

**NB: Unit coverage is subject to change as the catch up of curriculum objectives progresses and planning is developed further**

Spoken Language	Reading – Word Reading	Reading – Comprehension	Writing - composition	Writing – Vocabulary, Grammar and Punctuation
<ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>articulate and justify answers, arguments and opinions</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through <i>speculating, hypothesising, imagining</i> and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> </ul>	<ul style="list-style-type: none"> <li>apply phonic knowledge and skills as the route to decode words</li> <li>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>read other words of more than one syllable that contain taught GPCs</li> <li>read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>re-read these books to build up their fluency</li> </ul>	<ul style="list-style-type: none"> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable phrases</li> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> <li>discussing word meanings, linking new meanings to those already known</li> </ul> <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>discussing the significance of the title and events</li> <li>making inferences on the basis of what is being said and done</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>explain clearly their understanding of what is read to them.</li> </ul>	<ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils</li> <li>read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>leaving spaces between words</li> <li>how <b>words</b> can combine to make <b>sentences</b></li> <li>joining <b>words</b> and joining <b>clauses</b> using <i>and</i></li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>Capital letters for names and for the personal <b>pronoun</b></li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul> <p><b>Terminology for Pupils (Statutory)</b></p> <ul style="list-style-type: none"> <li>letter, capital letter</li> <li>word, singular, plural</li> <li>sentence</li> <li>punctuation, full stop, question mark, exclamation mark</li> </ul> <p><b>Writing – Transcription (Handwriting)</b></p> <ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> <li>form digits 0-9</li> <li>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul> <p><i>Handwriting is taught discretely every Tuesday morning but is also reinforced during Morning work and every Phonics lesson. During the Autumn term, staff are expected to focus on handwriting formation as *Top Tips for every piece of writing across all subjects.</i></p>

and confidence in word reading.

Unit/Term	Text link	Extended writing opportunities <ul style="list-style-type: none"> <li>• Fiction</li> <li>• Non-fiction</li> <li>• Big Write</li> <li>• Poetry</li> </ul>	Writing – Vocabulary, Grammar and Punctuation	Writing – Composition	Reading opportunities Comprehension	Spoken Language opportunities/activities
Holidays and intro of Reading Bears  (2 weeks) Autumn 1	Letter from the bears Peter's Pebbles  Class Reader: The Giraffe, The Pelly and Me – Roald Dahl		<ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• how <b>words</b> can combine to make <b>sentences</b></li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• re-reading what they have written to check that it makes sense</li> </ul>	Reading the letter from the bear	Where they have been on holiday, where they think the bears have been. Explore what is in the bear's suitcase – Circle Time.  What will their pebble turn into? What can it do?  Weekly share time begins.
Stories with a familiar setting  (5 weeks) Autumn 1	Monstersaurs	F = Quorb making a mess BW/F= Quorb spilling the paint F= Setting description F= Character description	<ul style="list-style-type: none"> <li>• joining <b>words</b> and joining <b>clauses</b> using <i>and</i></li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>• sequencing sentences to form short narratives</li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> </ul>	
Poetry  (1 week) Autumn 1	Now I am 6 by AA Milne				<ul style="list-style-type: none"> <li>• recognising and joining in with predictable phrases</li> <li>• learning to appreciate rhymes and poems, and to recite some by heart</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul> Reading comp activity completed	Reciting poems

