



Literacy Medium Term Planning
Paddington Bear Class - Summer B (2026)
Mrs Clements & Mrs Beresford - Year 2
Ocean Meets Sky/Dear Earth
What is out there?

Sentence writing focus;	Text	Genre	Focus
Fiction/ Non-Fiction	Ocean Meets Sky/ Dear Earth	Fantasy/Information	Fantasy narratives/ Information leaflet

Activities and groups adapted as necessary following ongoing formative assessments.

Immersion in the texts

- Role-play area in 'Ocean/Earth theme'.
- Read the story as a whole class and discuss.
 - Retell the model text with actions.
 - 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.
 - Planning in different ways.

WOW starter

Wow starter - Literacy

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?

Working with the text

- Retell the model text each day in groups then pairs.
 - Create story maps.
- Discuss writing for different purposes.
 - 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.
 - 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.

SPaG Focus

Week 1
Theme Week

Week 2
Conjunctions

Week 3
Apostrophes

Week 4
Adverbs

Week 5
Sentence Types

Week 6
Sentence Types
(Assessment Week)

Week 7
Theme Week - Transition

Week 8
Theme Week - Celebration

Vocabulary

Ocean Meets Sky	Dear Earth
Sailing	Glorious
Remembers	Adventure
Soar	Wondrous
Float	Continued
Honour	Distance
Magical	Surface
Discover	Glide
Ocean	Thundering
Journey	Stampede
Beneath	Meadows
Rocking	Desert dunes
Roosting	Canopy
Explored	Soaring
Island	Swooping
Sequence	Factual
Beginning	Endangered
Middle	Problems and solutions
End	

Ideas for teaching

Ideas for fantasy narrative writing:

Children explore the characters in the story and describe their thoughts, feelings, and actions. They will end the unit by writing their own fantasy story based on a voyage.

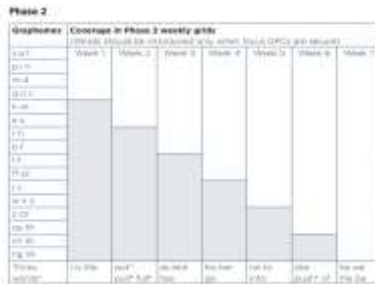
Ideas for information leaflets:

Children explore non-fiction writing, gathering information from a range of sources. Children to then write their own information leaflet exploring the problems that the Earth is facing.

Paddington 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 - SEND group



Group 2 - Year 1 Summer B

Year 1 Summer 2		Phase 5 graphemes	New tricky words
Week 1	/ai/ eigh igh ey ee eight straight grey break. /ai/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer.		busy beautiful pretty hour
Week 2	/h/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large		move improve parents shoe
Week 3	/h/ ti ti si ei et pattern mission mansion delicious		
Week 4	/or/ ough our our ure daughter pour our more review		
Week 5	review		

Group 3 - Year 1 Spring A

Year 1 Spring 1		Phase 5 graphemes	New tricky words
Week 1	/ar/ y family /ai/ ea head /ai/ wh wheel /ai/ ve on the shoulder		any many again
Week 2	/igh/ y fa /ai/ ow now /j/ g ghast /j/ ph phone		who whole where two
Week 3	/i/ le el apple enamel /a/ c ca /ai/ ve gas		school call different
Week 4	/ai/ o-e o ou some mother going /a/ se theme /ai/ se or mouse juice /ar/ ay donkey		thought through found work
Week 5	Grow the coin /ai/ u me or o e oi ee just sing /ai/ de e ee ie ig g ee /a/ c ca se se si /ai/ se x se /ai/ ve se ou e-e o ee		

Group 4 - Spelling programme

Year 2 Spring 1

Unit	Coverage	Prickly spellings	Homophones
Week 1	1 Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	once/two	knight/night
Week 2			
Week 3	2 Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	any/many	one/won
Week 4			
Week 5	3 Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	Review	where/wear

