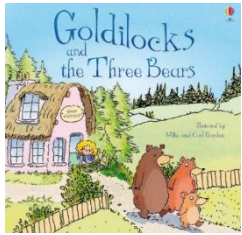




Hook: Children to create masks representing the main characters and enhance their storytelling through role-play.				
Genre and Week	1-week cycle	Knowledge	Skill	Activity Outline
<p>Week 1</p>  <p>Goldilocks and the Three Bears</p> <p>Writing Focus: Retell</p>	<p>Day 1 Hook</p> <p>WOTD: Role Play</p> <p>Hook (drama/video/clue hunt/scenario/text reveal)</p>	<p><u>Year 1</u> I know the main events of the story.</p> <p><u>Year 2</u> I can identify and describe the main characters and events from the story.</p>	<p><u>Year 1</u> I can retell the main events of the story through role-play.</p> <p><u>Year 2</u> I can retell the story through role-play. I can infer how a character is feeling in the story.</p>	<p><i>Before starting the lesson, ask:</i></p> <ul style="list-style-type: none"> "Who can tell me what happened in 'Goldilocks and the Three Bears'?" "Can anyone describe what Goldilocks looked like?" This anticipatory questioning will provide insight into the students' prior knowledge of the text and characters. <p>Read Aloud: The teacher begins by reading a version of "Goldilocks and the Three Bears." It should be expressive to captivate the students and develop their understanding of the story.</p> <p>Discussion: After reading, engage students by discussing the main characters (Goldilocks, Papa Bear, Mama Bear, Baby Bear) and key events (entering the house, tasting the porridge, sitting on the chairs, sleeping in the beds).</p> <p>Crafting: Distribute mask templates for Goldilocks and the three bears. Provide crayons, scissors, and glue.</p> <p>Group Formation: Organise students into small groups, assigning roles (Goldilocks, Papa Bear, Mama Bear, Baby Bear).</p> <p>Practice: In their groups, students should practice retelling the story using their masks. Circulate, offering suggestions and guidance on dialogue and expression.</p> <p>Presentations: Each group presents their retelling to the class. Encourage audience participation by having students cheer and give feedback after each performance.</p>



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				<p><u>Assessment:</u></p> <ul style="list-style-type: none"> • Observation: The teacher will assess students' participation and engagement during the role play. • Peer Feedback: Students will provide positive feedback to their classmates after each performance, fostering a supportive environment. • Reflection: At the end of the lesson, the teacher will ask students to share their favourite part of the retelling and what they learned.
<p>Day 2 – Planning to write a retell.</p> <p>WOTD: Sequence</p> <p><u>Mighty Writers</u></p>	<p><u>Year 1</u> I know the beginning, middle and end of my story.</p>	<p><u>Year 1</u> I can plan my own retell of "Goldilocks and the Three Bears."</p>	<p>Begin by reading "Goldilocks and the Three Bears" aloud to the class. After finishing the story, conduct a brief discussion to recap the story and key events, highlighting the beginning, middle, and end.</p> <p>Introduce the concept of retelling a story. Explain the importance of sequencing events to create a coherent narrative.</p>	<p>Demonstrate how to use a story map, outlining the key elements:</p> <ul style="list-style-type: none"> ▪ Characters: Goldilocks, the three bears ▪ Setting: The bears' house ▪ Key events: Goldilocks entering the house, eating the porridge, trying the chairs, sleeping in the beds. <p>Model completing a story map on a whiteboard, thinking aloud to illustrate the planning process.</p> <p>Distribute story map templates and have students work individually or in pairs to create their own story maps for "Goldilocks and the Three Bears."</p> <p>While students work, circulate around the room to provide support and guidance, encouraging them to think critically about the sequence of events.</p>
	<p><u>Year 2</u> I can sequence the events of a story in the correct order.</p>	<p><u>Year 2</u> I can use my knowledge of the story to plan my retell.</p>		



