



Literacy Medium Term Planning
Night Pirates Class - Autumn B (2025)
Mrs Foord - Year 2
Dear Earth
What is out there?

Sentence writing focus;	Text	Genre	Focus
Non-Fiction	Dear Earth	Information	Information leaflet

Activities and groups adapted as necessary following ongoing formative assessments.

Immersion in the texts	Working with the text	SPaG Focus	Ideas for teaching																	
<ul style="list-style-type: none"> - Role-play area in 'Ocean/Earth theme'. - Read the story as a whole class and discuss. - Retell the model text with actions. <ul style="list-style-type: none"> - Read similar stories. - Create story maps. - Role play / drama - act out a key scene/Freeze frame and use to inspire writing. -Discuss the structure of the model text. -Sequence and box up the model text. <ul style="list-style-type: none"> -Planning in different ways. <p style="text-align: center;">WOW starter: Tuesday 5th November Wow starter - Literacy</p> <p>See session 1 of the teaching unit. Unpacking memories: Have a parcel wrapped in brown wrapping paper in the classroom labelled "Grandpa's Stuff". In the parcel have a framed picture of Finn and Grandpa. If possible, in the parcel, also have some decorative shells, model/toy boat or plane, southwestern fishing hat (objects that could come from Grandpa's study) and a blank journal labelled "Grandpa's stories for Finn". Explain to children that in this parcel contains lots of clues that will tell us about the two main characters and their relationship. What do you think their relationship is? What things might they have done together?</p>	<ul style="list-style-type: none"> - Retell the model text each day in groups then pairs. <ul style="list-style-type: none"> - Create story maps. - Discuss writing for different purposes. <ul style="list-style-type: none"> - Discussion of the genre. - Sequence the model text. - Planning in different ways. - Compose sentences orally before writing. - Independent application of phase 5 phonics and spelling rules taught. - Use capital letters, full stops, finger spaces, question marks and exclamation marks when writing. - Begin to understand how to use punctuation to help the reader put expression and intonation into their voice when reading. <ul style="list-style-type: none"> - Understand and identify conjunctions within the model text and use them in writing. - Use simple conjunctions - and, that, because, then, so. - Use interesting and relevant adjectives to make interesting noun phrases. - Identify nouns and adjectives. - Discuss, understand and use the past tense. 	<p style="text-align: center;">Week 1 Theme Week</p> <p style="text-align: center;">Week 2 Conjunctions</p> <p style="text-align: center;">Week 3 Apostrophes</p> <p style="text-align: center;">Week 4 Adverbs</p> <p style="text-align: center;">Week 5 Sentence Types</p> <p style="text-align: center;">Week 6 Sentence Types (Assessment Week)</p> <p style="text-align: center;">Week 7 Theme Week - Transition</p> <p style="text-align: center;">Week 8 Theme Week - Celebration</p>	<p style="text-align: center;">Ideas for fantasy narrative writing:</p> <p>Children explore the characters in the story and describe their thoughts, feelings, and actions.</p> <p>They will end the unit by writing their own fantasy story based on a voyage.</p>																	
<p style="text-align: center;">Wow starter - Geography</p> <p>Locate and learn to name and locate the world's 7 continents. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Discuss the different places that Bingo Bear could visit. Why would these places be good for him to visit? What would be the barriers? Children to draw Bingo Bear visiting one of the 7 continents. They should then explain why this would be a good place for Bingo to visit.</p>			<p style="text-align: center;">Ideas for information leaflets:</p> <p>Children explore non-fiction writing, gathering information from a range of sources.</p> <p>Children to then write their own information leaflet exploring the problems that the Earth is facing.</p>																	
<p style="text-align: center;">Wow starter -Cultural Awareness</p> <p>Explore different creation stories from different cultures and around the world - Christian, Hindu and Chinese. Children to act out one of these creation stories. How are they the same? How are they different? Share the front cover of the book. How does this make them feel? What do they think this story will be about? Link to the creation stories explored.</p>		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>Vocabulary</td> </tr> <tr> <td>Dear Earth</td> </tr> </table>	Vocabulary	Dear Earth																
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<p style="text-align: center;">Wow Starter - Art</p> <p>Save these for Christmas cards - ensure these are made on Monday so they are dry for Friday</p> <p>Marbling - exploration of technique of using marbling inks to then create the planet Earth. Discuss how the ocean meets the sky. Make links to the new text and the front cover.</p>		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>Glorious</td> </tr> <tr> <td>Adventure</td> </tr> <tr> <td>Wondrous</td> </tr> <tr> <td>Continued</td> </tr> <tr> <td>Distance</td> </tr> <tr> <td>Surface</td> </tr> <tr> <td>Glide</td> </tr> <tr> <td>Thundering</td> </tr> <tr> <td>Stampede</td> </tr> <tr> <td>Meadows</td> </tr> <tr> <td>Desert dunes</td> </tr> <tr> <td>Canopy</td> </tr> <tr> <td>Soaring</td> </tr> <tr> <td>Swooping</td> </tr> <tr> <td>Factual</td> </tr> <tr> <td>Endangered</td> </tr> <tr> <td>Problems and solutions</td> </tr> </table>	Glorious	Adventure	Wondrous	Continued	Distance	Surface	Glide	Thundering	Stampede	Meadows	Desert dunes	Canopy	Soaring	Swooping	Factual	Endangered	Problems and solutions	
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Night Pirates Phonics and Spelling Targets