Group 5 - Spelling programme

Year 2 Summer 2

Unit	Coverage	Prickly spellings	Homophones
Week 1	12 Why do some longer words have the spelling 'ti' for /th/?	eye/shoe	sun/son
Week 2			
Week 3	13 How do I use the possessive apostrophe (singular possession)?	thought/through	whole/hole
Week 4	14 When do I swap, drop or double? (-ing, -ed, -est, -y, -ed)	Review	blue/blew
Week 5			

Paddington Writing Targets

Blue Group Target: EX2	Red group Target: WT2	Yellow Group Target: WT1/EX1
<p style="text-align: center;"><u>EX2</u></p> <p>Composition: Plan or say what a piece of writing will be about. Write down ideas including keywords and new vocabulary. Apply phonic knowledge consistently and accurately across a range of writing. Encapsulate what they want to say, sentence by sentence. Attempt writing for different purposes. Show increasing stamina for writing. Re-read own writing to check for sense and accuracy. Proof read to make corrections to spellings, grammar and punctuation.</p> <p>Grammar: Begin to join sentences using co- ordination and subordination. Become familiar with past and present tense. Demarcate most sentences with capital letters and full stops with some use of question marks and exclamation marks. Use sentences with different forms in their writing (statements, questions, commands and exclamations). Use some expanded noun phrases to describe and specify. Use present and past tense mostly correctly and consistently. Use co-ordination and some subordination.</p> <p>Spelling: Segment spoken words into phonemes and representing these by graphemes, spelling many correctly. Spell many common exception words correctly. Spell some words with the contracted form. Add suffixes eg, -ment, -ness, -ful, -less, -ly, to spell some words correctly. Write from memory simple sentences dictated by the teacher which include common exception words and a range of punctuation taught so far - mostly accurately.</p> <p>Handwriting: Use the diagonal and horizontal strokes needed to join letters in some of their writing. Write capital letters and digits of the correct size relative to one another and to lower case letters. Use spacing between words that reflects the size of the letters. Sit letters on the line.</p>	<p style="text-align: center;"><u>WT2</u></p> <p>Composition After discussion with a teacher: -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).</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p style="text-align: center;"><u>EX1</u></p> <p>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).</p> <p>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.</p> <p>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.</p> <p>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.</p>

Paddington Reading Targets

Reading Raincoats Target: EX2/GD2	Reading Read Hats Target: WT2/EX2	Blue Group Target: EX1/WT2	Reading Rainforests Target: EX1
<p><u>GD2 -White/Lime/Library</u></p> <p>Word Recognition</p> <ul style="list-style-type: none"> -Read accurately and independently from a range of different text types, containing up to phase 5 graphemes +, including any or all elements previously taught. -Read from a wider selection than the school reading scheme including: <ul style="list-style-type: none"> fiction, non-fiction, poetry, plays, newspapers, online, comics, -free reading choices. -Sustain silent reading <p>Comprehension</p> <p>In a book they are reading independently:</p> <ul style="list-style-type: none"> -Build up a repertoire of poems, recite some by heart. -Understand how to use a dictionary. -Discuss favourite words and phrases. -Make links between the book they are reading and other books they have read. -Make inferences based on what is said and done. -Predict what might happen on the basis of what has been read so far across a range of different genres. 	<p><u>EX2 - Gold Band - Phase 5+</u></p> <p>Word Recognition</p> <ul style="list-style-type: none"> -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. <p>Comprehension</p> <p>Reason about own book choices, justify and explain why. Read and understand unfamiliar texts that challenge, independently.</p> <ul style="list-style-type: none"> -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. 	<p><u>WT 2 - Turquoise band - Phase 5/Purple band - Phase 5+</u></p> <p>Word Recognition</p> <ul style="list-style-type: none"> -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. <p>Comprehension</p> <p>In discussion with a teacher:</p> <ul style="list-style-type: none"> -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. 	<p><u>EX 1</u></p> <p><u>Green band - Phase 5/Orange band - Phase 5</u></p> <p>Word Recognition</p> <ul style="list-style-type: none"> -Read aloud from books up to 40+ graphemes without overt sounding and blending. -Read some alternative phase 5 graphemes. -Attempt words that contain two syllables, decoding most successfully. -Read all 91 Little Wandle tricky words (49 from Reception & 42 from Year 1). -Read words containing suffixes ('ing', 'ed' ending). -Read words containing plural 's' and 'es'. -Read words containing 'un' (prefix). -Read words with contractions. -Read most sentences with a steady pace. <p>Comprehension</p> <p>In a variety of tests shared and read independently:</p> <ul style="list-style-type: none"> -Develops an interest in reading for pleasure. -Understand meaning of words through discussion and context. -Link reading to own experiences with prompts. -Begin to use some expression to help make meaning clear, with adult prompting. -Read a range of sentence types, taking account of . , ? and ! Predict what may happen next based on what has been read. -Demonstrate understanding of fiction, non-fiction and poetry, describing the features. -Re-tell a text, sequencing beginning, middle and end. -Answer questions and make simple inferences about familiar texts.