<p>Predictable and Patterned Language</p> <p>(2 weeks) Autumn 2</p>	<p>Wow said the Owl</p>	<p>F- Wrote own version BW/F- Owl story at school</p>	<ul style="list-style-type: none"> <li>leaving spaces between words</li> <li>beginning to punctuate sentences using a capital letter and a full stop, <del>question mark or exclamation mark</del></li> <li>how <b>words</b> can combine to make <b>sentences</b></li> <li>joining <b>words</b> and joining <b>clauses</b> using <i>and</i></li> </ul>	<ul style="list-style-type: none"> <li>sequencing sentences to form short narratives</li> <li>discuss what they have written with the teacher or other pupils</li> <li>read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>recognising and joining in with predictable phrases</li> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>explain clearly their understanding of what is read to them.</li> </ul>	<p>Small world/Role play act out the story.</p> <p>Farm small world/role play</p>
<p>Riddles about owls and hedgehogs</p> <p>(2 weeks) Autumn 2</p>	<p>NF- Night time animals</p> <p>Hedgehogs</p> <p>Bats</p> <p>(other non-fiction animal books in school)</p> <p><a href="http://www.ictgames.com/topic/nocturnal">www.ictgames.com/topic/nocturnal</a></p> <p>Nocturnal fact files website – scholastic (see weekly plan)</p>	<p>NF- Riddles about a nocturnal animal</p>	<ul style="list-style-type: none"> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>leaving spaces between words</li> <li>how <b>words</b> can combine to make <b>sentences</b></li> <li>joining <b>words</b> and joining <b>clauses</b> using <i>and</i></li> <li>beginning to punctuate sentences using a capital letter and a full stop, <del>question mark or exclamation mark</del></li> </ul>	<ul style="list-style-type: none"> <li>re-reading what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils</li> <li>read aloud their writing clearly enough to be heard by their peers and the teacher.</li> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> </ul>	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> <li>discussing word meanings, linking new meanings to those already known</li> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<p>Class discussions based on facts already known about animals and facts we want to learn.</p>
<p>Explorers (CCL topic) Story writing Fact files</p> <p>(6 weeks) Spring 1</p>	<p>Lost and Found Polar Animals Why can't Penguins Fly?</p>	<p>F – shared write of the beginning of the story then guided writing to continue the story.</p> <p>NF – book reviews NF – arctic animals Fact Files</p> <p>NF – information about Explorers (<a href="#">CCL link</a>)</p>	<ul style="list-style-type: none"> <li>leaving spaces between words</li> <li>how <b>words</b> can combine to make <b>sentences</b></li> <li>joining <b>words</b> and joining <b>clauses</b> using <i>and</i></li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>Capital letters for names and for the personal <b>pronoun</b></li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils</li> <li>read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>discussing the significance of the title and events</li> </ul> </li> </ul>	<p>Discussion about what they already know about The North and South Pole and Explorers of those places – trip to Woodhouse Park on our own expedition.</p>

					<ul style="list-style-type: none"> <li>making inferences on the basis of what is being said and done</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>explain clearly their understanding of what is read to them.</li> </ul>	
Stories (2 weeks)	Beegu	NF – letter to Beegu	<ul style="list-style-type: none"> <li>leaving spaces between words</li> <li>how <b>words</b> can combine to make <b>sentences</b></li> <li>joining <b>words</b> and joining <b>clauses</b> using <i>and</i></li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>Capital letters for names and for the personal <b>pronoun</b></li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils</li> <li>read aloud their writing clearly enough to be heard by their peers and the teacher.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>being encouraged to link what they read or hear read to their own experiences</li> <li>becoming very familiar with key stories,</li> <li>discussing the significance of the title and events</li> <li>making inferences on the basis of what is being said and done</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>explain clearly their understanding of what is read to them.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>ask relevant questions to extend their understanding and knowledge</li> <li>articulate and justify answers, arguments and opinions</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul>
Traditional Tales (3 weeks)  Spring 2	Jack and The Beanstalk  The Magic Porridge Pot	<p>Role play the story first. F – Shared write the beginning of the story Guided Write the middle and end.</p> <p>Role play the story then children sequence pictures from the story.</p> <p>BW/F- Write their own Magic Pot story but they get to choose what the food is.</p>	<ul style="list-style-type: none"> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>leaving spaces between words</li> <li>how <b>words</b> can combine to make <b>sentences</b></li> <li>joining <b>words</b> and joining <b>clauses</b> using <i>and</i></li> <li>beginning to punctuate sentences using a capital letter and a full stop, <del>question mark or exclamation mark</del></li> </ul>	<ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>re-reading what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils</li> <li>read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<p>Cracking Comprehension now every Friday</p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories at a level beyond that at which they can read independently</li> <li>becoming very familiar with key stories, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable phrases</li> </ul>	<p>Role play Jack and the Beanstalk and Magic Porridge Pot.</p> <p>Create puppets in creative area.</p>

