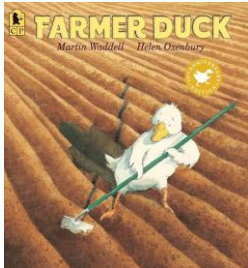
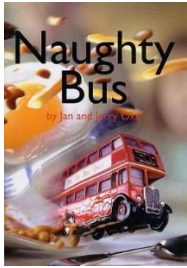
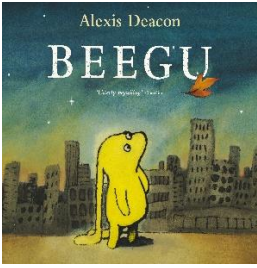
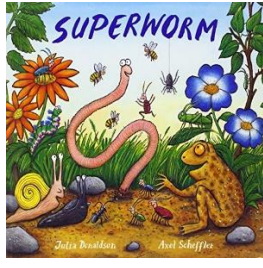
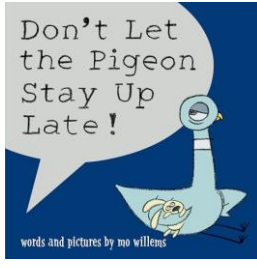
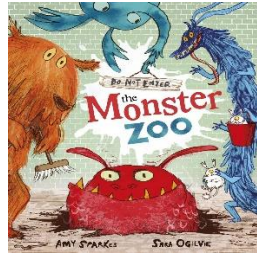


Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

3Q1 - Quest Curriculum – English: 6 weekly lessons

Year	2025 – 2026 Autumn 1	2025 – 2026 Autumn 2	2025 – 2026 Spring 1	2025 – 2026 Spring 2	2025 – 2026 Summer 1	2025 – 2026 Summer 2
2025-2026	Topic: When Animals Unite Focus: Sentence structure, using describing words. Letter writing. Key Texts: Farmer Duck by Martin Waddell  Suggested Key Questions: Look at the front cover. What do you think the story might be about? What do the pictures on the front and back cover remind you of? Why?	Topic: Trouble on Wheels Focus: Sentence structure, using describing words. Imaginative writing to entertain. Key Texts: The Naughty Bus by Jan Oke  Suggested Key Questions: Look at the front cover. What do you think the story might be about? What does the front/back cover remind you of? Why? What kind of bus do	Topic: Looking for a Friend Focus: Sentence structure, using describing words. Imaginative writing to entertain. Key Texts: Beegu by Alexis Deacon  Suggested Key Questions: Look at the front cover. What do you think the story might be about? What does the front/back cover remind you of? Why? What kind of creature	Topic: Underground Heroes Focus: Sentence structure, using describing words. Retelling the story or part of a story. Key Texts: Superworm by Julia Donaldson  Suggested Key Questions: Look at the front cover. What do you think the story might be about? What does the front/back cover remind you of? Why? What kind of	Topic: Sleepy or Sneaky? Focus: Sentence structure, bossy (imperative) verbs, ordering events. Instructional writing. Key Texts: Don't Let the Pigeon Stay Up Late! By Mo Williams  Suggested Key Questions: Look at the front cover. What do you think the story might be about? What does the front/back cover remind you of? Why? What kind of	Topic: Monster Madness Focus: Sentence structure, using describing words. Writing in role to entertain. Key Texts: Do Not Enter the Monster Zoo by Amy Sparkes  Suggested Key Questions: Look at the front cover. What do you think the story might be about? What does the front/back cover remind you of? Why? What do you think a

Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

What kind of animal is on the cover? What do you know about ducks? "How goes the work?" the farmer asked. What do you think of the farmer's question? Why do you think the duck always says "Quack"? What might he really want to say? Look at the pictures. What jobs is the duck doing? How do you think he feels? Why do you think the farmer is always in bed? What kind of person is he? Do you think it's fair that the duck does all the work? Why or why not? How do the other animals feel about the duck doing all the work? How do you know? What do you think the animals are planning when they have a meeting at night? Look at the duck's face. How do you think he feels now? What might he be thinking? What do the animals do to help the duck? Were you surprised? Why or why not? How do you think the duck feels when the farmer is gone? What do you think the animals are saying to each other now? What has	you think this is? What does the word "naughty" mean? Who is telling the story? Is it the boy or the bus? What do you notice about the pictures? Are they real or drawn? What do you think the bus might do next? Why? Why do you think the bus is called "naughty"? What has it done so far? Look at the picture of the bus in the baked beans. How do you think the people feel? What do you think the bus is thinking? What might it say if it could talk? Why do you think the bus goes outside? What is it looking for? What happens when the bus goes into the garden? What do you think will happen next? The bus falls into the pond. How do you think it feels now? What do you think the boy will do when he finds the bus? How would you feel if your toy did something naughty like this? What do you think the bus has learned? What happens at the end of the story? Is the bus still naughty? Do you think the bus will	do you think Beegu is? Where might she be from? What do you notice about Beegu's body language in the first few pages? How do you think Beegu feels when she lands on Earth? Why? Why do you think Beegu is alone? What might she be looking for? What clues in the pictures tell us how Beegu is feeling? How do the animals react to Beegu? Are they kind or unkind? How does Beegu feel when the big people don't understand her? What do the children do when they meet Beegu? How is this different from adults? Why do you think Beegu likes being with children? What do you think Beegu is thinking when she is taken away from the playground? How does Beegu feel when she is all alone again? What do you think she is hoping for when she looks up at the sky? What happens when her family finally arrives? How do you think she feels now? What does Beegu tell her parents about Earth?	character do you think Superworm is? What makes him "super"? What do you notice about the way the words sound? Do they rhyme? What kind of things does Superworm do to help others? How do the other animals feel about Superworm? How do you know? What kind of hero is Superworm? What makes him special? What happens when the Wizard Lizard appears? How do you think Superworm feels when he is captured? What does the Wizard Lizard want Superworm to do? How do the other animals react when Superworm is taken? What do you think the animals are planning? Why? How do the animals work together to save Superworm? What does this tell us about friendship and teamwork? How do you think Superworm feels when he is rescued? What would you say to Superworm if you were one of the animals? What happens to the Wizard Lizard? Was it fair? How does the	character do you think the pigeon is? What clues tell you that? What does the pigeon want? How do you know? What kind of things does the pigeon say to try and stay up? Do you think the pigeon is being honest? Why or why not? How do you think the pigeon is feeling at the start of the story? What tricks does the pigeon use to try and stay awake? What do you notice about the way the pigeon speaks? Is it loud, quiet, silly, or serious? How do the pictures help you understand what the pigeon is thinking or feeling? What would you say to the pigeon if you were in the story? Do you think the pigeon is getting tired? What clues tell you that? What happens when the pigeon starts to yawn? How does the pigeon's body language change? What do you think will happen next? Will the pigeon fall asleep? What finally happens to the pigeon? Were you surprised? How do you think the pigeon feels now? What do	"Monster Zoo" might be like? Would you want to go there? Why or why not? What do you notice about the letter the boy receives? How would you feel if you got it? What kind of monsters do you think might be in the zoo? Why do you think the sign says "Do Not Enter"? What might happen if you do? How do you think the boy feels when he decides to go in? Brave? Nervous? Excited? Look at the illustrations. What kinds of monsters are in the zoo? What do they look like? How does the boy deal with the monsters? What does he do that surprises you? Do the monsters seem scary or silly? How do the pictures help you decide? What do you think the boy is thinking when the monsters start causing chaos? Would you have done the same things as the boy? Why or why not? What happens when the monsters get out of control? How does the boy solve the problem? What does this tell us about the boy's character? How do the monsters feel
--	---	---	--	--	---

Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

changed on the farm? Who is doing the work now? How do the animals feel at the end of the story? How do you know? What do you think the duck would say now if the farmer asked, "How goes the work?" What is the message or lesson of the story? Can you write a postcard or letter from the duck to a friend about his week on the farm? Draw and label a picture of the duck before and after the farmer leaves. How does he change? If you were one of the animals, what would you say to the farmer? What advice would you give the duck at the start of the story? Would it change the ending?