The majority of the children in Paddington Bear Class are completing the Little Wandle 'Spelling Units' following on from the Little Wandle Bridge to Spelling Programme. All children in this class should have additional opportunities to blend to read phase 5 words. There is a small group of children who need Year 1 phonics. They will need two phonics lessons per day. In addition to this, some children will also take part in small group or 1:1 catch up targeted precision teaching. This will be dependent on their assessed needs.

Group 1 - Year 1 Spring B

Year 1 Spring 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ or word /oo/ u out awful would /air/ are share /or/ au our oor al author dinosaur floor walk	once laugh
Week 2	/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*	because eye
Week 3	/or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there	
Week 4	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor	
Week 5	/c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze	

*The tricky words 'half' and 'father' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Group 2 - Year 1 Autumn A

Year 1 Autumn 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn	their people oh your
Week 2	/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he	Mr Mrs Ms ask*
Week 3	/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute	could would should our
Week 4	/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	house mouse water want
Week 5	Grow the code: /igh/ ie i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Group 3 - Spelling programme

Year 2 Autumn 2

Bridge to spelling

	Coverage
Week 1	What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?
Week 2	Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?
Week 3	Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?
Week 4	When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?
Week 5	Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?

Night Pirates Writing Targets

Golden Treasures/ Green Parrots

Target: EX2

WT2

Composition

- Plan or say what a piece of writing will be about independently.
- Encapsulate what they want to say, sentence by sentence.
- Write simple, coherent narratives about personal experiences and those of others (real or fictional).
- Write about real events, recording these simply and clearly.
- Re-read own writing to check for sense, accuracy, spellings, grammar and punctuation independently (Purple Pen).

Grammar

- Demarcate most sentences in their writing with capital letters and full stops.
- Use question marks correctly when required.
- Use exclamation marks when required.
- Use sentences with different forms in their writing:

Statements	Questions
Exclamations	Commands
- Use the contracted forms of words in the writing.
- Use expanded noun phrases in the writing.
- Use irregular plurals consistently in the writing.
- Use present tense mostly correctly and consistently.
- Use past tense mostly correctly and consistently.
- Use co-ordination (or/and/but) to join clauses.
- Use some subordination (when/if/that/because) to join clauses.
- Identify adverbs within a sentence (SPaG, Guided Reading).

Spelling

- Segment spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others.
- When used, spell many Year 2 tricky words.
- Spell words with suffixes correctly some of the time eg -ment, -ness, -ful, -less, -ly.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, tricky words and punctuation taught so far - mostly accurately.

