

**NC Grammar Objectives**

Different ways to construct sentences -

**ALL**

Constructing a simple sentence

- I combine words to make sentences.
- I can use **capital letters** to begin my sentences.
- I can use **full stops** to end my sentences.
- I use capital letters for names (**proper nouns**).
- I use capital letters for the personal pronoun (I).
- I sequence sentences.

**Y1**

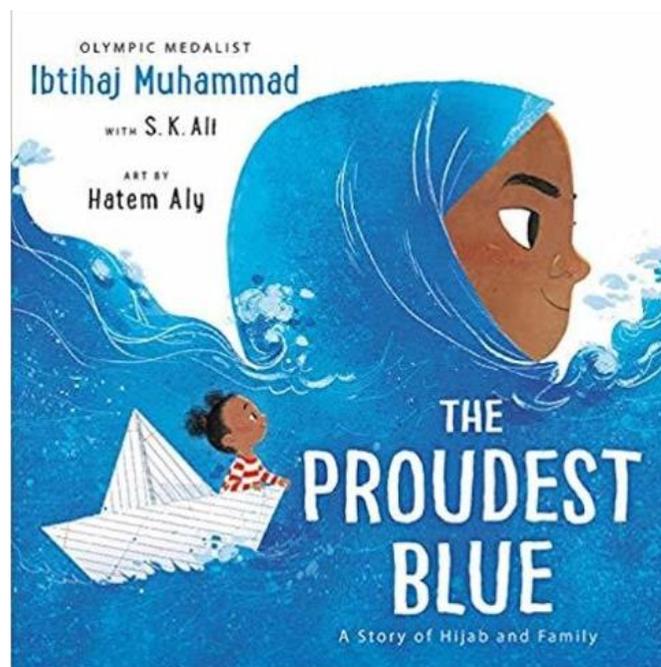
Co-ordination and subordination

- I join words using the conjunction and.

**Y2**

- I can use subordinating conjunctions, e.g. *when, if, that, because.*
- I can use coordinating conjunctions to link clauses, e.g. *or, and, but, yet, so.*

**Core Text:**



**Writing Genre**

**Narrative**

**Year 1**

- Beginning or ending signalled e.g. *One day, Happily ever after*
- Attempt at third person e.g. *The wolf was hiding*
- Written in the appropriate tense (mainly consistent) e.g. *Goldilocks was....Jack is*

**Year 2**

- Sentences organised chronologically by time related words e.g. *next, finally*
- Connections between sentences
- Plan and write a 3 part story

**Non-Fiction – Biography**

**Year 1**

- Opening sentence – who and what
- Ideas grouped together in time sequence
- First person (third for an biography)
- Past Tense
- Focused on individual or group participants

**Year 2**

- Brief introduction and conclusion
- Main ideas grouped
- Chronological order using adverbials of time

**Alan Peat Sentences**

**Year 1**

- (v) ed next (v) ed.

**Year 2**

- BOYS
- What + !
- Many questions
- P.C
- Then and now.

**Randwick Requirements**

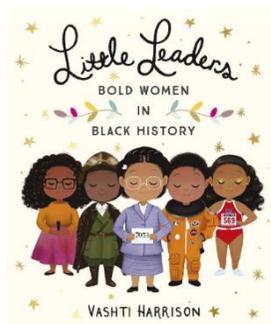
**Year 1**

- I use capital letters for the personal pronoun (I).
- I join clauses using the conjunction *and*.
- I use capital letters for names (proper nouns).

**Year 2**

- I can use coordinating conjunctions to link clauses, e.g. *or, and, but, yet, so.*
- I can write a **question**.

**Supporting Text:**



**Supporting Text:**

**Cross Curricular Links**

**PSHE**

**History**

Significant individuals – Mary Seacole and Florence Nightingale

**Skills**

Understand chronology  
Investigate and interpret the past  
Build an overview of world history  
Communicate historically

NC Grammar Objectives

Year 1

Punctuation

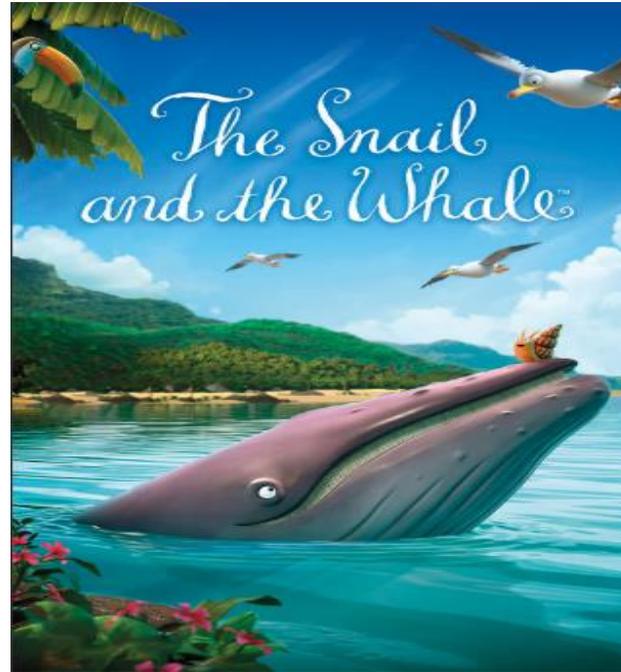
- I can use **question marks** to end my sentences.
  - I can use exclamation marks
  - I use **capital letters** to begin my sentences.
  - I use **full stops** to end my sentences.
- I use capital letters for names (**proper nouns**).