Key Skills and Knowledge:
Spoken Language

-Listen attentively to a story and respond appropriately.
-Use simple sentences to express thoughts, feelings, and ideas about characters and events.

behave next time? Why or why not? What would you say to the Naughty Bus if you could talk to it? What advice would you give the bus for next time it goes on an adventure? Can you write a postcard or note from the Naughty Bus to the boy? Draw and label a new place the Naughty Bus could visit. What might happen there? Write a sentence about what the Naughty Bus did and how it felt. Create your own Naughty Bus adventure using pictures and simple sentences.

Key Skills and Knowledge:
Spoken Language

-Listen to and recall key events from the story.
-Use simple sentences to describe what the Naughty Bus does.
-Take part in role-play or storytelling using props or toy vehicles.
-Ask and answer questions about the story (e.g., "Where did the bus go?").
-Use expressive language to describe

Why do you think she says the Earth creatures were "mostly unfriendly, but there were some small ones who seemed hopeful"? What do you think the message of the story is? How would you feel if you were Beegu? What would you do differently? Write a postcard or letter from Beegu to the children she met. Draw and label a picture of Beegu's journey on Earth. Write a sentence about how Beegu felt at the beginning, middle, and end of the story. Create your own alien character and write a short adventure for them. Use a "Role on the Wall" to show how Beegu feels inside and what others see on the outside.

Key Skills and Knowledge:
Spoken Language

-Listen attentively to the story and respond to questions.
-Use simple sentences to describe Beegu's actions and feelings.
-Express personal opinions (e.g., "I think

story end? Is Superworm still a hero? What do you think Superworm will do next? What is the message or lesson of the story? Write a thank-you letter to Superworm from one of the animals. Draw and label a new adventure for Superworm. What problem does he solve? Write a sentence about how Superworm felt when he was trapped and when he was free. Create your own superhero animal and write a short rhyme about them. Use a "Role on the Wall" to show how Superworm feels inside and what others see on the outside.

Key Skills and Knowledge:
Spoken Language

-Listen to and recall key events from the story.
-Use simple sentences to describe characters and actions (e.g., "Superworm is long and strong.").
-Take part in a role-play or drama (e.g., pretending to be

you think the pigeon might dream about? What would you say to the pigeon if he asked to stay up again tomorrow? Write a speech bubble for the pigeon trying to stay up. Write a bedtime routine for the pigeon. Draw and label how the pigeon feels at the beginning and end of the story. Write a short letter to the pigeon telling him why sleep is important. Use a "Role on the Wall" to show what the pigeon says on the outside and how he feels on the inside.

Key Skills and Knowledge:
Spoken Language

-Listen to and recall key events from the story.
-Use simple sentences to express opinions (e.g., "The pigeon is funny.").
-Take part in role-play or drama (e.g., pretending to be the pigeon or the narrator).
-Ask and answer questions about the story (e.g., "Why doesn't the pigeon want to sleep?").

about the boy by this point in the story? What happens at the end of the story? How do the monsters behave now? What has changed? Would you want to run the Monster Zoo? Why or why not? What do you think the boy learned from his experience? Design your own monster and describe it. What does it look like? What does it do? Write a letter to the boy giving him advice before he enters the zoo. Write a new rule for the Monster Zoo (e.g., "Do not feed the slime monster!"). Draw and label your own Monster Zoo map. What would be in it? Use a "Role on the Wall" to show how the boy feels at the start and end of the story.

Key Skills and Knowledge:
Spoken Language

-Listen to and recall key events from the story.
-Use simple sentences to describe monsters and actions (e.g., "The monster is big and green.").
-Take part in role-play or drama (e.g., pretending to be the boy or a monster).

Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

-Take turns in conversation and group discussion. -Use role-play or drama to explore character feelings (e.g., being the duck or the farmer). -Ask and answer simple questions about the story (e.g., "How did the duck feel?"). <u>Reading</u> -Show understanding of simple texts by retelling key events in order. -Use picture clues to support understanding of the story. -Recognise repeated phrases (e.g., "How goes the work?"). -Make simple predictions based on the cover or illustrations. -Identify characters and describe their actions and feelings. <u>Writing – Composition</u> -Say out loud what they are going to write about. -Compose a sentence orally before writing it down. -Write simple sentences to	actions (e.g., "It zoomed through the beans!"). <u>Reading</u> -Understand that stories have a beginning, middle, and end. -Use illustrations to support understanding of the text. -Recognise and repeat familiar phrases (e.g., "This is a Naughty Bus"). -Make simple predictions based on the cover or pictures. -Identify characters and describe their actions using visual clues. <u>Writing – Composition</u> -Say out loud what they want to write before writing. -Write simple sentences about the bus's actions or feelings. -Use writing to describe events (e.g., "The bus went in the beans."). -Begin to write for different purposes (e.g., postcards, speech bubbles, story captions). -Use imagination to create new	Beegu is sad because..."). -Participate in role-play or drama (e.g., pretending to be Beegu or the children). -Ask and answer questions about characters and events. <u>Reading</u> -Use illustrations to support understanding of the story. -Retell key events in order using visual prompts. -Recognise and repeat familiar phrases or words from the text. -Make simple predictions based on the cover or pictures. -Identify characters and describe their actions and emotions. <u>Writing – Composition</u> -Say out loud what they want to write before writing. -Write simple sentences about Beegu's experiences and feelings. -Use writing to describe events (e.g., "Beegu met some children.").	Superworm or one of the animals). -Ask and answer questions about the story (e.g., "What did Superworm do to help?"). -Use expressive language to describe feelings and actions (e.g., "He's stuck! Help him!"). <u>Reading</u> -Use illustrations to support understanding of the story. -Retell key events in order using visual prompts. -Recognise and repeat rhyming words and phrases. -Make simple predictions based on the cover or pictures. -Identify characters and describe their actions and feelings. <u>Writing – Composition</u> -Say out loud what they want to write before writing. -Write simple sentences about Superworm's actions or feelings. -Use writing to describe events (e.g., "Superworm saved the frog."). -Begin to write for different purposes	-Use expressive language to show emotion (e.g., "I'm not tired!" with feeling). <u>Reading</u> -Use illustrations to support understanding of the story. -Recognise and repeat familiar phrases (e.g., "I'm not tired!"). -Make simple predictions based on the cover or pictures. -Identify the pigeon's feelings using visual and textual clues. -Understand the structure of a story (beginning, middle, end). <u>Writing – Composition</u> -Say out loud what they want to write before writing. -Write simple sentences about the pigeon's actions or feelings. -Use writing to express opinions or advice (e.g., "Go to bed, pigeon!"). -Begin to write for different purposes (e.g., speech bubbles, bedtime routine, persuasive note).	-Ask and answer questions about the story (e.g., "What would you do in the Monster Zoo?"). -Use expressive language to describe feelings and reactions (e.g., "I would be scared!"). <u>Reading</u> -Use illustrations to support understanding of the story. -Retell key events in order using visual prompts. -Recognise and repeat familiar phrases or signs (e.g., "Do Not Enter!"). -Make simple predictions based on the cover or pictures. -Identify characters and describe their actions and feelings. <u>Writing – Composition</u> -Say out loud what they want to write before writing. -Write simple sentences about monsters, events, or feelings. -Use writing to describe characters or settings (e.g., "The monster has three eyes."). -Begin to write for different purposes (e.g., warning signs,
---	--	---	---	--	--

Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

	describe characters or events. -Use writing to express feelings or ideas (e.g., a letter from the duck). -Begin to write for different purposes (e.g., postcards, speech bubbles, diary entries). <u>Writing – Grammar and Vocabulary</u> -Use capital letters for names and the beginning of sentences. -Use full stops at the end of sentences. -Begin to use simple adjectives (e.g., tired duck, lazy farmer). -Use conjunctions like and or because to extend sentences. -Use familiar vocabulary from the story in their own writing.	adventures for the Naughty Bus. <u>Writing – Grammar and Vocabulary</u> -Use capital letters at the beginning of sentences and for names. -Use full stops at the end of sentences. -Begin to use simple adjectives (e.g., naughty, red, messy). -Use simple conjunctions like and or because to extend sentences. -Use verbs to describe actions (e.g., zoomed, splashed, crashed).	-Begin to write for different purposes (e.g., postcards, diary entries, speech bubbles). -Use imagination to create new adventures or endings for Beegu. <u>Writing – Grammar and Vocabulary</u> -Use capital letters at the beginning of sentences and for names. -Use full stops at the end of sentences. -Begin to use simple adjectives (e.g., lonely, kind, yellow). -Use simple conjunctions like and or because to extend sentences. -Use verbs to describe actions (e.g., landed, walked, cried).	(e.g., thank-you letters, speech bubbles, new adventures). -Use imagination to create new problems for Superworm to solve. <u>Writing – Grammar and Vocabulary</u> -Use capital letters at the beginning of sentences and for names. -Use full stops at the end of sentences. -Begin to use simple adjectives (e.g., strong, kind, brave). -Use simple conjunctions like and or because to extend sentences. -Use verbs to describe actions (e.g., saved, helped, pulled).	-Use imagination to create new excuses or bedtime stories. <u>Writing – Grammar and Vocabulary</u> -Use capital letters at the beginning of sentences and for names (e.g., Pigeon). -Use full stops at the end of sentences. -Begin to use simple adjectives (e.g., tired, silly, noisy). -Use simple conjunctions like and or because to extend sentences. -Use verbs to describe actions (e.g., yawned, begged, shouted).	monster descriptions, diary entries). -Use imagination to create new monsters or zoo adventures. <u>Writing – Grammar and Vocabulary</u> -Use capital letters at the beginning of sentences and for names. -Use full stops at the end of sentences. -Begin to use simple adjectives (e.g., slimy, loud, scary). -Use simple conjunctions like and or because to extend sentences. -Use verbs to describe actions (e.g., roared, stomped, ran).
Links to Gatsby Benchmarks:	4. Linking curriculum learning to careers.	4. Linking curriculum learning to careers.	4. Linking curriculum learning to careers.	4. Linking curriculum learning to careers.	4. Linking curriculum learning to careers.	4. Linking curriculum learning to careers.
2026-2027	2026-2027 <u>Topic:</u> Would You Keep a Secret? <u>Focus:</u> Sentence structure, using describing words. Instructions – How to make a Bog Baby	2026-2027 <u>Topic:</u> Where Do You Belong? <u>Focus:</u> Retell a story or part of a story. Fact file on an animal.	2026-2027 <u>Topic:</u> Wish You Were Here! <u>Focus:</u> Retell a story or part of a story. Lost Poster or postcard.	2026-2027 <u>Topic:</u> Special Things, Special People <u>Focus:</u> Retell a story or part of a story. Recount about an event, trip or experience.	2026-2027 <u>Topic:</u> Sticky Situations! <u>Focus:</u> Sentence structure, bossy (imperative) verbs, ordering events. Instructional writing.	2026-2027 <u>Topic:</u> Shells, Spells and Seaside Tales <u>Focus:</u> Retell a story or part of a story. Character descriptions. Imaginative writing to entertain.

Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

Key Texts:

The Bog Baby by
Jeanne Willis



Suggested Key Questions:

Look at the front cover. What do you think the story might be about? What does the front/back cover remind you of? Why? What do you think a "Bog Baby" is? Have you ever seen a creature like this before? Why do the girls keep their trip to the pond a secret? What do you think they are hoping to find? How do you think the girls feel when they discover the Bog Baby? What does Bog Baby look like? Can you describe him using the pictures? What do the girls do with the Bog Baby? Why do they take him home? How does the Bog Baby behave at first? How do the girls feel? What happens

Key Texts:

Lost and Found by
Oliver Jeffers

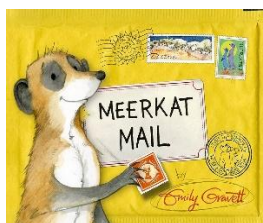


Suggested Key Questions:

Look at the front cover. What do you think this story might be about? What does the front/back cover remind you of? Why? What do you notice about the boy and the penguin? What might their relationship be? Why do you think the penguin is at the boy's door? What might he want? How does the boy react to the penguin? What does this tell us about him? Why do you think the penguin is sad? How can you tell? What does the boy decide to do to help the penguin? What do they pack for the journey? Do you think these things will be useful? What would you pack if you were going on

Key Texts:

Meerkat Mail by
Emily Gravett

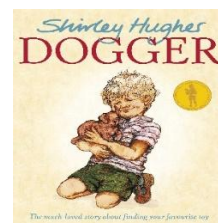


Suggested Key Questions:

Look at the front cover. What do you think this story might be about? What does the front or back cover remind you of? Why? What kind of animal is Sunny? What do you know about meerkats? Read: "It is VERY dry and VERY hot." Sometimes Sunny thinks it is... TOO hot." Why do you think the words VERY and HOT are in capital letters? Look at the illustrations. Do you think meerkats work well together? How can you tell? What is the Meerkat Family Motto? What do you think it means? Look at pages 5 & 6. How do you think Sunny is feeling? Why? What

Key Texts:

Dogger by Shirley
Hughes

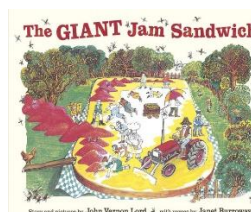


Suggested Key Questions:

Look at the front cover. What do you think this story might be about? What does the front or back cover remind you of? Why? Who do you think Dogger is? What kind of story do you think this will be? Who is Dave? What do we learn about him? Why is Dogger special to Dave? Do you have something special like Dogger? Look at the pictures of Dave and Dogger. How do they make you feel? What happens to Dogger? How do you think Dave feels when he realises Dogger is gone? What do Dave and his family do to try and find Dogger? Have you ever lost something important?