Handwriting

- Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Use spacing between words that reflects the size of the letters.
- Practise joining letters using the diagonal and horizontal strokes.

Red Pirates

Target: WT2

EX 1

Composition

- After discussion with a teacher:
- Plan/draft a piece of writing, after a group discussion.
 - Mentally compose grammatically correct sentences most of the time.
 - Write sentences that are sequenced to form short narratives (real or fictional).
 - Edit own work using appropriate checklist (Green Pen).

Grammar

- Demarcate some sentences with capital letters and full stops.
- Use some expanded noun phrases to describe and specify.
- Most sentences grammatically correct in the writing.
- Write sentences using question marks.
- Write sentences using exclamation marks.
- Identify a variety of sentences types.
- Recall verbs in the past and present tense.
- Show an understanding of the difference between co-ordination (or/and/but) and subordination (when/if/that/because).
- Show an understanding of irregular plurals.
- Spell some words with contracted forms.

Spelling

- Segment spoken words into phonemes and representing these by graphemes, spelling some correctly and making phonetically plausible attempts at others.
- When used, spell some Year 2 tricky words correctly.
- Spell words with suffixes -ing, -ed, -er, -est, -s, -es in a piece of own writing.
- Understand that suffixes eg -ment, -ness, -ful, -less, -ly are added to root words.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, tricky words and punctuation taught so far - sometimes accurately.

Handwriting

- Form lower-case letters in the correct direction, starting and finishing in the right place.
- Form lower-case letters of the correct size relative to one another in some of the writing.
- Use spacing between words consistently.

Night Pirates Reading Targets

Golden Treasures/ Green Parrots

Target: EX2

EX2 - Gold Band - Phase 5+

Word Recognition

- Read accurately most words of two or more syllables.
- Read most words containing common suffixes and prefixes.
- Read all 41 Year 2 tricky words.
- Read words accurately and fluently without overt sounding and blending eg at 90 words per minute (some children may read slower)
- Sound out most unfamiliar words accurately, without undue hesitation.
- Read a new or unfamiliar text aloud with accuracy, pace and fluency, for the most part independently.

Comprehension

Reason about own book choices, justify and explain why. Read and understand unfamiliar texts that challenge, independently.

- Discuss and share views about what is read with a partner.
- Identify key themes and discuss reasons for events in story.
- Understand how to use structures of non-fiction texts to make predictions.

Use a range of different expressions to make meaning clear.

- Check it makes sense to them, correcting any inaccurate reading.
- Ask and answer questions about text. Make some inferences on the basis of what is being said and done.
- Explain what has happened so far in what they have read.

Red Pirates

Target: WT2

WT 2 - Turquoise band - Phase 5/Purple band - Phase 5+

Word Recognition

- Blend sounds in words containing common graphemes for all 40+ phonemes, (including Ph5 alternate graphemes) consistently and independently.
- Read accurately some words with two or more syllables that contain the same grapheme - phoneme correspondences.
- Read aloud many words quickly and accurately within sentences without overt sounding and blending.
- Sound out many unfamiliar words using phonics knowledge accurately.
- Read a wide range of words with suffixes (-s, -es, -ing, -ed, -er, -est) and prefixes (un, dis) without undue hesitation.
- Understand use of apostrophes in a contracted form.

Comprehension

In discussion with a teacher:

- Discuss book choices.
- Read and understand a range of texts presented in different ways.
- Answer questions and make inferences about these texts on the basis of what is being said and done in a familiar book that is being read to them.
- Understand structures of a non-fiction text.
- Link reading to own experiences showing a deeper understanding of what has been read.
- Use knowledge of punctuation to make reading clear and expressive.
- Re-tell a range of stories and poetry sequencing events with some detail.
- Predict what may happen before reading and next with reasoning.

