

Curious Quests Planning – Year A

Autumn 1		
Unit	Narrative – Innovated narrative	
Text	The Way Home for Wolf	
Outcome	An innovated narrative	
Vocabulary		
Key Learning in Writing	<p>Year 1</p> <p>Orally compose every sentence before writing. Write simple sentences that can be read by themselves and others. Re-read every sentence to check it makes sense. Sequence ideas and events in narratives. Orally plan and rehearse ideas. Use familiar plots for structuring the opening, middle and end of their stories. Compose and sequence their own sentences to write short narratives. Write in different forms with simple text type features e.g. instructions, narratives, recounts, poems, information texts.</p>	<p>Year 2</p> <p>Orally rehearse each sentence prior to writing. Develop a positive attitude to writing. Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas. Use past tense for narrative. Use specific text type features to write for a range of audiences and purposes e.g. to instruct, inform, entertain, explain, discuss, persuade. ☑Edit and improve own writing in relation to audience and purpose. ☑Proofread to check for errors in spelling, grammar and punctuation.</p>
Grammar Focus	<p>Year 1</p> <p>Use punctuation to demarcate simple sentences (capital letters and full stops). Identify and use question marks and exclamation marks. Use the joining word and to link words and clauses. Extend range of joining words to link words and clauses using but and or.</p>	<p>Year 2</p> <p>Secure the use of full stops, capital letters, exclamation marks and question marks. Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination).</p>

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	Add suffixes to verbs where no spelling change is needed to the root word e.g. helped. (Although other suffixes are listed, this unit will focus solely on -ed, linked to understanding of tense).	
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Autumn 1		
Unit	Non Chronological Reports	
Text	Castles	
Outcome	A non-chronological report about castles.	
Vocabulary		
Key Learning in Writing	<p>Year 1</p> <p>Plan and discuss what to write about, e.g. text mapping, collecting new vocabulary, key words and ideas. Write about real and fictional events. Orally rehearse each sentence prior to writing Develop a positive attitude to writing. Use specific text type features to write for a range of audiences and purposes, e.g. to inform. Make simple notes from non-fiction texts, e.g. highlighting and noting key words. Proofread to check for errors in grammar (present tense) and punctuation.</p>	<p>Year 2</p> <p>Plan and discuss what to write about, e.g. text mapping, collecting new vocabulary, key words and ideas. Write about real and fictional events. Orally rehearse each sentence prior to writing Develop a positive attitude to writing. Use specific text type features to write for a range of audiences and purposes, e.g. to inform. Make simple notes from non-fiction texts, e.g. highlighting and noting key words. Proofread to check for errors in grammar (present tense) and punctuation.</p>
Grammar Focus	Use sentences with different forms: statement, question, exclamation. Secure the use of full stops, capital letters, exclamation marks and question marks. Say, write and punctuate simple and compound sentences using the joining words and, but, so	

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	Use present tense for non-chronological reports. Create compound words using nouns, e.g. whiteboard and football.
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Autumn 1		
Unit	Narrative – Classic Stories	
Text	The Enormous Turnip	
Outcome	A short story based on a model.	
Vocabulary		
Key Learning in Writing	<p>Year 1 Orally compose every sentence before writing. Reread every sentence to check it makes sense. Say, and hold in memory whilst writing, simple sentences which makes sense. Compose and sequence their own sentences to write short narratives. Sequence ideas and events in narrative.</p>	<p>Year 2 Orally compose every sentence before writing. Reread every sentence to check it makes sense. Say, and hold in memory whilst writing, simple sentences which makes sense. Compose and sequence their own sentences to write short narratives. Sequence ideas and events in narrative.</p>
Grammar Focus	Use punctuation to demarcate simple sentences (capital letters and full stops). Identify and use exclamation marks. Add suffixes to verbs where no spelling change is needed to the root word, e.g. pull – pulled.	