Week	Speaking & Listening	Talk for writing	SPaG	Outcome/ audience
<p>Week 1</p> <p>01.06.26- 05.06.26</p>	<p>Literacy Starter S&L focus</p> <p>-Session 1 - Listening and understanding - Ask questions to show active listening.</p> <p>-Session 2 - Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning.</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><u>Fiction week 1 - Ocean Meets Sky</u></p> <p>WOW starter 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> <p><u>Session 1 - Literacy 1: Responding to the text/Writing to describe.</u> Starter - Speaking and Listening focus: Listening and understanding - Ask questions to show active listening. Share the front cover of the book. 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 2 from the teaching unit. Writing to describe.</p> <p><u>Session 2 - Literacy 2: Acting out the beginning of the model text/Writing a diary entry.</u> Starter - Speaking and Listening focus. Use gesture, intonation and expression to aid meaning in stories. Model how to use intonation and expression to aid meaning in the story. Read the first four pages of the story. Read the text in two different ways - one with prosody and one without. What is different? What does that do to the meaning of the sentence? Children to then go on to recite the story using gesture and expression. Children to create actions for this part of the story. See lesson 3 and 4 from the teaching unit. Writing a diary entry.</p> <p><u>Session 3- Literacy 3 - SpaG taught in context.</u> Starter - Speaking and Listening focus: Creativity - Develop a story from a starting point. Read up to 'A boat for a long journey', Children to consider what they think will happen next. What type of journey will Finn be going on? Children to 'hot seat' the adult in role as Finn to support their understanding of him and his journey. SPaG - What is a conjunction? What are the two types of conjunctions? Recap and record. Look at the page with the text 'a boat for a long journey' and support the children in using conjunctions to extend the sentences. See lesson 5 from the teaching unit. Shared writing. Using conjunctions to extend the ideas in the story.</p> <p><u>Session 4 - Literacy 4: Writing to describe.</u> Starter - Speaking and Listening focus: Vocabulary - Use words from one experience to link to other experiences. Share images of a journey and another boat with the children. Discuss the similarities and differences between the images and our story. What are the links? See lesson 6 from the teaching unit. Writing to describe the ship in the story.</p>	<p>SPaG recap - Conjunctions What is a conjunction? What are the two types of conjunctions? Discuss coordinating and subordinating conjunctions. When would they be used? List them on the working wall.</p> <p>Recap and record. Look at the page with the text 'a boat for a long journey' and support the children in using conjunctions to extend the sentences.</p>	<p>Audience: Another reader</p> <p>Outcome: Understand the main features when writing to describe.</p> <p>To learn our class story.</p>