				After about 15 minutes, reconvene and ask several students to share their story maps. Reinforce correct sequencing and storytelling elements.
<p>Day 3 – Writing the beginning of the story.</p> <p><u>Mighty Writers</u></p> <p>WOTD: fuzzy</p>	<p><u>Year 1</u></p> <p>I can verbalise and write a simple sentence about the start of 'Goldilocks and the Three Bears.'</p>	<p><u>Year 1</u></p> <p>I can use capital letters for a proper noun.</p> <p>I can use adjectives to describe a character.</p>	<p>Remind the children to use their story maps to write their retelling of the story. Encourage them to include descriptive language and ensure they follow the narrative structure for the beginning of our story:</p> <p>Beginning: Introduce Goldilocks and the Three Bears.</p> <p>Model how to use the skills for both Year 1 and Year 2. Highlight the skills that you will be looking for during today's lesson.</p>	<p>Remind students to use their phonics knowledge to spell words correctly and punctuation for sentences.</p> <p>Plenary: Hold a class sharing session where students volunteer to read the start of their story. Share what they liked about the stories and what they could do to improve it in a positive way. Show a good example using the visualiser.</p>
	<p><u>Year 2</u></p> <p>I can use my plan to help me write about the beginning of 'Goldilocks and the Three Bears.'</p>	<p><u>Year 2</u></p> <p>I can use capital letters for a proper noun.</p> <p>I can use a comma when using expanded noun phrases.</p>		
<p>Day 4 – Writing the middle of our story.</p> <p><u>Mighty Writers</u></p>	<p><u>Year 1</u></p> <p>I can verbalise and write a simple sentence about the middle of 'Goldilocks</p>	<p><u>Year 1</u></p> <p>I can use capital letters for a proper noun.</p> <p>I can use the conjunction 'and' in a sentence.</p>	<p>Remind the children to use their story maps to write their retelling of the story. Encourage them to include conjunctions and ensure they follow the narrative structure for the middle of our story:</p> <p>Middle: Describe the events in the house. (Provide images to remind the children.)</p>	



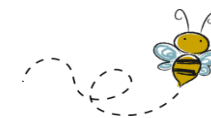
	WOTD: Curious	and the Three Bears.'		<p>Model how to use the skills for both Year 1 and Year 2. Highlight the skills that you will be looking for during today's lesson.</p> <p>Remind students to use their phonics knowledge to spell words correctly and punctuation for sentences.</p>
		<u>Year 2</u> I can use my plan to help me write about the middle of 'Goldilocks and the Three Bears.'	<u>Year 2</u> I can use capital letters for a proper noun. I can use a range of different coordinating and subordinating conjunctions.	<p>Plenary: Hold a class sharing session where students volunteer to read the middle of their story. Share what they liked about the stories and what they could do to improve it in a positive way. Show a good example using the visualiser.</p>
	Day 5 – Writing the end of our story.	<u>Year 1</u> I can verbalise and write a simple sentence about the end of 'Goldilocks and the Three Bears.'	<u>Year 1</u> I can use capital letters for a proper noun. I can infer how a character is feeling in the story.	<p>Remind the children to use their story maps to write their retelling of the story. Encourage them to include conjunctions and ensure they follow the narrative structure for the middle of our story:</p> <p>End: Goldilocks departure from the bears' home. (Discuss together how the characters may have felt in the story – build on answers with Y2 children.)</p>
	<u>Mighty Writers</u> <u>WOTD:</u> return	<u>Year 2</u> I can use my plan to help me write about the end of 'Goldilocks and the Three Bears.'	<u>Year 2</u> I can use capital letters for a proper noun. I can infer how a character is feeling in the story and explain why.	<p>Model how to use the skills for both Year 1 and Year 2. Highlight the skills that you will be looking for during today's lesson.</p> <p>Remind students to use their phonics knowledge to spell words correctly and punctuation for sentences.</p>



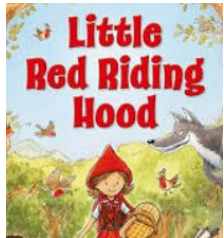
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				<p>Plenary: Hold a class sharing session where students volunteer to read the end of their story. Share what they liked about the stories and what they could do to improve it in a positive way. Show a good example using the visualiser.</p>
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Hook: Explain to the children that a lot of our fruit has gone missing from our basket, which means many of us will be without a snack before break time. Leave clues to who the culprit could be. (Wolf). E.g. fur, footprints, crumbs of food etc. Children to create posters to display around KSI corridors, saying "Watch out for the Wolf!"