Key Texts:

The Giant Jam Sandwich by Jon
Vernon Lord

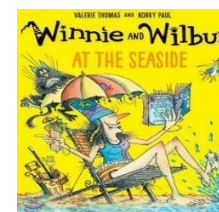


Suggested Key Questions:

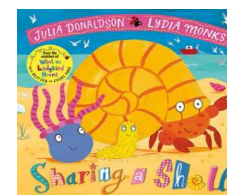
Look at the front cover. What do you think this story might be about? What does the front or back cover remind you of? Why? What do you think the people in the picture are doing? What might happen next? What is the name of the town in the story? What problem does the town have? How do the people feel about the wasps? How can you tell? Have you ever had a problem like this? What did you do? Who comes up with the idea to make a giant jam sandwich? Why do you think they chose jam and bread? Do you think this is a good idea? Why or why not? What would

Key Texts:

Winnie and Wilbur at the Seaside by
Valerie Thomas



Sharing a Shell by
Julia Donaldson



Suggested Key Questions:

Look at the front cover. What do you think this story might be about? What does the front/back cover remind you of? Why? What do you think the characters will do at the seaside? Have you ever been to the beach? What did you see or do there? What do Winnie and Wilbur take to the beach? How do they feel when they arrive? How can you tell? What happens when Winnie uses her magic? Why do you think Winnie

Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

when the Bog Baby starts to get sick? Why do you think Bog Baby is unhappy? What clues tell you this? What do the girls decide to do next? Was it a hard choice? How does the mother react when she finds out about the Bog Baby? What does the mother say about wild creatures? Do you agree with her? How do the girls feel when they let the Bog Baby go? What do you think the Bog Baby feels when he returns to the pond? What happens at the end of the story? Do you think the girls made the right choice? Why or why not? What do you think the Bog Baby is doing now? Would you keep a Bog Baby if you found one? Why or why not? Draw and describe your own magical creature. What does it look like? What does it eat? Write a letter to the Bog Baby telling him how you would take care of him. Write a short diary entry from the girl's point of view about the day she found the Bog Baby.	a journey to the South Pole? Look at the illustrations of the boat trip. What do you notice about the weather and the sea? How do you think the boy and the penguin are feeling during the journey? What challenges do they face? How do they work together? What happens when they reach the South Pole? How do you think the penguin feels when the boy leaves him? How does the boy feel as he rows away? What clues tell you this? What does the boy realise after leaving the penguin? What does he do next? Why is this important? How do you think the penguin feels when he sees the boy again? How does the writer show us how the characters are feeling throughout the story? What do you notice about the illustrations as the story goes on? How has the boy changed from the beginning to the end of the story? What do you think the message of the story is? Compare the boy's journey at the	do you think is going to happen next? Where does Sunny decide to go? What does Sunny pack in his suitcase? Do you think those things will be useful? What would you pack if you were going on a trip like Sunny? How do you think Sunny's mum will feel when she reads his note? What does Sunny the meerkat look like? Can you describe him? Where does Sunny go on Tuesday? Look at the postcard and the picture. What clues show what it's like at Scratch and Mitch's? What do you think Sunny might do at the farm? How does Sunny feel at the farm? How do you know? Look at the picture from Mildred and Frank's. What do you think Sunny might be thinking? What questions might he be asking himself right now? Are your predictions, right? How is Sunny feeling now? Why does Sunny decide to leave? How would you have felt if you were staying with Mildred and Frank? Look at the image of	What did you do? What is happening at the school fair? What does Dave see on the toy stall? How do you think Dave feels when he sees Dogger again? Why can't Dave get Dogger back straight away? What would you do if you were Dave? What does Bella do to help Dave? Why is Bella's choice so kind? How do you think Dave feels when Bella gives up her prize? How would you feel if you were Bella? What does this tell us about being a good sibling or friend? Look at Dave's face when he loses Dogger. What do you think he is thinking? Look at Bella's face when she gives up her prize. What might she be feeling? Use a "Role on the Wall" for Dave. What do we know about him on the outside? What is he feeling on the inside? What was your favourite part of the story? Why? How did Dave's feelings change from the beginning to the end? What do you think the message of the story is? What advice	you do if you had to catch the wasps? What ingredients do they use to make the sandwich? What machines and tools do they use? How do the people in the town work together? What do you notice about the pictures? What are the people doing? How do they trap the wasps in the sandwich? Do you think the plan worked well? Why? How do the people feel at the end of the story? What would you do with the giant sandwich now? How do you think the people felt when the wasps first came? How do you think they felt when the plan worked? What does this story teach us about working together? What would you do if you had a big problem in your town or school? If you could change the story, what would you do differently? What would happen if the wasps came back? Can you think of another food that could be used to trap the wasps? Write or draw your own plan to solve a problem in your town. Choose a	wants to help the people on the beach? What goes wrong with Winnie's spell? How does Wilbur react to the magic? What do the pictures tell us about what's happening? How do you think the people on the beach feel? How does Winnie fix the problem? What do Winnie and Wilbur do at the end of the day? How do you think they feel now? What would you do if you had a magic wand at the beach? Who are the characters in the story? Why is the crab looking for a shell? How does the crab feel when he finds the shell? What happens when the anemone and bristle worm arrive? Why do the characters argue? How do they feel when they are not getting along? What happens when they work together? What do the pictures show about their feelings? How do the characters solve their problem? What do they build together? How do they feel at the end of the story? What does this story teach us about friendship and sharing? How are the seaside settings in
--	--	---	--	--	---

Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

Create a "Bog Baby Care Guide" with simple instructions. Use a "Role on the Wall" to show how the girl feels inside and what others see on the outside. <u>Key Skills and Knowledge:</u> <u>Spoken Language</u> - Listen attentively to the story and respond to questions. -Use simple sentences to describe the Bog Baby and events in the story. -Express feelings and opinions (e.g., "I would feel sad if I had to let him go."). -Take part in role-play or drama (e.g., pretending to be the girl, the Bog Baby, or the mum). -Ask and answer questions about the story and characters. <u>Reading</u> - Use illustrations to support understanding of the story. -Retell key events in order using visual prompts. -Recognise and repeat familiar phrases or descriptive words.	beginning and the end. What's different? What advice would you give the boy at the start of the story? If you were the penguin, how would you describe your adventure? <u>Key Skills and Knowledge:</u> <u>Spoken Language</u> -Listen attentively to a story and respond appropriately. -Use simple sentences to express thoughts, feelings, and ideas about the story. -Take turns in conversation and group discussion. -Ask and answer questions about characters and events. -Use role-play to explore characters' emotions and actions. -Understand that spoken language can be used to tell stories, share ideas, and ask questions. -Recognise how tone of voice and facial expressions show feelings. <u>Reading</u> -Use picture clues to support	Sunny. How do you think he might be feeling? What might he be thinking? Find clues in the postcard and picture. What do they tell you about Sunny's feelings? Record Sunny's thoughts and feelings on a "Role on the Wall" (draw Sunny and write feelings inside, facts outside). Compare Sunny's first postcard to his last one. What's different? What do you think Sunny should do now? What advice would you give him? Where do you think Sunny has arrived at the end? How do you know? Did Sunny follow your advice? How does the writer show us how Sunny feels throughout the story? What do you notice about each of Sunny's postcards as the story continues? <u>Key Skills and Knowledge:</u> <u>Spoken Language</u> -Listen to and respond to questions about the story. -Use simple sentences to express thoughts and feelings (e.g., "Sunny is happy.").	would you give to someone who lost something special? How does the author show us how the characters are feeling? What do the pictures tell us that the words don't? If you could talk to Dave or Bella, what would you say to them? <u>Key Skills and Knowledge:</u> <u>Spoken Language</u> -Listen to and recall key events from the story. -Use simple sentences to describe characters and feelings (e.g., "Dave is sad."). -Take turns in group discussions and role-play. -Ask and answer questions about the story using sentence stems (e.g., "Why did Dave cry?"). -Use expressive language to show feelings (e.g., "I was happy when..."). -Understand that we can use our voices to share ideas and feelings. -Recognise how tone and facial expressions show emotion.	character (e.g., the baker, the mayor, a child). What do we know about them? What might they be feeling inside? Draw the character and write facts on the outside, feelings on the inside. <u>Key Skills and Knowledge:</u> <u>Spoken Language</u> -Listen to and recall key events from the story. -Use simple sentences to describe what happened (e.g., "They made a big sandwich."). -Take turns in group discussions and role-play activities. -Ask and answer questions using sentence stems (e.g., "Why did they make the sandwich?"). -Use expressive language to describe characters, actions, and feelings. -Understand that we can use our voices to share ideas and solve problems. -Recognise how tone and facial expressions show emotion. -Know how to speak clearly and politely in a group.	both stories the same or different? What problems do the characters face in each story? How do they solve their problems? What do these stories teach us about helping others and working together? Which story did you like best? Why? If you could be in one of the stories, which would you choose? What would you do? Choose a character (Winnie, Wilbur, Crab, or Anemone). What do we know about them on the outside? What might they be feeling on the inside? <u>Key Skills and Knowledge:</u> <u>Spoken Language</u> -Listen to and recall key events from both stories. -Use simple sentences to describe characters, settings, and feelings (e.g., "Winnie is happy." / "Crab is cross."). -Take turns in group discussions and role-play activities. -Ask and answer questions using sentence stems (e.g., "Why did they argue?" / "What did Winnie do?").
--	--	---	---	--	--

Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

	-Make simple predictions based on the cover or pictures. -Identify characters and describe their actions and feelings. <u>Writing – Composition</u> - Say out loud what they want to write before writing. -Write simple sentences about the Bog Baby, the girls, or the events. -Use writing to describe characters or settings (e.g., "The Bog Baby lives in a pond."). -Begin to write for different purposes (e.g., diary entries, creature descriptions, care guides). -Use imagination to create new magical creatures or adventures. <u>Writing – Grammar and Vocabulary</u> -Use capital letters at the beginning of sentences and for names. -Use full stops at the end of sentences. -Begin to use simple adjectives (e.g., small, blue, happy, sad). -Use simple conjunctions	understanding of the story. -Sequence key events from the story using images or simple sentences. -Identify main characters and describe them using simple adjectives. -Make simple predictions based on the front cover or events in the story. -Respond to questions using sentence stems (e.g., "I think the penguin is sad because..."). -Understand that stories have a beginning, middle, and end. -Recognise that characters have feelings and motivations. -Know that books can be fiction and tell imaginative stories. <u>Writing – Composition</u> -Write simple sentences to describe characters or events (e.g., "The boy is kind."). -Use sentence starters to write a postcard or diary entry (e.g., "Today I went to..."). -Sequence events using first, next, then, finally.	-Take turns in group discussions and role-play activities. -Use expressive language to describe characters and settings. -Ask and answer questions using sentence stems (e.g., "Why did Sunny leave?"). -Understand that spoken language can be used to share ideas and feelings. -Recognise how tone and expression show emotion. -Know how to use polite conversation skills (e.g., listening, waiting, responding). <u>Reading</u> -Use illustrations to support understanding of the story. -Sequence events using visual prompts or sentence strips. -Identify and describe characters using simple adjectives. -Make predictions based on the cover or illustrations. -Answer literal and inference questions with support. -Understand that stories have a beginning, middle, and end.	-Know how to speak clearly and politely in a group. <u>Reading</u> -Use illustrations to support understanding of the story. -Sequence key events using pictures or simple sentences. -Identify and describe characters using basic adjectives (e.g., "kind", "sad", "happy"). -Make simple predictions based on the cover or events (e.g., "I think Dogger will be found."). -Answer literal and inference questions with support. -Understand that stories have a beginning, middle, and end. -Recognise that characters have feelings and make choices. -Know that books can help us understand emotions and relationships. <u>Writing – Composition</u> -Write simple sentences to describe events or feelings (e.g., "Dave lost Dogger.").	<u>Reading</u> -Use illustrations to support understanding of the story. -Sequence events using pictures or simple sentences. -Identify and describe characters and settings using simple adjectives. -Make predictions based on the cover or events (e.g., "I think the wasps will get stuck."). -Answer literal and inference questions with support. -Understand that stories have a beginning, middle, and end. -Recognise that characters can solve problems by working together. -Know that books can be funny, imaginative, and teach us lessons. <u>Writing – Composition</u> -Write simple sentences to describe events or ideas (e.g., "They made jam."). -Use sentence starters to write instructions, diary entries, or plans	-Use expressive language to show feelings and reactions. -Understand that we can use our voices to share ideas, solve problems, and tell stories. -Recognise how tone, volume, and facial expressions show emotion. -Know how to speak clearly and politely in a group. <u>Reading</u> -Use illustrations to support understanding of the story. -Sequence events using pictures or simple sentences. -Identify and describe characters and settings using simple adjectives. -Make predictions based on the cover or events (e.g., "I think the spell will go wrong."). -Answer literal and inference questions with support. -Understand that stories have a beginning, middle, and end. -Recognise that characters can have problems and solve them. -Know that books can be imaginative, magical, and teach us
--	---	--	--	--	---	---

Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

	like and or because to extend sentences. -Use verbs to describe actions (e.g., found, played, cried, let go).	-Use writing frames to retell the story or write a new ending. -Understand that writing can be used to tell stories and share experiences. -Know how to structure a sentence with a capital letter and full stop. <u>Writing – Grammar and Vocabulary</u> -Use capital letters for names and the start of sentences. -Use full stops at the end of sentences. -Use simple conjunctions like "and" or "but" to join ideas. -Use adjectives to describe (e.g., "cold sea," "sad penguin"). -Know what a noun, verb, and adjective is in simple terms. -Understand that punctuation helps make writing clear. -Recognise and use high-frequency words and topic-related vocabulary (e.g., boat, penguin, cold, friend).	-Recognise that characters have feelings and make choices. -Know that books can be fiction and tell imaginative stories. <u>Writing – Composition</u> -Write simple sentences to describe events or feelings (e.g., "Sunny went to the farm."). -Use sentence starters to write postcards or diary entries (e.g., "Today I saw..."). -Sequence events using time words (e.g., "First", "Then", "Next"). -Use writing frames to retell parts of the story or create new ones. -Understand that writing can tell a story or share an experience. -Know how to structure a sentence with a capital letter and full stop. -Recognise the purpose of different types of writing (e.g., postcards, notes). <u>Writing – Grammar and Vocabulary</u> -Use capital letters for names and sentence starts.	-Use sentence starters to write a thank-you letter, diary entry, or short story (e.g., "Today I...", "I felt..."). -Sequence events using time words (e.g., "First", "Then", "Next", "Finally"). -Use writing frames to support structure and ideas. -Understand that writing can tell a story or share a message. -Know how to structure a sentence with a capital letter and full stop. -Recognise the purpose of different types of writing (e.g., letters, stories, diaries). <u>Writing – Grammar and Vocabulary</u> -Use capital letters for names and at the start of sentences. -Use full stops at the end of sentences. -Use simple conjunctions like "and" or "but" to join ideas. -Use adjectives to describe characters and objects (e.g., "soft toy", "sad boy"). -Know what a noun, verb, and adjective is in simple terms.	(e.g., "First we...", "Then we..."). -Sequence events using time words (e.g., "First", "Next", "Then", "Finally"). -Use writing frames to support structure and ideas. -Understand that writing can tell a story or explain how to do something. -Know how to structure a sentence with a capital letter and full stop. -Recognise the purpose of different types of writing (e.g., instructions, stories, plans). <u>Writing – Grammar and Vocabulary</u> -Use capital letters for names and at the start of sentences. -Use full stops at the end of sentences. -Use simple conjunctions like "and" or "but" to join ideas. -Use adjectives to describe (e.g., "sticky jam", "giant sandwich", "buzzing wasps"). -Use imperative verbs in instructions (e.g., "Get", "Put", "Make"). -Know what a noun, verb, and adjective is in simple terms.	about friendship and teamwork. <u>Writing – Composition</u> -Write simple sentences to describe events, characters, or feelings (e.g., "The crab found a shell."). -Use sentence starters to write diary entries, stories, or instructions (e.g., "First we...", "Then I...", "Next..."). -Sequence events using time words (e.g., "First", "Next", "Then", "Finally"). -Use writing frames to support structure and ideas. -Understand that writing can tell a story, explain how to do something, or share a feeling. -Know how to structure a sentence with a capital letter and full stop. -Recognise the purpose of different types of writing (e.g., stories, diaries, instructions). <u>Writing – Grammar and Vocabulary</u> -Use capital letters for names and at the start of sentences. -Use full stops at the end of sentences.
--	---	--	--	--	---	--