Autumn 1	
Unit	Poems – Classic Poems

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Text	The Owl and the Pussycat	
Outcome	A verse from a poem	
Vocabulary	pea green boat, charming, elegant	
Key Learning in Writing	<p>Year 1 Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas. Develop a positive attitude to writing. Write simple poems based on models. Evaluate their writing with adults and peers. Read aloud their writing with intonation to make the meaning clear.</p>	<p>Year 2 Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas. Develop a positive attitude to writing. Write simple poems based on models. Evaluate their writing with adults and peers. Read aloud their writing with intonation to make the meaning clear.</p>
Grammar Focus	Use sentences with different forms: statement; question; command; exclamation. Select, generate and effectively use adjectives. Select, generate and effectively use verbs. Create compound words using nouns, e.g. whiteboard and football.	

Autumn 2	
Unit	Narrative – Stories with Familiar Settings
Text	The Jolly Postman

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Outcome	A letter	
Vocabulary		
Key Learning in Writing	<p>Year 1 Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas. Orally rehearse each sentence prior to writing. Develop a positive attitude to writing. Use specific text type features to write for a range of audiences and purposes e.g. letters and narrative. Evaluate their writing with adults and peers. Proofread to check for errors in punctuation.</p>	<p>Year 2 Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas. Orally rehearse each sentence prior to writing. Develop a positive attitude to writing. Use specific text type features to write for a range of audiences and purposes e.g. letters and narrative. Evaluate their writing with adults and peers. Proofread to check for errors in punctuation.</p>
Grammar Focus	<p>Use sentences with different forms: statements and questions. Secure the use of full stops, capital letters, exclamation marks and question marks. Say, write and punctuate simple and compound sentences using the joining words and, but. Select, generate and effectively use nouns. Use past tense for narratives</p>	

Autumn 2	
Unit	Instructions
Text	How to Look After Your Dinosaur
Outcome	A set of simple instructions

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Vocabulary		
Key Learning in Writing	<p>Year 1 Write simple sentences that can be read by themselves and others. Reread every sentence to check it makes sense. Orally plan and rehearse ideas. Compose and sequence their own sentences to write short non-fiction texts - instructions Sequence ideas and events in non-fiction. Write in different forms with simple text type features, e.g. instructions. Read aloud their writing audibly to adults and peers.</p>	<p>Year 2 Write simple sentences that can be read by themselves and others. Reread every sentence to check it makes sense. Orally plan and rehearse ideas. Compose and sequence their own sentences to write short non-fiction texts - instructions Sequence ideas and events in non-fiction. Write in different forms with simple text type features, e.g. instructions. Read aloud their writing audibly to adults and peers.</p>
Grammar Focus	Use punctuation to demarcate simple sentences (capital letters and full stops). Bossy verbs	

Autumn 2	
Unit	Persuasive Letters
Text	Dear Father Christmas
Outcome	A letter
Vocabulary	

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Key Learning in Writing	<p>Year 1 Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas. Orally rehearse each sentence prior to writing. Develop a positive attitude to writing. Use specific text type features to write for a range of audiences and purposes, e.g. to persuade. Edit and improve their own writing in relation to audience and purpose. Evaluate their writing with adults and peers. Read aloud their writing with intonation to make the meaning clear.</p>	<p>Year 2 Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas. Orally rehearse each sentence prior to writing. Develop a positive attitude to writing. Use specific text type features to write for a range of audiences and purposes, e.g. to persuade. Edit and improve their own writing in relation to audience and purpose. Evaluate their writing with adults and peers. Read aloud their writing with intonation to make the meaning clear.</p>
Grammar Focus	<p>Use sentences with different forms: statement, question, command, exclamation. Use commas to separate items in a list. Use present tense for persuasive adverts. Select, generate and effectively use adjectives. Use suffixes -er and -est to create adjectives, e.g. faster, fastest, smaller, smallest.</p>	

Spring 1	
Unit	Narrative – based on a model
Text	The Pirate Cruncher
Outcome	A story
Vocabulary	bellowed, trudged