Genre and Week	1-week cycle	Knowledge	Skill	Activity Outline
<p>Week 2</p>  <p>Little Red Riding Hood <u>Writing Focus: Character Description</u></p>	<p>Day 1 Hook</p> <p>WOTD: culprit</p> <p>Hook (drama/video/clue hunt/scenario/text reveal)</p>	<p><u>Year 1</u> I know the main events of the story.</p> <p><u>Year 2</u> I can identify and describe the main characters and events from the story.</p>	<p><u>Year 1</u> I can explain who the villain of the story is and describe what he looks like.</p> <p><u>Year 2</u> I can describe the villain of our story and explain what he did.</p>	<p>Introduce this week's text, Little Red Riding Hood. Read the story together, asking questions throughout to make sure that children are showing good understanding.</p> <p>Once the story has finished, have an adult come into the classroom with a basket, explaining that many of us could be without snack today because lots of our fruit has gone missing. Explain that we need to turn this into an investigation.</p> <p>Select an area within KSI to place tape around to make it look like a police investigation. Place "evidence" in the area. E.g. fur, footprints, crumbs of food etc. Explain that a video was also caught by CCTV, with the sound of a wolf howling. Who could be the culprit?</p> <p>Explain to the children that we need to make everyone aware of this wolf. Ask them what we could do to make everyone at Busill Jones aware. — Make a wanted poster!</p>



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				<p>Children to create a poster of the wolf by drawing a picture and a message below. E.g. "Beware of the wolf!", "Watch out!", "Wanted: Culprit on the loose!"</p> <p>Photos to be taken during lesson and evidenced in floorbook.</p>
<p>Day 2 – Planning a character description.</p> <p>WOTD: sly</p> <p><u>Mighty Writers</u></p>	<p><u>Year 1</u> I can plan a character description.</p>	<p><u>Year 1</u> I can use adjectives to describe a character.</p>	<p>Begin with a quick recap of the story "Little Red Riding Hood". Who are the characters? What happened in the story? What do we know about the wolf? What does the wolf like to do?</p> <p>Reintroduce the idea of 'wanted posters' and discuss the purpose of it. Explain that we will be making a detailed wanted poster which describes the wolf's appearance, personality and explain why we need to catch him.</p> <p>Present the planning template to the children and model how we can plan our writing through I do, We do, You do.</p> <p>Ask students to close their eyes and imagine the wolf as described in the story. Prompt them to think about his physical traits and his personality. Ask guiding questions: "What colour is his fur?" "Is he friendly or mean?"</p> <p>Children to complete planning template in books.</p>	
	<p><u>Year 2</u> I can plan a character description.</p>	<p><u>Year 2</u> I can use expanded noun phrases to describe a character.</p> <p>I can use commas.</p>		



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				<p>Plenary:</p> <p>Children to share and discuss their plans. Show a few good examples on the visualiser.</p> <p>Flashback 4</p>
<p>Day 3 – Appearance</p> <p><u>Mighty Writers</u></p> <p>WOTD: pointy</p>	<p><u>Year 1</u></p> <p>I know what a wolf looks like.</p>	<p><u>Year 1</u></p> <p>I can write simple sentences.</p> <p>I can use capital letters and full stops.</p> <p>I can use adjectives in a sentence.</p>		<p>Explain to the children that we will be writing our character description for our wanted poster – focusing on appearance.</p> <p>Our wanted poster needs to look eye-catching. What could we write? E.g. Wanted! Beware! Watch out!</p> <p>Model how to use the skills for both Year 1 and Year 2. Highlight the skills that you will be looking for during today’s lesson.</p>
	<p><u>Year 2</u></p> <p>I can explain what a wolf looks like.</p>	<p><u>Year 2</u></p> <p>I can use expanded noun phrases in a sentence.</p> <p>I can use commas in a sentence.</p>		<p>Remind students to use their phonics knowledge to spell words correctly and punctuation for sentences.</p> <p>Plenary:</p> <p>Hold a class sharing session where students volunteer to read their character descriptions. Share what they liked and what they could do to improve it in a positive way. Show a good example using the visualiser. Do you think people around school would be able to imagine what the wolf looks like?</p>