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

			-Use full stops at the end of sentences. -Use simple conjunctions like “and” or “but” to join ideas. -Use adjectives to describe (e.g., “hot sun”, “happy Sunny”). -Know what a noun, verb, and adjective is in simple terms. -Understand that punctuation helps make writing clear. -Recognise and use high-frequency and topic-related vocabulary (e.g., meerkat, suitcase, postcard, farm).	-Understand that punctuation helps make writing clear. -Recognise and use high-frequency and topic-related vocabulary (e.g., toy, fair, lost, kind, found).	-Understand that punctuation helps make writing clear. -Recognise and use high-frequency and topic-related vocabulary (e.g., wasp, jam, trap, town, plan).	-Use simple conjunctions like “and” or “but” to join ideas. -Use adjectives to describe (e.g., “hot sand”, “grumpy crab”, “magic wand”). -Use imperative verbs in instructions (e.g., “Get”, “Put”, “Say”). -Know what a noun, verb, and adjective is in simple terms. -Understand that punctuation helps make writing clear. -Recognise and use high-frequency and topic-related vocabulary (e.g., beach, shell, spell, wand, wave, friend, share).
Links to Gatsby Benchmarks:	4. Linking curriculum learning to careers.	4. Linking curriculum learning to careers.	4. Linking curriculum learning to careers.	4. Linking curriculum learning to careers.	4. Linking curriculum learning to careers.	4. Linking curriculum learning to careers.
2027-2028	2027-2028 <u>Topic:</u> Into the Wild <u>Focus:</u> Character description. Recount of Max’s journey. <u>Key Texts:</u> Where the Wild Things Are by Maurice Sendak	2027-2028 <u>Topic:</u> Rabbits, Riddles and Really Big Numbers! <u>Focus:</u> Retelling a story or part of a story. Information on weather and plants. <u>Key Texts:</u> The Rabbit Problem by Emily Gravett	2027-2028 <u>Topic:</u> Bumps, Bangs and Brilliant Ideas! <u>Focus:</u> Retelling a story or part of a story. Imaginative writing to entertain. <u>Key Texts:</u> Percy’s Bumpy Ride by Nick Butterworth	2027-2028 <u>Topic:</u> Different is Brilliant <u>Focus:</u> Sentence structure, verbs -ed endings, speech marks. Comic strip to entertain. <u>Key Texts:</u> Odd Dog Out by Rob Biddulph	2027-2028 <u>Topic:</u> Not Now.... But When? <u>Focus:</u> Retelling a story or part of a story. Diary entry. <u>Key Texts:</u> Not, Now Bernard by David McKee	2027-2028 <u>Topic:</u> From Stick to Story <u>Focus:</u> Sentence structure, using describing words. Imaginative writing to entertain. <u>Key Texts:</u> Stanley’s Stick by John Hegley

Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

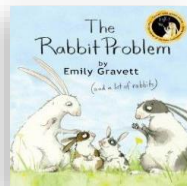
WHERE THE WILD THINGS ARE



STORY AND PICTURES BY MAURICE SENDAK

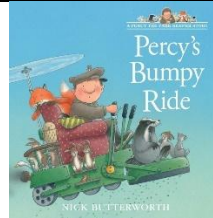
Suggested Key Questions:

Look at the front cover. What do you think this story might be about? What does the front or back cover remind you of? Why? Who do you think Wild Things are? What might they do in the story? What is Max wearing at the start of the story? Why do you think he's dressed like that? What does Max do that gets him into trouble? How do you think Max feels when his mum calls him a "wild thing"? Why do you think Max's room changes into a forest? What do you think is going to happen next? Where does Max go? How does he get there? What do you notice about the pictures of the journey? How do you think Max feels when he arrives in the land of the Wild Things? What do the Wild Things look like? Can



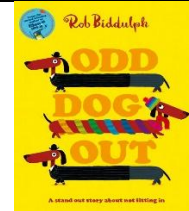
Suggested Key Questions:

Look at the front cover. What do you think this book might be about? What does the front/back cover remind you of? Why? What do you notice about the rabbits on the cover? How many are there? What are they doing? What kind of problem do you think the rabbits might have? What happens in January? Who is the first rabbit we meet? What does the lonely rabbit do? How might it be feeling? What happens in February? How does the rabbit's life change? What do you notice about the number of rabbits in March? What might happen next? What changes do you see each month? What are the rabbits doing? What problems start to appear as more rabbits arrive? How do the rabbits try to



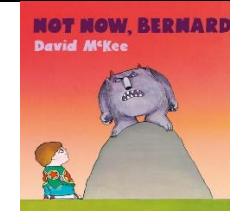
Suggested Key Questions:

Look at the front cover. What do you think this story might be about? What does the front or back cover remind you of? Why? What do you notice about Percy's machine? What might it do? What kind of journey do you think Percy will go on? What is Percy doing at the start of the story? Why do you think Percy is building a machine? What do you think the machine is for? How do you think Percy is feeling as he gets ready to go? What happens when Percy starts his journey? What do you notice about the way the machine moves? How do the animals react to Percy's flying machine? What do the illustrations tell us about the journey? What went wrong during Percy's ride?



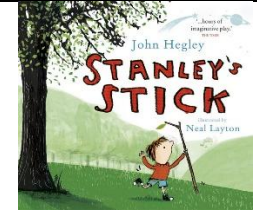
Suggested Key Questions:

Look at the front cover. What do you think this story might be about? What do you notice about the dog in the middle? What does the cover remind you of? Have you ever felt different or stood out in a group? "This dog is different." Why do you think the author wants us to notice that? How do you think the Odd Dog feels? Look at the illustrations. What are the other dogs doing? What is the Odd Dog doing instead? Why do you think the Odd Dog leaves home? What is she looking for? What do you notice about the new place she visits? How is it different from her home? Look at the page where she meets the other 'odd' dog. What do you think he might say to her? How do you think she feels now?