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Key Learning in Writing	<p>Year 1 Plan and discuss what to write about, e.g. story, collecting new vocabulary, key words and ideas. Orally rehearse each sentence prior to writing. Develop a positive attitude to writing. Write about fictional events. Develop stamina for writing in order to write at length. Proofread to check for errors in spelling, grammar and punctuation. Read aloud their writing with intonation to make their meaning clear.</p>	<p>Year 2 Plan and discuss what to write about, e.g. story, collecting new vocabulary, key words and ideas. Orally rehearse each sentence prior to writing. Develop a positive attitude to writing. Write about fictional events. Develop stamina for writing in order to write at length. Proofread to check for errors in spelling, grammar and punctuation. Read aloud their writing with intonation to make their meaning clear.</p>
Grammar Focus	<p>Use apostrophes for contracted forms, e.g. don't, can't, wouldn't, you're, I'll. Use subordination for time using when, before and after, e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play. Use past tense for narratives, recounts and historical reports.</p>	

Spring 1	
Unit	Recount
Text	Meerkat Mail
Outcome	A letter
Vocabulary	explore, vast, adventure

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Key Learning in Writing	<p>Year 1 Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas. Orally rehearse each sentence prior to writing. Develop a positive attitude to writing. Develop stamina for writing in order to write at length. Use specific text type features to write for a range of audiences and purposes. Write about real and fictional events. Evaluate their writing with adults and peers. Read loud their writing with intonation to make the meaning clear.</p>	<p>Year 2 Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas. Orally rehearse each sentence prior to writing. Develop a positive attitude to writing. Develop stamina for writing in order to write at length. Use specific text type features to write for a range of audiences and purposes. Write about real and fictional events. Evaluate their writing with adults and peers. Read loud their writing with intonation to make the meaning clear.</p>
Grammar Focus	<p>Use apostrophes for contracted forms, e.g. don't, can't, wouldn't, you're, I'll. Use apostrophes for singular possession in nouns, e.g. the girl's name. Use past tense for narratives, recounts and historical reports. Select, generate and effectively use nouns. Add suffixes -ness and -er to create nouns, e.g. happiness, sadness, teacher, baker</p>	

Spring 1	
Unit	Riddles
Text	Wacky Animal Riddles
Outcome	A riddle
Vocabulary	

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Key Learning in Writing	<p>Year 1 Plan and discuss what to write about, e.g. collecting new vocabulary, key words and ideas. Develop a positive attitude to writing. Use specific text type features to write for a range of audiences and purposes. Write simple poems based on models. Evaluate their writing with adults and peers. Proofread to check for errors in spelling, grammar and punctuation.</p>	<p>Year 2 Plan and discuss what to write about, e.g. collecting new vocabulary, key words and ideas. Develop a positive attitude to writing. Use specific text type features to write for a range of audiences and purposes. Write simple poems based on models. Evaluate their writing with adults and peers. Proofread to check for errors in spelling, grammar and punctuation.</p>
Grammar Focus	<p>Use subordination for time using when, before and after, e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play. Use subordination for reason using because and if, e.g. I put my coat on because it was raining. Because it was raining, I put on my coat. Identify, generate and effectively use noun phrases, e.g. the blue butterfly with shimmering wings (for description), granulated sugar (for specification).</p>	

Unit	Narrative – Animal Adventure
Text	What the Ladybird Heard
Outcome	Innovated narrative
Vocabulary	cunning, discreet, mischievous

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Spring 2		
Week 1 – Context Week - Introduction of the Faithful Friends		
Key Learning in Writing	<p>Year 1</p> <p>Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas.</p> <p>Orally rehearse each sentence prior to writing.</p> <p>Develop a positive attitude to writing.</p> <p>Develop stamina for writing in order to write at length.</p> <p>Write about fictional events.</p> <p>Evaluate their writing with adults and peers.</p> <p>Proofread to check for errors in spelling, grammar and punctuation.</p> <p>Proofread to check for correct form of verbs within sentences, e.g. correcting he walking to the shop to he walked to the shop.</p>	<p>Year 2</p> <p>Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas.</p> <p>Orally rehearse each sentence prior to writing.</p> <p>Develop a positive attitude to writing.</p> <p>Develop stamina for writing in order to write at length.</p> <p>Write about fictional events.</p> <p>Evaluate their writing with adults and peers.</p> <p>Proofread to check for errors in spelling, grammar and punctuation.</p> <p>Proofread to check for correct form of verbs within sentences, e.g. correcting he walking to the shop to he walked to the shop.</p>
Grammar Focus	<p>Past tense</p> <p>Select, generate and effectively use adjectives.</p> <p>Add suffixes –ful or –less to create adjectives.</p> <p>Use sentences with different forms: statement, question, command and exclamation.</p>	