Day 4 – Personality <u>Mighty Writers</u> WOTD: unfriendly	<u>Year 1</u> I know what the personality of my character is like.	<u>Year 1</u> I can use capital letters and full stops. I can use 'and'. I can use adjectives.		Explain to the children that we will be writing our character description for our wanted poster – focusing on personality. Model how to use the skills for both Year 1 and Year 2. Highlight the skills that you will be looking for during today's lesson. Remind students to use their phonics knowledge to spell words correctly and punctuation for sentences. Plenary: Hold a class sharing session where students volunteer to read their character descriptions. Share what they liked and what they could do to improve it in a positive way. Show a good example using the visualiser. Do you think people around school would be able to imagine what the wolf looks like?
	<u>Year 2</u> I can describe my character's personality.	<u>Year 2</u> I can use subordinating conjunctions. I can use adjectives.		

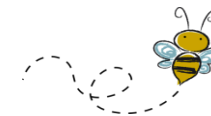



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	Day 5 – Big Write!	<u>Year 1</u> I can write my final draft.	<u>Year 1</u> I can correct errors.	<p>Allow children 10 minutes to correct any errors in their writing. Explain they need to look for the pink highlighter and make any changes using purple pen.</p> <p>Children to write their final draft of their character descriptions in their Big Write books. Allow calming music and artificial candles to set the mood for writing.</p>
	<u>Mighty Writers</u> <u>WOTD:</u>	<u>Year 2</u> I can write my final draft.	<u>Year 2</u> I can edit and improve my writing.	

Hook: Children to recreate the house from Hansel and Gretel using a gingerbread house.				
Genre and Week	1-week cycle	Knowledge	Skill	Activity Outline
Week 3	Day 1 Hook WOTD: recreate	<u>Year 1</u> I know where the story takes place.	<u>Year 1</u> I can verbally describe the house from Hansel and Gretel.	Introduce this week's text, Hansel and Gretel. Read the story together, asking questions throughout to make sure that children are showing good understanding.



 <p>Hansel and Gretel <u>Writing Focus: Setting</u> <u>Description</u></p>	<p>Hook (drama/video/clue hunt/scenario/text reveal)</p>	<p><u>Year 2</u> I know where the story takes place.</p> <p>I can use adjectives to describe.</p>	<p><u>Year 2</u> I can describe the setting of our story.</p>	<p>Ask the children who the characters are. Where does the witch live? What was her house like? How would you describe it?</p> <p>Explain that today, we will be recreating the house from Hansel and Gretel. Children to work in groups of 3 to create their gingerbread house.</p> <p>Take photos and evidence hook in Floorbook.</p>
	<p>Day 2 – Planning a setting description.</p> <p>WOTD: delicious</p> <p><u>Mighty Writers</u></p>	<p><u>Year 1</u> I can describe what I see.</p>	<p><u>Year 1</u> I can use simple adjectives.</p>	<p>Begin with a quick recap of the story "Hansel and Gretel". Who are the characters? What happened in the story? Where does the story take place?</p> <p>Explain that this week, we will be writing a setting description about the house from Hansel and Gretel. First, we need to plan what we are going to write about and build our vocabulary.</p> <p>Place a picture of the house on the board and collect ideas together. E.g. chocolatey, winding path. Clear panes of sugar.</p> <p>Children to create mind map in books of adjectives to describe what they can see in the setting.</p>
		<p><u>Year 2</u> I can describe what I see.</p>	<p><u>Year 2</u> I can use expanded noun phrases.</p>	



