences using patterned language, words and phrases taken from familiar stories	Write simple sentences using patterned language, words and phrases taken from familiar stories	Write simple sentences using patterned language, words and phrases taken from familiar stories	Write simple sentences using patterned language, words and phrases taken from familiar stories

English Genres

Year Term	First year	Second year	Third year	Fourth year
Aut 2 Topic	Winter	Celebrations	Toys	Food
Aut 2 Genre	Invitations Letters Recipes Menus	Invitations Letters Recipes Menus	Invitations Letters Recipes Menus	Invitations Letters Recipes Menus
Suitable Texts	The Lonely Beast Blue Penguin	<i>The Christmas Eve Tree</i> The Jolly Postman The Christmas Jolly Postman Happy Birthday, Maisy Biscuit Bear	Emily Brown and the Thing Knuffle Bunny <i>Toys Around the World</i> <i>Construction Toys</i> <i>Miniature Toys</i> <i>Noisy Toys</i> <i>(LBBB Project)</i>	Handa's Surprise Gigantic Turnip I will not ever Never eat a Tomato No Dinner
Suggested Outcomes	Following a practical experience, write up the instructions for a simple recipe. Write a simple invitation to a party. Write a simple letter to Father Christmas	Following a practical experience, write up the instructions for a simple recipe. Write a simple invitation to a party. Write a simple letter to Father Christmas	Following a practical experience, write up the instructions for a simple recipe. Write a simple invitation to a party. Write a simple letter to Father Christmas	Following a practical experience, write up the instructions for a simple recipe. Write a simple invitation to a party. Write a simple letter to Father Christmas

Curriculum Topics ARP

Year Term	First year	Second year	Third year	Fourth year
Spr 1 Topic	Monster	Superheroes	Dragons	Fairy Tales
Spr 1 Genre	Narrative Character Descriptions Traditional Tales	Narrative Character Descriptions Traditional Tales	Narrative Character Descriptions Traditional Tales	Narrative Character Descriptions Traditional Tales
Suitable Texts	Grendel: A Cautionary Tale about Chocolate Bedtime for Monsters Ossiri and the Bala Mengro The Gruffalo Mr. Underbed Where the Wild Things Are.	Avocado Baby Elmer and Super El Traction Man is Here Jack and the Beanstalk (LBBD Project)	Adventures of Egg Box Dragon	Rapunzel The Gigantic Turnip Into the Forest The Last Wolf The Leopard's Drum Anna Habiscus The Gingerbread Man The Three Billy Goats Gruff (LBBD Project)
Suggested Outcomes	Write a series of sentences to retell a story/ traditional tale. Write simple sentences to describe a character. Read, write and perform free verse.	Write a series of sentences to retell a story/ traditional tale. Write simple sentences to describe a character. Read, write and perform free verse.	Write a series of sentences to retell a story/ traditional tale. Write simple sentences to describe a character. Read, write and perform free verse.	Write a series of sentences to retell a story/ traditional tale. Write simple sentences to describe a character. Read, write and perform free verse.

English Genres

Year Term	First year	Second year	Third year	Fourth year
Spr 2 Topic	Growing	Minibeasts	Our Bodies	The Senses
Spr 2 Genre	Non-fiction (labels, lists and captions)	Non-fiction (labels, lists and captions)	Non-fiction (labels, lists and captions)	Non-fiction (labels, lists and captions)
Suitable Texts	Dig, dig, Digging Oliver's Vegetables It Starts with a Seed	Aaaarrggh Spider! Moth Yucky Worms My First Book of Garden Bugs Quick as a Cricket LBBB Project)	Funny Bones Head, Shoulders, Knees and Toes' song (Plans Attached)	Peace at Last Duck's Key, Where can it be? Where's Wally? 1001 Things to Spot on the Park (Usborne) (Plans Attached)
Suggested Outcomes	Write labels and sentences for an in-class display. Draw pictures to illustrate a simple process and prepare several sentences/ captions to support.	Write labels and sentences for an in-class display. Draw pictures to illustrate a simple process and prepare several sentences/ captions to support.	Write labels and sentences for an in-class display. Draw pictures to illustrate a simple process and prepare several sentences/ captions to support.	Write labels and sentences for an in-class display. Draw pictures to illustrate a simple process and prepare several sentences/ captions to support.

Curriculum Topics ARP

Year Term	First year	Second year	Third year	Fourth year
Sum1 Topic	Woodland	Space	Jungle	Transport
Sum 1 Genre	Non-fiction (labels, lists and captions) Recount	Non-fiction (labels, lists and captions) Recount	Non-fiction (labels, lists and captions) Recount	Non-fiction (labels, lists and captions) Recount
Suitable Texts	Ssh! We have a Plan Owl Babies The Fox and the Star Wild Leaf Trees	Beegu Toys in Space Astro Girl Once Upon a Star Man on the Moon	Once Upon a Jungle The Girl with a Parrot on her Head	Naughty Bus The Train Ride
Suggested Outcomes	Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing.	Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing.	Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing.	Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing.