Week	Speaking & Listening	Literacy Tree	SPaG	Outcome/ audience
<p>Week 1 3rd-7th November</p> <p>Literacy Tree - Text 1 - Week 1</p> <p>Monday 3rd Nov</p> <p>Bonfire/Carnival Celebrations</p>	<p>Literacy Starter S&L focus</p> <p>-Session 1 - Listening and understanding - Ask questions to show active listening.</p>	<p>Non-Fiction week 1 - Dear Earth</p> <p>WOW starter: Monday 3rd November Wow starter - Geography</p> <p>Locate and learn to name and locate the world's 7 continents. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Discuss the different places that Bingo Bear could visit. Why would these places be good for him to visit? What would be the barriers? Children to draw Bingo Bear visiting one of the 7 continents. They should then explain why this would be a good place for Bingo to visit.</p> <p>Wow starter - Cultural Awareness</p> <p>Explore different creation stories from different cultures and around the world - Christian, Hindu and Chinese. Children to act out one of these creation stories. How are they the same? How are they different? Share the front cover of the book. How does this make them feel? What do they think this story will be about? Link to the creation stories explored.</p> <p>Wow Starter - Art</p> <p>Marbling - exploration of technique of using marbling inks to then create the planet Earth. Discuss how the ocean meets the sky. Make links to the new text and the front cover.</p> <p>Tuesday - Literacy 1: WOW starter/SPaG Children arrive in the classroom to discover a mysterious rucksack with a label attached to it which says, 'a global explorer's rucksack'. Starter - Speaking and Listening focus: Listening and understanding - Ask questions to show active listening. Children to work in pairs to ask and answer questions about the mysterious rucksack. Do children know what an explorer is? What do explorers do? What is the difference between exploring and going on holiday? In the rucksack, include a range of items for children to discover. This could include: a pair of binoculars, a set of atlases, postcards, stamps, a fork (because explorers try new foods), non-fiction books about animals, sun lotion and anything else available that implies exploration. In amongst all these items, include a note which reads, 'What do you love most about the world? Are there places that you'd like to explore?' SPaG: Exclamations and questions. What are they? Show examples. When do we need a question mark? When do we need an exclamation mark? Children to write their own exclamations and question sentences linked to the new story. See lesson 1 from the teaching unit.</p> <p>Wednesday - Literacy 2 - Describing - adjectives and expanded noun phrases Teaching Input: Model a sentence: "The blue ocean sparkles in the sunlight." Circle "blue" - explain it's an adjective. Model an expanded noun phrase: "The calm, blue ocean." Children write 3-5 sentences describing the cover using adjectives. Higher attainers use commas to separate adjectives. Encourage ambitious adjectives (majestic, shimmering).</p>	<p>SPaG focus week Session 2 - Expanded noun phrases Session 3 - Questions and exclamations Session 4 - Conjunctions</p>	<p>Audience: Another reader</p> <p>Outcome: Understand the main features when writing to inform.</p> <p>To understand the difference between fact and fiction.</p>