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				<p>Plenary:</p> <p>Children to share and discuss their plans. Show a few good examples on the visualiser.</p> <p>Flashback 4</p>
<p>Day 3 – Setting description.</p> <p><u>Mighty Writers</u></p> <p>WOTD: unusual</p>	<p><u>Year 1</u></p> <p>I know how to describe a setting.</p>	<p><u>Year 1</u></p> <p>I can use adjectives to describe.</p>	<p>Explain to the children that we will be writing our setting description and we will be focusing on particular skills in our writing today.</p> <p>Model how to use the skills for both Year 1 and Year 2. Highlight the skills that you will be looking for during today's lesson.</p> <p>Remind students to use their phonics knowledge to spell words correctly and punctuation for sentences.</p> <p>Plenary:</p> <p>Hold a class sharing session where students volunteer to read their setting descriptions. Share what they liked and what they could do to improve it in a positive way. Show a good example using the visualiser. Do you think people around school would be able to imagine what the wolf looks like?</p>	
	<p><u>Year 2</u></p> <p>I can describe a setting.</p>	<p><u>Year 2</u></p> <p>I can use expanded noun phrases.</p> <p>I can use a question.</p>		



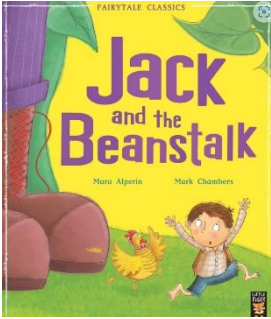
<p>Day 4 – Personality</p> <p><u>Mighty Writers</u></p> <p>WOTD: pleasant</p>	<p><u>Year 1</u></p> <p>I can describe a setting.</p>	<p><u>Year 1</u></p> <p>I can use the conjunction 'and'.</p> <p>I can use adjectives to describe.</p>	<p>Explain to the children that we will be finishing off our setting description, using different skills.</p> <p>Model how to use the skills for both Year 1 and Year 2. Highlight the skills that you will be looking for during today's lesson.</p> <p>For example, You wouldn't believe your eyes when you see this unusual house.</p> <p>Remind students to use their phonics knowledge to spell words correctly and punctuation for sentences.</p> <p>Plenary: Hold a class sharing session where students volunteer to read their character descriptions. Share what they liked and what they could do to improve it in a positive way. Show a good example using the visualiser. Do you think people around school would be able to imagine what the wolf looks like?</p>
	<p><u>Year 2</u></p> <p>I can describe a setting.</p>	<p><u>Year 2</u></p> <p>I can use contracted words in a setting description.</p> <p>I can use expanded noun phrases.</p>	
<p>Day 5 – Creative Writing.</p> <p><u>Mighty Writers</u></p>	<p><u>Year 1</u></p> <p>I can write about a setting.</p>	<p><u>Year 1</u></p> <p>I can use adjectives to describe a setting.</p>	<p>Children to complete their own setting descriptions based on the image they can see on the PP.</p>



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	<u>WOTD:</u>	<u>Year 2</u> I can write my own setting description.	<u>Year 2</u> I can use expanded noun phrases to describe a setting.	
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Hook: Children to grow their own beanstalks in the classroom.				
Genre and Week	I-week cycle	Knowledge	Skill	Activity Outline
Week 4  <p>Jack and the Beanstalk <u>Writing Focus: Writing a set of instructions.</u></p>	Day 1 Hook WOTD: Command Hook	<u>Year 1</u> <u>Year 2</u>	<u>Year 1</u> I can use commands verbally. <u>Year 2</u> I can use commands verbally.	Introduce this week's text, Jack and the Beanstalk. Read the story together, asking questions throughout to make sure that children are showing good understanding. Explain that today, we will be growing our own beanstalks. Take photos and evidence hook in Floorbook.