Spring 2	
Unit	Traditional Rhymes
Text	Mary Mary, Quite Contrary
Outcome	Rhyme
Vocabulary	contrary, glorious, bloom

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Key Learning in Writing	<p>Year 1 Orally plan and rehearse ideas. Write in different forms with simple text type features, e.g. poems with simple structures. Write phrases/sentences that can be read by themselves and others. <input type="checkbox"/> Separate words with spaces. Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words. Read aloud their writing audibly to adults and peers.</p>	<p>Year 2 Orally plan and rehearse ideas. Write in different forms with simple text type features, e.g. poems with simple structures. Write phrases/sentences that can be read by themselves and others. <input type="checkbox"/> Separate words with spaces. Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words. Read aloud their writing audibly to adults and peers.</p>
Grammar Focus	Use capital letters for names of people.	

Summer 1	
Unit	Narrative – Stories on a theme
Text	Dolphin Boy
Outcome	Short story on a theme
Vocabulary	Rescue, stranded, intelligent

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Key Learning in Writing	<p>Year 1 Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas. Develop a positive attitude to writing. Develop stamina for writing in order to write at length. Use specific text type features to write for a range of audiences and purposes, e.g. to entertain. Write about real and fictional events. Edit and improve own writing in relation to audience and purpose. Evaluate their writing with adults and peers.</p>	<p>Year 2 Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas. Develop a positive attitude to writing. Develop stamina for writing in order to write at length. Use specific text type features to write for a range of audiences and purposes, e.g. to entertain. Write about real and fictional events. Edit and improve own writing in relation to audience and purpose. Evaluate their writing with adults and peers.</p>
Grammar Focus	<p>Use apostrophes for contracted forms, e.g. don't, can't, wouldn't, you're, I'll. Use apostrophes for singular possession in nouns, e.g. the girl's name Select, generate and effectively use nouns. Add suffixes -ness and -er to create nouns, e.g. happiness, sadness, teacher, baker. Use subordination for time using when, before and after. Use subordination for reason using because and if. Use past tense for narratives, recounts and historical reports.</p>	

Summer 1	
Unit	Explanations
Text	How Does it Work?
Outcome	Write an explanation text linked to how a particular object works.
Vocabulary	friction, gravity, push/pull

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Key Learning in Writing	<p>Year 1 Plan and discuss what to write about, e.g. collecting new vocabulary, key words and ideas. Develop a positive attitude to writing. Develop stamina for writing in order to write at length. Use specific text type features to write for a range of audiences and purposes, e.g. to explain. Edit and improve own writing in relation to audience and purpose. Proofread to check for errors in spelling, grammar and punctuation.</p>	<p>Year 2 Plan and discuss what to write about, e.g. collecting new vocabulary, key words and ideas. Develop a positive attitude to writing. Develop stamina for writing in order to write at length. Use specific text type features to write for a range of audiences and purposes, e.g. to explain. Edit and improve own writing in relation to audience and purpose. Proofread to check for errors in spelling, grammar and punctuation.</p>
Grammar Focus	<p>Say, write and punctuate simple and compound sentences using the joining words and, but, so and or. Use subordination for reason using because and if, e.g. I put my coat on because it was raining. Because it was raining, I put on my coat. Use subordination for time using when, before and after, e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play. Use the subordinating conjunction that in a sentence, e.g. I hope that it doesn't rain on sports day.</p>	

Summer 1	
Unit	Recount
Text	At the Beach
Outcome	A letter
Vocabulary	seaside, bustling, energetic