		<p>Thursday - Literacy 3 - Sentence types - questions and exclamations Explain punctuation: - Question = asks something, ends with ? - Exclamation = strong feeling, ends with ! Model sentences and punctuation on board. Children write a short "mini letter to Earth" including:</p> <ul style="list-style-type: none"> • One question • One exclamation • At least one describing sentence <p>Friday - Literacy 4 - Joining ideas - Conjunctions Write examples:</p> <ul style="list-style-type: none"> • "The sea is blue and full of fish." • "The Earth is beautiful but we must look after it." • "I love the trees because they help us breathe." Highlight how conjunctions join two ideas. <p>Independent Task: Write 4-5 complete sentences using and, but, and because.</p>		
<p>Week 2 10th - 14th November</p> <p>Literacy Tree - Text 1 - Week 2</p> <p>11th November - Remembrance Day/Afternoon Activities</p> <p>14th November - Children in need</p>	<p>Literacy Starter S&L focus</p> <p>-Session 1 - Listening and understanding - Ask questions to show active listening.</p> <p>-Session 2 - Social interaction - Sometimes take on the role of leader.</p> <p>-Session 3 - Creativity - Develop a story from a starting point.</p> <p>-Session 4 - Vocabulary - use words from one experience to link to other experiences.</p>	<p>Non-Fiction week 2 - Dear Earth</p> <p>Tuesday - Literacy 1: To apply the SPaG rules taught when letter writing. Resources: Writing frames or plain paper shaped like a letter, Example model letter, Word banks from previous lessons Look at the front cover again. Ask: What message do you think the girl is sending to the Earth? How can we show kindness to the planet? Model a "Dear Earth" letter on the board: Dear Earth, You are such a wonderful, colourful planet! Why do people drop rubbish on your beaches? I will pick up litter and plant flowers because I love you. Love, [Name] Children write their own full "Letter to Earth".</p> <p>Wednesday - Literacy 2: To use conjunctions to write instructions. Starter - Speaking and Listening focus: Social interaction - Sometimes take on the role of leader. What are the rules of the explorers' club? Children take it in turns to lead their group in acting out these rules. See lesson 2 from the teaching unit. Children use conjunctions to write instructions.</p> <p>Thursday - Using factual information to describe an animal. Speaking and Listening focus: Creativity - Develop a story from a starting point. Introduce the book to children and explain that this is the story of a budding explorer. Read the text up to the line, '...loved to tell Tessa about his adventures.' What advice do you think Grandpa is giving Tessa about being an explorer? How do the children think the story is going to progress? See lesson 3 from the teaching unit. Record factual statements.</p>	<p>Conjunctions Recap coordinating and subordinating conjunctions. Why do we use them? How do we use them?</p>	<p>Audience: Another reader</p> <p>Outcome: Understand the main features when writing to inform.</p> <p>To understand the difference between fact and fiction.</p>

		<p>Friday - Literacy 4: Create noun phrases to describe. Speaking and listening - Vocabulary - use words from one experience to link to other experiences. Continue reading the text up to the line, '...up I'd go.' What different landscapes and wildlife did Tessa imagine seeing? Can children spot the animals we researched yesterday? They may record the following adjectives and nouns: wonderful, deep, swirling, thundering, gigantic, teeny-weeny, blue, whales, turtle, mega-beasts, hooves, waterfalls, lagoon. See lesson 4 from the teaching unit. Children to create noun phrases to describe.</p>		
<p>Week 3 17nd -21st Nov Literacy Tree - Text 1 - Week 3 20th November - World Children's Day</p>	<p>Literacy Starter S&L focus</p> <p>Vocabulary - Use words from one experience to link to other experiences.</p> <p>Listening and understanding - Ask questions to show active listening</p>	<p><u>Non-Fiction week 3 - Dear Earth</u></p> <p>Tuesday - Literacy 1: Using factual information to write statements about Earth. Starter -Explore travel logs. Children use senses to describe what they think has happened. See lesson 6 from the teaching unit. Children to write a past tense travel log.</p> <p>Wednesday - Literacy 2: Using factual information to write statements about Earth. Starter - Allow time for a discussion about how the earth is changing and what can be done to heal the earth based on the information at the back of the book. See lesson 7 from the teaching unit. Children to write factual statements.</p> <p>Thursday - Literacy 3: Speaking and Listening/Shared writing. Starter - Speaking and Listening focus: Vocabulary - Use words from one experience to link to other experiences. Discuss environmental problems we are facing. Share appropriate images and videos. Link to the text. Ask the children to use their senses to describe what they can see and how it makes them feel. Use the template with STC. See lesson 8 from the teaching unit. Children use the facts from yesterday to draft and perform a short speech about environmental problems and solutions.</p> <p>Friday - Literacy 4 SPaG/Planning their own leaflets. Starter - Speaking and Listening focus: Listening and understanding - Ask questions to show active listening. Read the letter from the main character in the story, Tessa. Think-Pair-Share questions and responses on 'Think global, act local'. SPaG: What are they? Show examples. When do we need statements in our writing? When do we need commands in our writing? Children to identify the sentence types in the paragraph of text. See lesson 9 from the teaching unit. Explain that we are going to write an informative leaflet about the dangers the earth faces and how we can heal it.</p>	<p>Sentence types - Exclamations and questions.</p> <p>What are they? Show examples. When do we need a question mark? When do we need an exclamation mark? Children identify which piece of punctuation is needed in sentences.</p> <p>Children to write their own exclamations and question sentences linked to the new story.</p>	<p>Audience: Another reader</p> <p>Outcome: Understand the main features when writing to inform.</p> <p>To understand the difference between fact and fiction.</p>