<p>Day 2 – Planning a set of instructions.</p> <p>WOTD: Instructions</p> <p><u>Mighty Writers</u></p>	<p><u>Year 1</u></p> <p>I know what a bossy verb is.</p>	<p><u>Year 1</u></p> <p>I can use appropriate verbs for different objects.</p>	<p>Begin with a quick recap of the story “Jack and the ”. Who are the characters? What happened in the story? Where does the story take place?</p> <p>Explain that this week, we will be writing a set of instructions about ‘How to grow a beanstalk.’</p> <p>Model how to plan a set of instructions by choosing appropriate verbs for each object.</p>
	<p><u>Year 2</u></p> <p>I know what an imperative verb is.</p>	<p><u>Year 2</u></p> <p>I can use a range of different imperative verbs.</p>	
<p>Day 3 – set of instructions.</p> <p><u>Mighty Writers</u></p> <p>WOTD: carefully</p>	<p><u>Year 1</u></p> <p>I know how to write a bossy sentence.</p>	<p><u>Year 1</u></p> <p>I can use bossy verbs.</p>	<p>Explain to the children that we will be writing the first three steps for our instructions. Discuss the purpose of this with the children.</p> <p>Model how to write the instructions using the Year 1 skills and the Year 2 skills.</p> <p>Year 1 – Bossy verbs Capital Letters Full Stops Year 2 – Bossy verbs Adverbs</p>
	<p><u>Year 2</u></p> <p>I can write an imperative sentence.</p>	<p><u>Year 2</u></p> <p>I can use an imperative verb.</p> <p>I can use an adverb.</p>	



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				Remind students to use their phonics knowledge to spell words correctly and punctuation for sentences.
Day 4 – Set of instructions <u>Mighty Writers</u> WOTD: bury	<u>Year 1</u> I know how to write a bossy sentence.	<u>Year 1</u> I can use bossy verbs.	Explain to the children that we will be writing the final three steps for our instructions. Discuss the purpose of this with the children.	
	<u>Year 2</u> I can	<u>Year 2</u> I can use contracted words in a setting description. I can use expanded noun phrases.	Model how to write the instructions using the Year 1 skills and the Year 2 skills. Year 1 – Bossy verbs Capital Letters Full Stops Year 2 – Bossy verbs Adverbs Remind students to use their phonics knowledge to spell words correctly and punctuation for sentences.	



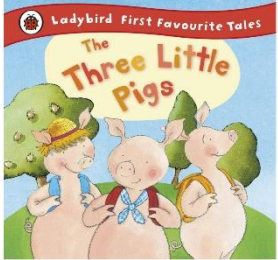
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	Day 5 – Big Write! <u>Mighty Writers</u> <u>WOTD:</u>	<u>Year 1</u> I can write my final draft.	<u>Year 1</u> I can correct errors.	Allow children 10 minutes to correct any errors in their writing. Explain they need to look for the pink highlighter and make any changes using purple pen.
		<u>Year 2</u> I can write my final draft.	<u>Year 2</u> I can edit and improve my writing.	Children to write their final draft of their instructions in their Big Write books. Allow calming music and artificial candles to set the mood for writing.



Hook: Children to take part in a hot seat in the role as the big, bad wolf.

Genre and Week	1-week cycle	Knowledge	Skill	Activity Outline
<p>Week 5</p>  <p>The Three Little Pigs <u>Writing Focus: Writing a set of instructions.</u></p>	Day 1 Hook	<u>Year 1</u> I know how to role-play as a character from a story.	<u>Year 1</u> I can ask questions. I can answer questions.	<p>Introduce this week's text, The Three Little Pigs. Read the story together, asking questions throughout to make sure that children are showing good understanding.</p> <p>Explain that the children will be working in groups/pairs to hot seat one another as the big, bad wolf. Children to discuss what questions they would ask the wolf. Display some examples on the PP.</p> <p>Children to think carefully about how they think the wolf would answer the questions.</p>
	WOTD: Role play	<u>Year 2</u> I know how to role-play as a character from a story.	<u>Year 2</u> I can ask questions. I can answer questions.	
	Hook			
	Day 2 – Story Map	<u>Year 1</u> I can say what I am going to write.	<u>Year 1</u> I can plan what I am going to write.	<p>Explain that the children will be writing a retell of 'The Three Little Pigs. Children will be completing a 'story mountain' to summarise what they will be writing in their retell.</p>
	WOTD: brave			
	<u>Mighty Writers</u>			