English Genres

Year Term	First year	Second year	Third year	Fourth year
Sum 2 Topic	Under the Sea	Seaside	Weather	Where in the World?
Sum2 Genre	Instructions Diary Information Leaflet	Instructions Diary Information Leaflet	Instructions Diary Information Leaflet	Instructions Diary Information Leaflet
Suitable Texts	Billy's Bucket Storm Whale Surprising Sharks	Splash, Anna Habiscus	A Necklace of Raindrops	10 Things I Can Do to Help my World Anna Habiscus' Song The Emperor's Egg
Suggested Outcomes	Write a caption for an object or picture in a complete sentence with a capital letter and full stop. Following a visit, write sentences in chronological order.	Write a caption for an object or picture in a complete sentence with a capital letter and full stop. Following a visit, write sentences in chronological order.	Write a caption for an object or picture in a complete sentence with a capital letter and full stop. Following a visit, write sentences in chronological order.	Write a caption for an object or picture in a complete sentence with a capital letter and full stop. Following a visit, write sentences in chronological order.

Curriculum Topics ARP

Letters and Sounds	Phonics Teaching	Tricky Words
Phase 1	<p>Supports the importance of speaking and listening and develops children’s discrimination of sounds, including letter sounds. Activities are divided into seven aspects, including:</p> <ul style="list-style-type: none"> • Environmental sounds • Instrumental sounds • Body sounds • Rhythm and rhyme • Alliteration • Voice sounds • Oral blending and segmenting 	
Phase 2	<p>Children to be taught the phase 2 phonemes in the following order, alongside the written grapheme.</p> <p>Set 1 – s, a, t, p Set 2 – i, n, m, d Set 3 – g, o, c, k Set 4 – ck, e, u, r Set 5 – h, b, f, ff, l, ll, ss</p> <p>Children to be taught to orally blend and segment CVC words using the phase 2 phonemes</p>	the, to, l, no, go
Phase 3	<p>Set 6 – j, v, w, x Set 7 – y, z, zz, qu, (last of Letters and Sounds “sets”) - sh, th, ch, ng, ai, ee, long oo, short oo, oa, ar, or, igh, - ur, ow, oi, ear, er, air, ure</p> <p>Completes the teaching of the alphabet and moves on to sounds represented by more than one letter. The children will learn letter names and how to read and spell some tricky words.</p>	the, to, l, no, go, he, she, we, me, be, was, my, you, they, her, all are
Phase 4	<p>The children will learn to read and spell words containing adjacent consonants</p> <ul style="list-style-type: none"> • Children to revise and recall all Phase 2 and Phase 3 phonemes • Teach reading and spelling tricky words. • Children to read and write CCVC and CVCC words. • Read and write words with initial and/or final blends:st, nd, mp, nk, ft, sk, lt, tr, dr, gr, cr, br, fr, bl, fl, gl, cl, sl, sp, st, tw, sm, nch, shr, str, thr 	said, so, have, like, some, come, were, there, little, one, do, when, out, what, he, we, be, was, you, they, all, are, my, her
Phase 5	<p>The children broaden their knowledge of sounds for use in reading and spelling. They will begin to build word-specific knowledge of the spelling of words.</p> <ul style="list-style-type: none"> • Learn new phoneme zh • Teach new graphemes for reading <i>ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, i_e, u_e, o_e</i> • Teach reading words. • Teach spelling words – said, so, have, like, some, were, there, oh, their, people, Mr, Mrs. Looked, called, asked • Teach alternatives spellings for ch, j, m, n, r, s, z, u, l, ear, ar, air, or, ur, oo, ai, ee, igh, oa, y/oo, oo, sh 	oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please
Phase 6	<p>Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.</p> <ul style="list-style-type: none"> • Understand and apply suffixes – ed, ing, ful, est, er, ment, ness, en, s, es • Understand the rules for adding ing, ed, er, est, ful, ly, y • Investigate how adding suffixes and prefixes changes words. • Introduce the past tense. 	
<p>Glossary. Phoneme – the smallest unit of speech-sounds which make up a word Grapheme – the written representation of sounds Tricky word – word which can’t be sounded out</p>		<p>Keywords – high frequency words VC words – vowel, consonant words (it, as) CVC words – word made up of a consonant, vowel, consonant (cat, dog) Initial sound – first sound in a word</p>

English Genres