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Key Learning in Writing	<p>Year 1 Say and hold in memory whilst writing, simple sentences which make sense. Write simple sentences that can be read by themselves and others. Separate words with spaces. Reread every sentence to check it makes sense Orally plan and rehearse ideas. Sequence ideas and events in non-fiction. Write in different forms with simple text type features e.g. recounts. Discuss their writing with adults and peers.</p>	<p>Year 2 Say and hold in memory whilst writing, simple sentences which make sense. Write simple sentences that can be read by themselves and others. Separate words with spaces. Reread every sentence to check it makes sense Orally plan and rehearse ideas. Sequence ideas and events in non-fiction. Write in different forms with simple text type features e.g. recounts. Discuss their writing with adults and peers.</p>
Grammar Focus	<p>Use punctuation to demarcate simple sentences (capital letters and full stops). Use capital letter for the personal pronoun I. Extend range of joining words to link words and clauses using but and or. Make singular nouns plural using 's' and 'es' e.g. dog, dogs; wish, wishes Add the prefix 'un-' to verbs and adjectives to change the meaning e.g. untie, unkind</p>	

Summer 2	
Unit	Narrative – Traditional Tale with a Twist
Text	Jack and the Baked Beanstalk
Outcome	A short story
Vocabulary	exchange, magic, furious

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Key Learning in Writing	<p>Year 1 Say, write and punctuate simple and compound sentences using the joining words and, but, so and or Secure the use of full stops, capital letters, exclamation marks and question marks. Orally rehearse each sentence prior to writing. Develop a positive attitude to writing. Use past tense for narrative. Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas. <input type="checkbox"/> Use specific text type features to write for a range of audiences and purposes, e.g. to entertain. Write about fictional events. Proofread to check for correct form of verbs within sentences, e.g. correcting he walking to the shop to he walked to the shop.</p>	<p>Year 2 Say, write and punctuate simple and compound sentences using the joining words and, but, so and or Secure the use of full stops, capital letters, exclamation marks and question marks. Orally rehearse each sentence prior to writing. Develop a positive attitude to writing. Use past tense for narrative. Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas. <input type="checkbox"/> Use specific text type features to write for a range of audiences and purposes, e.g. to entertain. Write about fictional events. Proofread to check for correct form of verbs within sentences, e.g. correcting he walking to the shop to he walked to the shop.</p>
Grammar Focus	<p>Say, write and punctuate simple and compound sentences using the joining words and, but, so and or Secure the use of full stops, capital letters, exclamation marks and question marks. Select, generate and effectively use verbs. Use past tense for narrative</p>	

Summer 2	
Unit	Information Booklet
Text	What the Ladybird Heard at the Seaside
Outcome	An information booklet
Vocabulary	

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Key Learning in Writing	<p>Year 1 Write simple sentences that can be read by themselves and others. Use punctuation to demarcate simple sentences (capital letters and full stops) Re-read every sentence to check it makes sense. Write in different forms with simple text type features e.g. information texts Compose and sequence their own sentences to write short non-fiction texts. Discuss their writing with adults and peers. Read aloud their writing to adults and peers.</p>	<p>Year 2 Write simple sentences that can be read by themselves and others. Use punctuation to demarcate simple sentences (capital letters and full stops) Re-read every sentence to check it makes sense. Write in different forms with simple text type features e.g. information texts Compose and sequence their own sentences to write short non-fiction texts. Discuss their writing with adults and peers. Read aloud their writing to adults and peers.</p>
Grammar Focus	<p>Extend range of joining words to link words and clauses e.g. and, but, or, because Identify and use question marks and exclamation marks</p>	

Summer 2	
Unit	Poems for Learning by Heart
Text	Robots, Robots, Everywhere!
Outcome	Poem (oral outcome)
Vocabulary	

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Key Learning in Writing	Year 1 Separate words with spaces. Orally plan and rehearse ideas. Write in different forms with simple text type features e.g. instructions, narratives, recounts, poems, information texts. Read aloud their writing audibly to adults and peers.	Year 2 Separate words with spaces. Orally plan and rehearse ideas. Write in different forms with simple text type features e.g. instructions, narratives, recounts, poems, information texts. Read aloud their writing audibly to adults and peers.
Grammar Focus	Identify and use question marks and exclamation marks. Add the prefix 'un-' to verbs and adjectives to change the meaning e.g. untie, unkind	