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		<u>Year 2</u> I can say what I am going to write.	<u>Year 2</u> I can plan what I am going to write.	Model an example with the children. Explain that we need to write the events in the correct order.
Day 3 – Beginning <u>Mighty Writers</u> WOTD: bold		<u>Year 1</u> I can say what I am going to write.	<u>Year 1</u> I can use conjunctions in my writing. I can use adjectives in my writing.	Children to write the beginning of their story. Recap the events from the story together. How many pigs were there? What did they decide to do? What did their mother say to them? What did they build?
		<u>Year 2</u> I can say what I am going to write.	<u>Year 2</u> I can use -er and -est suffixes in my writing. I can use a range of conjunctions in my writing.	Model writing the beginning of the story, focusing on the Year 1 and Year 2 skills: Year 1: Conjunction, adjectives, capital letters, full stops. Year 2: -est and -er suffixes, conjunctions, expanded noun phrases.



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			I can use expanded noun phrases to describe.	
Day 4 – Middle <u>Mighty Writers</u> WOTD: crept	<u>Year 1</u> I can say what I am going to write.	<u>Year 1</u> I can use conjunctions in my writing. I can use adjectives in my writing.		Children to write the middle of their story. Recap the events from the story together. What three houses have been built? Who blows the two houses down? What happens when the wolf gets to the third house?
	<u>Year 2</u> I can say what I am going to write.	<u>Year 2</u> I can use -er and -est suffixes in my writing. I can use a range of conjunctions in my writing.		Model writing the middle of the story, focusing on the Year 1 and Year 2 skills: Year 1: Conjunction, adjectives, capital letters, full stops. Year 2: -est and -er suffixes, conjunctions, expanded noun phrases.



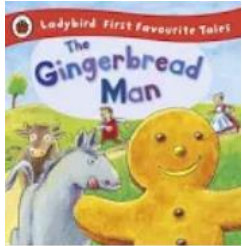
Writing : Year 1/2 Cycle B Autumn 2 MTP



			I can use expanded noun phrases to describe.	
<p>Day 5 – Ending</p> <p><u>Mighty Writers</u></p> <p><u>WOTD</u>: happily</p>	<p><u>Year 1</u></p> <p>I can say what I am going to write.</p>	<p><u>Year 1</u></p> <p>I can use conjunctions in my writing.</p> <p>I can use adjectives in my writing.</p>	<p>Children to write the ending of their story. Recap the events from the story together.</p> <p>Could the wolf blow the third house down? Why?</p> <p>What did the wolf decide to do?</p> <p>What did he land in?</p> <p>How did the pig feel at the end of the story?</p>	
	<p><u>Year 2</u></p> <p>I can say what I am going to write.</p>	<p><u>Year 2</u></p> <p>I can use -er and -est suffixes in my writing.</p> <p>I can use a range of conjunctions in my writing.</p>		<p>Model writing the ending of the story, focusing on the Year 1 and Year 2 skills:</p> <p>Year 1: Conjunction, adjectives, capital letters, full stops.</p> <p>Year 2: -est and -er suffixes, conjunctions, expanded noun phrases.</p>



			I can use expanded noun phrases to describe.	
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Hook: Create an interactive video of the Gingerbread Man breaking into school. Children to look for clues to see what has happened.				
Genre and Week	1-week cycle	Knowledge	Skill	Activity Outline
<p>Week 6</p>  <p>The Gingerbread Man <u>Writing Focus: Writing a non-chronological report</u></p>	<p>Day 1 Hook</p> <p>WOTD: clue</p> <p>Hook</p>	<p><u>Year 1</u> I can think of, say and write a simple sentence.</p> <p><u>Year 2</u> I can read aloud what I have written.</p>	<p><u>Year 1</u> I can use capital letters and full stops in a simple sentence.</p> <p><u>Year 2</u> I can write down ideas and key words.</p>	<p>Introduce this week's text, The Gingerbread Man. Read the story together, asking questions throughout to make sure that children are showing good understanding.</p> <p>Explain to the children that we have had a visitor in school and he has left some clues behind. Show a trail of gingerbread crumbs and things that may be relevant. E.g. smarties, icing etc.</p> <p>Show the children the Gingerbread Man video. Ask the children what has happened. Children to work in groups to</p>