Suggested Key Questions:

Look at the front cover. What do you think this story might be about? Who do you think Bernard is? What do you notice about the monster? What does the front/back cover remind you of? Have you ever tried to talk to someone who wasn't listening? "Not now, Bernard," said his mother. Why do you think she says that? How do you think Bernard feels? Look at the illustrations. What is Bernard doing? What is his mum doing? How do their actions show how they feel? What happens when Bernard goes into the garden? What do you think the monster will do? What do you notice about the monster's face and body language? Does it look scary or sad? Why? What happens when the monster goes inside?



Suggested Key Questions:

Look at the front cover. What do you think this story might be about? What do you notice about Stanley and his stick? What does the front/back cover remind you of? Have you ever played with a stick or used your imagination with something simple? "Stanley has a stick." Why do you think the stick is important to Stanley? What do you think he might do with it? Look at the illustrations. What is Stanley imagining? How do the pictures help us understand what the stick becomes? Stanley's stick becomes many things. What is your favourite thing it turns into? Why do you like that idea? Why do you think Stanley throws his stick into the sea? How do you think he feels when he does that? What happens after Stanley throws the stick? What does

Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

you describe them? Why do the Wild Things make Max their king? What do Max and the Wild Things do together? What does "Let the wild rumpus start!" mean? How do you think Max feels when he is king? Would you like to be king or queen of the Wild Things? Why or why not? Why does Max want to leave the Wild Things? What clues tell us that Max is starting to feel different? How do the Wild Things feel when Max says goodbye? How do you think Max feels when he gets back home? What is waiting for Max when he returns? Why is that important? How does Max's mood change throughout the story? What do you think Max learned from his adventure? Have you ever felt wild or angry like Max? What helped you feel better? What would you say to Max if you could talk to him? Draw Max. On the outside, write what we know about him (e.g., "wears a crown", "has a boat")	solve their problems? What do the illustrations and flaps show us about how the rabbits are feeling? What would you do if you were one of the rabbits? What happens when the weather changes? How do the rabbits react to the rain and cold? What do you think the rabbits need to stay safe and warm? What do you notice about the space in the burrow? How do you think the rabbits are feeling now? Why? What happens in December? How do the rabbits solve the problem of having too many bunnies? What do you think the rabbits have learned? How do you think the rabbits feel at the end of the year? What do you think will happen next year? How do the rabbits feel when they are alone? When they are crowded? What problems do the rabbits face during the year? How do they try to solve them? What advice would you give the rabbits? Have you ever had to solve a	How do you think Percy feels when the machine starts to bump and bounce? What do you think Percy is thinking at this point? What would you do if you were Percy? Where does Percy land? How does he feel when he gets there? What do the animals do when Percy returns? What do you think Percy learned from his adventure? How do Percy's feelings change during the story? What problems did Percy face? How did he solve them or stay calm? What advice would you give Percy before his next ride? Draw Percy. On the outside, write what we know about him (e.g., "wears a hat", "builds machines") On the inside, write how he feels at different points in the story (e.g., "excited", "worried", "proud"). What was your favourite part of Percy's adventure? Why? What would you invent if you could build your own machine? What do the pictures tell us that the words don't?	What do you think the message of the story is? What is the author trying to tell us? How does the Odd Dog change from the beginning to the end of the story? What helped her feel better? What advice would you give to someone who feels like the Odd Dog? What would you say to help them feel proud of who they are? Look at the final illustration. What do you notice about the other dogs now? How have things changed? How does the author show us how the Odd Dog is feeling? Can you find clues in the pictures or the words? Compare the Odd Dog's journey at the start and at the end. What's different? What's the same? <u>Key Skills and Knowledge:</u> <u>Spoken Language</u> -Listening and responding to questions about the story and characters. -Using simple sentences to express opinions (e.g., "I think the Odd Dog is sad.") -Describing characters and	How do Bernard's parents react? Why do you think the parents don't notice the monster? What does this tell us about how they treat Bernard? How do you think Bernard feels when no one listens to him? What clues can you find in the pictures? What do you think the monster is thinking? Is it really scary, or is it just lonely? What would you do if you were Bernard? What would you say to his parents? Look at the last page. What do you notice? How does the story end? Is it funny, sad, or surprising? How does the author show us how Bernard feels without using many words? What do the pictures tell us? <u>Key Skills and Knowledge:</u> <u>Spoken Language</u> -Listening and responding to questions about the story and characters. -Using simple sentences to express thoughts and feelings (e.g., "Bernard is sad.") -Taking part in role-play (e.g., acting out	he find next? What do you think Stanley's new stick might become? What would you imagine it to be? How does Stanley use his imagination? Why is imagination important? What would you do if you had a magic stick like Stanley's? What would it become? How do the pictures help tell the story? What do you notice about the colours, shapes, and characters? How does Stanley feel at the beginning, middle, and end of the story? What changes? What do you think the author is trying to tell us about play and creativity? Can anything be special if we use our imagination? <u>Key Skills and Knowledge:</u> <u>Spoken Language</u> -Listening and responding to questions about the story and illustrations. -Using simple sentences to describe what Stanley does with his stick. -Taking part in imaginative role-play (e.g., pretending their stick is something magical).
---	---	--	--	--	---

Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

On the inside, write how he feels at different points in the story (e.g., "angry", "lonely", "loved"). What do both characters learn by the end of their stories? What advice would you give Max at the beginning of the story? Did Max follow your advice? How does the author show us how Max is feeling without always using words? What do you notice about the pictures as the story goes on? Do they change?

Key Skills and Knowledge:
Spoken Language

-Listen to and recall key events from the story.
-Use simple sentences to describe characters, settings, and feelings (e.g., "Max is angry." / "The Wild Things are big.").
-Take turns in group discussions and role-play.
-Ask and answer questions using sentence stems (e.g., "Why did Max leave?" / "How did he feel?").
-Use expressive language to show

problem like this (e.g., sharing space, being too crowded)? Choose one rabbit What do we know about them on the outside? (e.g., "has a carrot", "lives in a burrow" What might they be feeling on the inside? (e.g., "lonely", "tired", "happy") How does the rabbit's life change from January to December? What was your favourite month in the story? Why?

Key Skills and Knowledge:
Spoken Language

-Listen to and recall key events from the story.
-Use simple sentences to describe characters, settings, and problems (e.g., "The rabbit is cold." / "There are too many bunnies.").
-Take turns in group discussions and role-play activities.
-Ask and answer questions using sentence stems (e.g., "What happened in March?" / "Why is the rabbit sad?").
-Use expressive language to show feelings and reactions.

Key Skills and Knowledge:
Spoken Language

-Listening and responding to questions about the story (e.g., "What happened to Percy?").
-Using simple sentences to describe events or characters (e.g., "Percy is scared.").
-Taking turns in group discussions and role-play.
-Using expressive intonation to show feelings (e.g., excitement, fear)
-Retelling parts of the story using visual prompts or puppets.