<p>Week 2</p> <p>08.06.26- 12.06.26</p> <p>Session 1 9th June - PE Transition</p>	<p>Literacy Starter S&L focus</p> <p>-Session 1 - Listening and understanding - Ask questions to show active listening.</p> <p>-Session 2 - Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning.</p> <p>-Session 3 - Creativity - Develop a story from a starting point.</p> <p>-Session 4 - Social interaction - Sometimes take on the role of leader.</p>	<p><u>Fiction week 2 - Ocean Meets Sky</u></p> <p>Session 1 - Literacy 1: Drama activity/Writing to describe. -Starter Speaking and Listening focus: Listening and understanding - Ask questions to show active listening. Children to think-pair-share questions and then be given the opportunity to work in role to ask and answer questions. See lesson 7 from the teaching unit. Writing to describe an event from the Captain's long voyage.</p> <p>Session 2 - Literacy 2: SPaG/Shared writing Starter - Speaking and Listening focus: Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning. Read the part in the story where Finn begins to miss his mother. Children to work in role with a partner to act out this part of the story. SPaG - Recap - What are the two types of apostrophes? Why do we use them? change the sentence? Share two pages from the model text. Children to identify them within the text. Children to write sentences in role as the main character. They should aim to include apostrophes for contraction and possession. See lesson 8 from the teaching unit. Using past tense to write home from the voyage.</p> <p>Session 3- Literacy 3: Character inference. Starter - Speaking and Listening focus: Creativity - Develop a story from a starting point. Children to work in pairs to think about what might happen next. Read to '...to him from far away...'. See lesson 9 from the teaching unit. Exploring the character's thoughts, feelings, and actions.</p> <p>Session 4- Literacy 4: Describing a whole new world. Starter - Speaking and Listening focus: Social interaction - Sometimes take on the role of leader. Children choose two different 'new worlds' and on some sugar paper describe on post-its what objects, animals, landscapes would be in this world. Children to take turns to take on the role of group leader. Discuss successes and next steps. See lesson 10 from the teaching unit. In groups, children to write descriptions of their new world.</p>	<p>Apostrophes Recap - What are the two types of apostrophes? Why do we use them? change the sentence? Share two pages from the model text. Children to identify them within the text.</p> <p>Children to write sentences in role as the main character. They should aim to include apostrophes for contraction and possession.</p>	<p>Audience: Another reader</p> <p>Outcome: To use inference skills to better understand our class text.</p> <p>To apply our knowledge of the features of descriptive writing.</p>
<p>Week 3</p> <p>15.06.26- 19.06.26</p> <p>17th June - Pirates Ahoy Workshop</p> <p>19th June Transition Tours</p>	<p>Literacy Starter S&L focus</p> <p>-Session 1 - Social interaction - Sometimes take on the role of leader.</p> <p>-Session 2 - Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning.</p> <p>-Session 3 - Creativity - Develop a story from a starting point.</p> <p>-Session 4 - Vocabulary -</p>	<p><u>Fiction week 3 - Ocean Meets Sky</u> <i>Writing Assessment - Piece 1 of the term.</i></p> <p>Session 1 - Literacy 1: SPaG - Adverbs/Story Planning Starter - Speaking and Listening focus: Social interaction - Sometimes take on the role of leader. Children to take on the lead role asking their partner to act out their story as they tell it. Teach children a good way to give fair and clear guidance to other. SPaG - Remind the children of what an adverb is. When do we use them? Make a list of adverbs on the board that could be used. Display on the working wall. Show the children a paragraph of text. Ask them to identify the adverbs. Model how to add an adverb to the sentences to improve them. Children include adverbs when planning their stories. Children add simple time adverbials to their sentences e.g. one morning, the next day, after. See lesson 11 from the teaching unit. Explain to children that today we are going to map out our own story based on the story shape of Ocean Meets Sky.</p> <p>Session 2 - Literacy 2: Shared Writing (Assessment books) Starter - Speaking and Listening focus: Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning. Children to use their plans to present the</p>	<p>Adverbs Remind the children of what an adverb is. When do we use them?</p> <p>Make a list of adverbs on the board that could be used. Display on the working wall.</p> <p>Show the children a paragraph of text. Ask them to identify the adverbs.</p> <p>Model how to add an adverb to the sentences to improve them. Children to include adverbs when planning their stories. Children add simple</p>	<p>Audience: Another reader</p> <p>Outcome: To apply my knowledge of the features of fantasy narratives and the SPaG that I have been taught to invent my own fantasy narrative.</p>