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				summarise today's events on A3 paper. Display these sheets in the classroom for the children to refer to this week.
Day 2 – Plan a report WOTD: Plan <u>Mighty Writers</u>	Year 1 I can say out loud what I am going to write about.	Year 1 I can compose a simple sentence using a capital letter and full stop.	Children to create a plan of what they will include in their newspaper report this week. What will their headline be? What main points will you be writing about? What will you include in your introduction? Provide a template for the children to use and model how to complete it.	
	Year 2 I can plan or say out loud what I am going to write about.	Year 2 I can encapsulate what I want to say, sentence by sentence.		
Day 3 – <u>Mighty Writers</u>	Year 1 I can say what I am going to write.	Year 1 I can use an exclamation mark in a sentence.	Children to write the introduction and second paragraph for their report.	



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	WOTD: fascinating	<u>Year 2</u> I can read aloud what I have written with appropriate intonation to make the meaning clear.	<u>Year 2</u> I can include a question and exclamation sentence in my writing. I can use adverbs and adjectives to add interest.	Model the introduction and second paragraph together. Focus on the Year 1 and Year 2 skills. Year 1: exclamation mark, conjunctions, capital letters, full stops. Year 2: exclamation, question, adjectives, adverbs, conjunctions.
Day 4 –	<u>Mighty Writers</u>	<u>Year 1</u> I can say what I am going to write.	<u>Year 1</u> I can use an exclamation mark in a sentence.	Children to finish writing the end of their report, including 'witness statements'. Model how to do this together. Focus on the Year 1 and Year 2 skills.
	WOTD: witnessed	<u>Year 2</u> I can read aloud what I have written with appropriate intonation to make the meaning clear.	<u>Year 2</u> I can include a question and exclamation sentence in my writing. I can use adverbs and adjectives to add interest.	Year 1: exclamation mark, conjunctions, capital letters, full stops. Year 2: exclamation, question, adjectives, adverbs, conjunctions.



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	Day 5 – Big Write!	<u>Year 1</u> I can write my final draft.	<u>Year 1</u> I can correct errors.	Allow children 10 minutes to correct any errors in their writing. Explain they need to look for the pink highlighter and make any changes using purple pen.
	<u>Mighty Writers</u>			
	<u>WOTD:</u>	<u>Year 2</u> I can write my final draft.	<u>Year 2</u> I can edit and improve my writing.	Children to write their final draft of their newspaper report in their Big Write books. Allow calming music and artificial candles to set the mood for writing.

Hook: Decorate the classroom with Christmas themed items on tables, Christmas music and artificial candlelight.				
Genre and Week	I-week cycle	Knowledge	Skill	Activity Outline
Week 7 A Christmas Dream <u>Writing Focus: Poetry</u>	Day 1 Hook WOTD: festive	<u>Year 1</u> I understand the meaning of a poem.	<u>Year 1</u> I can perform actions for a poem.	Introduce this week's poem, A Christmas Dream. Allow the children to explore the classroom. What theme do they think we are going to explore this week?



Writing : Year 1/2 Cycle B Autumn 2 MTP



	Hook	<u>Year 2</u> I understand the meaning of a poem.	<u>Year 2</u> I can perform actions for a poem.	Read the poem together. After reading it, allow the children to draw pictures to think about the imagery from the poem. What can they imagine? Read the poem together again. What actions would they use for each verse? How would they perform it? Children to work in groups together.
		<u>Year 2</u> I can write my final draft.	<u>Year 2</u> I can edit and improve my writing.	