				<ul style="list-style-type: none"> <li>sequencing sentences to form short narratives</li> </ul>		
Information Texts (1 weeks) Spring 2	Instructions for making porridge	NF- Instructions for making overnight oats.	<ul style="list-style-type: none"> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>leaving spaces between words</li> <li>how <b>words</b> can combine to make <b>sentences</b></li> <li>joining <b>words</b> and joining <b>clauses</b> using <i>and</i></li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils</li> <li>read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> <li>discussing word meanings, linking new meanings to those already known</li> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	Explain to a friend how to make overnight oats – video each other – put videos on the website.
Recounts (3 weeks) Summer 1	Examples written by teachers	NF – Getting ready for swimming recount NF- Making a pasta salad recount BW/NF- Activity day recount	<ul style="list-style-type: none"> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>leaving spaces between words</li> <li>how <b>words</b> can combine to make <b>sentences</b></li> <li>joining <b>words</b> and joining <b>clauses</b> using <i>and</i></li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils</li> <li>read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>being encouraged to link what they read or hear read to their own experiences</li> </ul>	
Character descriptions Summer 1 (1 week)	The Lion and the Mouse (Fables)  Macca the Alpaca	F – character descriptions	<ul style="list-style-type: none"> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>leaving spaces between words</li> <li>how <b>words</b> can combine to make <b>sentences</b></li> <li>joining <b>words</b> and joining <b>clauses</b> using <i>and</i></li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils</li> <li>read aloud their writing clearly enough to be heard</li> </ul>	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of stories at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> </ul>	

				by their peers and the teacher.		
<p>Stories from Other Cultures</p> <p>Summer 1/2 (3 weeks)</p>			<ul style="list-style-type: none"> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>• leaving spaces between words</li> <li>• how <b>words</b> can combine to make <b>sentences</b></li> <li>• joining <b>words</b> and joining <b>clauses</b> using <i>and</i></li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• listening to and discussing a wide range of stories at a level beyond that at which they can read independently</li> <li>• being encouraged to link what they read or hear read to their own experiences</li> </ul>	
<p>Phonics Check and Reading Focus</p> <p>Summer 2 (1 week)</p>	<p style="text-align: center;">PHONICS/Reading FOCUS See Reading-Word reading objectives above.</p>					

<p>Fantasy/Adventure stories</p> <p>(3 weeks) Summer 2</p>	<p>The Magic Key</p> <p>Under the Sea adventure</p>	<p>F- Sequence and retell F- Section of Noah's ark adventure retell to create a whole class story. BW- Magic key under the sea adventure</p>	<ul style="list-style-type: none"> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>• leaving spaces between words</li> <li>• how <b>words</b> can combine to make <b>sentences</b></li> <li>• joining <b>words</b> and joining <b>clauses</b> using <i>and</i></li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• being encouraged to link what they read or hear read to their own experiences</li> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• discussing word meanings, linking new meanings to those already known</li> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• discussing the significance of the title and events</li> <li>• making inferences on the basis of what is being said and done</li> <li>• predicting what might happen on the basis of what has been read so far</li> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read to them.</li> </ul>	<p>Tableau/ Freeze frames</p> <p>Let's say... You have key... where are you going? What can you see? Who is there?</p>
<p>NF linked to Buildings</p> <p>Summer 2 (1 week)</p>	<p>Range of NF books</p>	<p>NF – House Fact file</p>	<ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• how <b>words</b> can combine to make <b>sentences</b></li> <li>• joining <b>words</b> and joining <b>clauses</b> using <i>and</i></li> </ul>	<ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> </ul>	<ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which</li> </ul>	

			<ul style="list-style-type: none"> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>Capital letters for names and for the personal <b>pronoun</b></li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils</li> <li>read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>they can read independently</li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>discussing word meanings, linking new meanings to those already known</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>making inferences on the basis of what is being said and done</li> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>explain clearly their understanding of what is read to them.</li> </ul>	
Poetry Summer 2 (1 week)	Colour by Christina Rosseti	F - Colour Poem	<ul style="list-style-type: none"> <li>leaving spaces between words</li> <li>how <b>words</b> can combine to make <b>sentences</b></li> <li>joining <b>words</b> and joining <b>clauses</b> using <i>and</i></li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>Capital letters for names and for the personal <b>pronoun</b></li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>re-reading what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils</li> <li>read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read</li> </ul>	<ul style="list-style-type: none"> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> </ul>

Cross curricular Literacy opportunities

Topic (CCL)	Topic (Science)	Writing and genre	Reading	Speaking and Listening
Holidays		Postcard		Postcard from the 6 week holiday – stimulate a chat about what they have been up to.
	Nocturnal animals	Nocturnal animal fact file	Finding out information from websites and books.	



Plants and Animals			Finding out information from websites and books.	Discussion about what we know about animals. Sorting animals and justifying why they have been sorted a certain way.
Buildings		House fact-file		