Reading

-Recognising high-frequency words and simple phonetic patterns.
-Using pictures to support understanding of the text.
-Sequencing events from the story using sentence strips or images.
-Identifying characters and settings with support.
-Answering literal questions (e.g., "Where did Percy go?")

settings using visual prompts.
-Taking part in role-play or hot seating as the Odd Dog.
-Exploring feelings through discussion (e.g., "How would you feel if you were the Odd Dog?").

Reading

-Recognising key words and phrases in the text (e.g., "odd", "different", "proud").
-Using illustrations to support understanding of the story.
-Sequencing events using picture cards or sentence strips.
-Making simple predictions (e.g., "What do you think will happen next?").
-Identifying how characters feel using visual and textual clues.
-Comparing characters (e.g., Odd Dog vs. other dogs).

Writing – Composition

-Writing simple sentences about the story using sentence starters (e.g., "The Odd Dog is...").
-Describing characters or

Bernard's conversation with his parents).
-Using expressive intonation to show emotion (e.g., frustration, sadness, surprise).
-Exploring character feelings through discussion and drama (e.g., "How would you feel if no one listened to you?").

Reading

-Recognising key words and phrases (e.g., "Not now, Bernard").
-Using illustrations to support understanding of the story and emotions.
-Sequencing events using picture cards or sentence strips.
-Making simple predictions (e.g., "What do you think the monster will do?").
-Identifying how characters feel using visual and textual clues.

-Understanding repetition and its effect (e.g., noticing how often Bernard is ignored).

Writing – Composition

-Exploring feelings and ideas through discussion (e.g., "How do you think Stanley feels when he throws his stick?")
-Sharing personal experiences (e.g., "Have you ever used your imagination like Stanley?").

Reading

-Recognising key words and repeated phrases (e.g., "Stanley's stick...").
-Using illustrations to support understanding of the story and Stanley's imagination.
-Sequencing events using picture cards or sentence strips.
-Making simple predictions (e.g., "What do you think Stanley's stick will become next?").
-Identifying how Stanley feels using visual and textual clues.
-Understanding the difference between real and imagined events in the story.

Writing – Composition

-Writing simple sentences about what Stanley's stick becomes.

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

emotions and reactions. - Understand that spoken language can be used to tell stories, share ideas, and express feelings. -Recognise how tone of voice and facial expressions show emotion. -Know how to speak clearly and respectfully in a group. <u>Reading</u> -Use illustrations to support understanding of the story. -Sequence events using pictures or simple sentences. -Identify and describe characters and settings using simple adjectives. -Make predictions based on the cover or events (e.g., “I think Max will come home.”). -Answer literal and inference questions with support. -Understand that stories have a beginning, middle, and end. -Recognise that characters have feelings and make choices. -Know that books can be imaginative and	-Understand that spoken language helps us share ideas and solve problems. -Recognise how tone and facial expressions show emotion. -Know how to speak clearly and respectfully in a group. <u>Reading</u> -Use illustrations and flaps to support understanding of the story. -Sequence events using pictures or simple sentences. -Identify and describe characters and settings using simple adjectives. -Make predictions based on the cover or monthly changes (e.g., “I think more rabbits will come.”). -Answer literal and inference questions with support. -Understand that stories can be told in different formats (e.g., calendars, flaps, notes). -Recognise that characters can face problems and try to solve them. -Know that books can be funny, imaginative, and teach us about	-Beginning to infer feelings (e.g., “How do you think Percy felt when the ride got bumpy?”).-- <u>Writing – Composition</u> -Writing simple sentences about the story using sentence starters (e.g., “Percy went to...”). -Using story maps to plan a beginning, middle, and end. -Describing characters or events using basic adjectives (e.g., “Percy is brave.”). -Writing captions or labels for pictures from the story. -Creating their own version of a “bumpy ride” story with scaffolded support. <u>Writing – Grammar and Vocabulary</u> -Using capital letters and full stops in simple sentences. -Using ‘and’ to join two ideas (e.g., “Percy was scared, and he shouted.”). -Using simple past tense verbs (e.g., went, saw, ran). -Expanding noun phrases with support (e.g., “the big tractor”).	settings using basic adjectives (e.g., “She is brave.”). -Writing a short diary entry or postcard from the Odd Dog’s point of view. -Creating their own “odd” character and writing a few sentences about them. -Writing a message or poster encouraging others to be themselves. <u>Writing – Grammar and Vocabulary</u> -Using capital letters and full stops in simple sentences. -Using ‘and’ to join ideas (e.g., “She is different and kind.”). -Using simple adjectives to describe feelings and appearance (e.g., happy, sad, tall, odd). -Using first-person pronouns in writing (e.g., “I am different.”). -Introducing time words (e.g., first, then, next) in sequencing tasks.	-Writing simple sentences about the story using sentence starters (e.g., “Bernard is...”). -Describing characters or actions using basic adjectives and verbs. -Writing a short diary entry or thought bubble from Bernard’s or the monster’s point of view. -Creating a short conversation between Bernard and his parents using simple dialogue. -Writing a message or letter to Bernard offering advice or support. <u>Writing – Grammar and Vocabulary</u> -Using capital letters and full stops in simple sentences. -Using ‘and’ or ‘but’ to join ideas (e.g., “Bernard is sad, but no one listens.”). -Using simple adjectives to describe feelings and actions (e.g., sad, big, scary, lonely). -Using first-person and third-person pronouns (e.g., “I feel...”, “He is...”). -Introducing time words (e.g., first, then, next) in	-Describing their own stick using imagination and creativity. -Writing a short story or list about what their stick could turn into. -Creating a postcard or diary entry from Stanley’s point of view. -Using sentence starters like “My stick is...”, “It can...”, “Stanley went...” <u>Writing – Grammar and Vocabulary</u> -Using capital letters and full stops in simple sentences. -Using ‘and’ or ‘because’ to extend ideas (e.g., “My stick is a sword because I like knights.”). -Using adjectives to describe the stick and its transformations (e.g., long, bendy, magical). -Using verbs to describe actions (e.g., flew, floated, bounced). -Introducing time words (e.g., first, then, next) in sequencing or storytelling.
--	---	---	---	---	---

Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

	help us explore emotions. <u>Writing – Composition</u> -Write simple sentences to describe events, characters, or feelings (e.g., "Max went on a boat."). -Use sentence starters to write diary entries, letters, or imaginative stories (e.g., "First I...", "Then Max...", "I felt..."). -Sequence events using time words (e.g., "First", "Next", "Then", "Finally"). -Use writing frames to support structure and ideas. -Understand that writing can tell a story, share a feeling, or describe an adventure. -Know how to structure a sentence with a capital letter and full stop. -Recognise the purpose of different types of writing (e.g., stories, letters, diaries). <u>Writing – Grammar and Vocabulary</u> -Use capital letters for names and at the start of sentences.	change and community. <u>Writing – Composition</u> -Write simple sentences to describe events, characters, or feelings (e.g., "It rained in April."). -Use sentence starters to write diary entries, problem-solving plans, or character descriptions (e.g., "In January...", "The problem is...", "My rabbit has..."). -Sequence events using time words (e.g., "First", "Next", "Then", "Finally"). -Use writing frames to support structure and ideas. -Understand that writing can tell a story, explain a problem, or describe a character. -Know how to structure a sentence with a capital letter and full stop. -Recognise the purpose of different types of writing (e.g., diary, plan, description). <u>Writing – Grammar and Vocabulary</u>	-Introducing time connectives (e.g., then, next, after).		sequencing or diary writing.	
--	--	--	---	--	-------------------------------------	--

Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

[illegible]