<p>Week 4 24th - 28th November</p> <p>Writing Assessment week</p> <p>28th November - St Andrews Day Assembly</p>	<p>Literacy Starter S&L focus</p> <p>-Session 2 - Social interaction - Sometimes take on the role of leader.</p> <p>-Session 3 - Creativity - Develop a story from a starting point.</p> <p>-Session 4 - Vocabulary - Use words from one experience to link to other experiences.</p>	<p>Non-Fiction week 2 - Dear Earth Writing Assessment - Piece 1 of the term.</p> <p>Tuesday - Literacy 1: Independent Writing (Assessment books) Recap on what children will need to include in their introductory paragraph. Look back at sessions 6 and 8. Model writing the introduction to the leaflet based on planning completed in the previous session. See session 10 from the teaching unit. Children to use a range of sentence types to write the opening of an information leaflet.</p> <p>Wednesday - Literacy 2: Independent Writing (Assessment books) Starter - Speaking and Listening focus: Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning. Discuss NF and how we use prosody to present our ideas. Children to use their writing so far to present to a partner. See lesson 11 from the teaching unit. Children to write the 'Why is the earth so special?' paragraph.</p> <p>Thursday - Literacy 3: Independent write (Assessment books) Starter - Speaking and Listening focus: Social interaction - Understand the need to talk in a different way to different people. Consider our audience. What vocabulary should we use? How should this be written? See lesson 12 and 13 from the teaching unit. Model writing the next paragraph of the leaflet based on planning completed. Children can expand their research on different endangered animals if they want to e.g. pandas.</p> <p>Friday- Literacy 4: Independent write continued (Assessment books) Starter - Speaking and Listening focus: Vocabulary - Use words from one experience to link to other experiences. Consider the writing so far. How does it impact us? What are our next steps? How does this link to our topic lessons? See lesson 14 from the teaching unit. Children to write the conclusion to finish their leaflets and edit them.</p>	<p>Sentence types - Statements and Commands.</p> <p>What are they? Show examples. When do we need statements in our writing? When do we need commands in our writing?</p> <p>Children to identify the sentence types in the paragraph of text.</p> <p>Children to write their own statement and command sentences.</p>	<p>Audience: Another reader</p> <p>Outcome: To understand the difference between fact and fiction.</p> <p>To apply my knowledge of the features of writing to inform and the SPaG that I have been taught to create my own information leaflet.</p>
<p>Week 5 1st-5th December</p> <p>1st December - Whole School Nativity run through</p> <p>2nd December - Whole School Nativity run through</p> <p>3rd December -</p>		<p>Nativity Rehearsals.</p> <p>Assessment week - Phonics checks, White Rose papers, Fantastic Finishers.</p>		

<p>Nativity am dress rehearsals</p> <p>4th November - Nativity dress rehearsal -if needed</p> <p>5th December - Christmas decoration day</p>				
<p>Week 6</p> <p>8th - 12th December</p> <p>Christmas theme week</p> <p>8th December - Nativity</p> <p>9th December- Pantomime</p> <p>10th December- Nativity</p> <p>11th December- Christmas jumper day and lunch</p> <p>12th December - Nativity church performance</p>		<p>Assessment Week/Nativity Performances</p>		
<p>Week 7</p> <p>15th - 19th December</p> <p>Christmas theme week</p>	<p>17th Dec - Christmas movie night</p> <p>19th-Party & funday</p>	<p>RE - Read and sequence the traditional nativity story</p> <p>Theme Week - Christmas</p> <p>See separate planning for details.</p>		