<p>Father's Day Cards</p>	<p>Use words from one experience to link to other experiences.</p>	<p>beginning of their story to their partner using their plan. See lesson 12 from the teaching unit. Recap noun phrases. Children to create some using their plans to support them. Children set the scene to their story, introducing the main characters and the special relationship they had.</p> <p>Session 3- Literacy 3: Independent write (Assessment books) Starter - Speaking and Listening focus: Creativity - Develop a story from a starting point. Give children a modelled starting point of a fantasy story. Ask them to develop it further in pairs. See lesson 13 from the teaching unit. Share some present tense verbs with the children. How could we change these to the past tense? Children to write the middle of their story using their plan.</p> <p>Session 4- Literacy 4: Independent write continued (Assessment books) Starter - Speaking and Listening focus: Vocabulary - Use words from one experience to link to other experiences. Look at the teacher model fantasy narrative. Children to work together to improve the vocabulary. Use STC linking to topic lessons to support. See lesson 14 from the teaching unit. Children finish stories using the story plan and the ideas within shared writing. Once written, ask children to edit for consistent tense.</p>	<p>time adverbials to their sentences e.g. one morning, the next day, after.</p>	
<p>Week 4 22.06.26-26.06.26 24th June - School trip 26th June - Celebration Assembly Hamp Academy</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 1 - Dear Earth</p> <p>Session 1 - 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>Session 2 - Literacy 2: Using factual information to describe an animal. 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 and 3 from the teaching unit. Children answer questions about an animal using the factual information they are given.</p> <p>Session 3- Literacy 3: Using factual information to write statements about Earth. Starter - Speaking and Listening focus: Creativity - Develop a story from a starting point. Explore travel logs. Children use senses to describe what they think has happened. See lesson 6 and 7 from the teaching unit. Children to write about the problems the earth faces and the solutions.</p> <p>Session 4 - Literacy 4: Speaking and Listening/Shared writing.</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>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.</p> <p>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>Week 5 29.06.26- 03.07.26 Sports Day 29th/30th Transition day 01.07.26 Parents Day 03.07.26</p>	<p>Literacy Starter S&L focus</p> <p>-Session 1 - Listening and understanding - Ask questions to show active listening.</p> <p>-Session 2 - Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning.</p> <p>-Session 3 - Social interaction - Understand the need to talk in a</p>	<p>Non-Fiction week 2 - Dear Earth <i>Writing Assessment - Piece 2 of the term.</i></p> <p>Session 1 - Literacy 1: 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>Session 2 - Literacy 2: Shared 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 10 and 11 from the teaching unit. Model writing the introduction to the leaflet based on</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</p>

<p>Assessment Week</p> <p>Writing Assessment - Piece 2 of the term.</p>	<p>different way to different people.</p> <p>-Session 4 - Vocabulary - Use words from one experience to link to other experiences.</p>	<p>planning completed in the previous session. Children to them write the first paragraph of their leaflet.</p> <p>Session 3- 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>Session 4- 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>taught to create my own information leaflet.</p>
<p>Week 6</p> <p>06.07.26-10.07.26</p> <p>Theme week - transition</p>		<p>Theme Week - Transition</p> <p>See separate planning for details.</p> <p>08.07.26 Parent Open Evening</p> <p>10.07.26 Transition Day</p>		
<p>Week 7</p> <p>13.07.26-17.07.26</p> <p>Celebration Week</p>		<p>Theme Week - Celebration</p> <p>See separate planning for details.</p> <p>Leavers assembly 10am 15.07</p> <p>Picnic/Party 16.07.26</p>		