Year 2

Nouns and Noun Phrases

- I can write expanded **noun phrases** to add extra description, *e.g. The beautiful, blue butterfly.*
  - I can use **apostrophes** to mark singular possession in nouns.
  - I use commas to separate adjectives in a nouns phrase, *e.g. It was a tall, elegant, mysterious figure.*
  - I can use commas to separate a list of nouns.
- I can use a **pronoun** to avoid repetition, e.g. *The ferocious dragon flew over the castle. She prepared to land.*

Core Text:



Writing Genre

Narrative x 2

Year 1

- Beginning or ending signalled e.g. *One day, Happily ever after*
- Attempt at third person e.g. *The wolf was hiding*
  - Written in the appropriate tense (mainly consistent) e.g. *Goldilocks was....Jack is*

Year 2

- Sentences organised chronologically by time related words e.g. *next, finally*
- Connections between sentences
- Plan and write a 3 part story

Alan Peat Sentences

Year 1

2A sentences

Year 2

List

2A sentences

Randwick

Requirements

Year 1

- I use capital letters to begin my sentences.
  - I use full stops to end my sentences.
- I use capital letters for names (proper nouns).

Year 2

- I use commas to separate a list of nouns.
  - I write expanded noun phrases to add extra description.
- I identify adjectives.

Supporting Text:



Supporting Text:

Cross Curricular Links

Geography

- Are all islands the same?
- Continents, oceans,  
Investigate places  
Investigate patterns  
Communicate geographically

NC Grammar Objectives

Year 1

**Prepositions**

- I use **prepositions** for **position** to show where an object is, e.g. *on, between, across, through.*
- I use **prepositions** for **time** to show when something happened, e.g. *afterwards, at, during, before*

Year 2

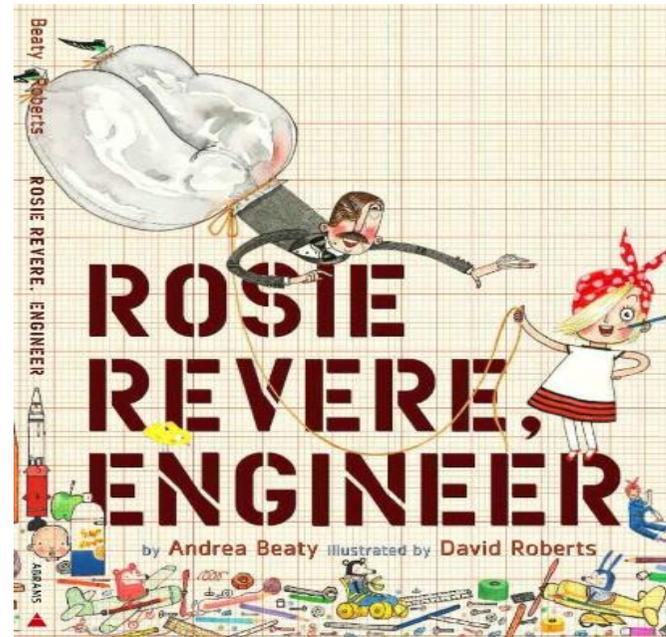
**Adverbials**

- I use *ly* to change adjectives into adverbs, e.g. *careful – carefully.*
- I add extra information about: *when, where or how*, e.g. *now, soon, away, almost, off, fast*
- I use **similes** to show how something is happening.

**Different ways to construct sentences**

- I can use subordinating conjunctions, e.g. *when, if, that, because.*

Core Text:



Writing Genre

Narrative

Year 1

- Beginning or ending signalled e.g. One day, Happily ever after
- Attempt at third person e.g. The wolf was hiding
- Written in the appropriate tense (mainly consistent) e.g. Goldilocks was...Jack is

Year 2

- Sentences organised chronologically by time related words e.g. next, finally
- Connections between sentences
- Plan and write a 3 part story

Instructions

Year 1

Simple title e.g. Chocolate Cake, Snakes and Ladders.

- Numbered instruction and diagrams as appropriate
- Present tense
- Usually 2nd person (impersonal) e.g. you

Year 2

- Title outlines the goal using 'How to...' e.g. How to make a chocolate Cake, How to play Snakes and Ladders.
- Equipment list, without a sub-heading, listed horizontally, using 'you will need' and commas in a list

Alan Peat Sentences

Year 1

2A sentences

Year 2

- ☑ Simile
- ☑ Adverb from adjective
- ☑ Double ly ending.

Randwick Requirements

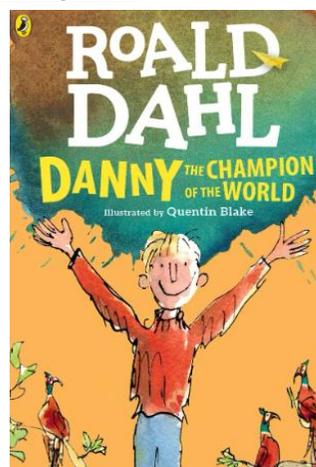
Year 1

- I use prepositions for position to show where an object is. (on, between, across, through)
- I use prepositions for time to show when something happened.

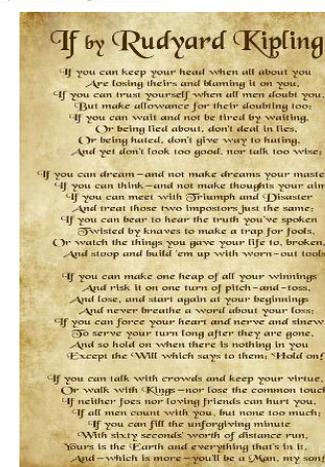
Year 2

- I use *ly* to change adjectives into adverbs.
- Use a simile

Supporting Text:



Supporting Text:



Cross Curricular Links

History

Changes within living history , How has technology changed the way we communicate over the last 60 years? - the way we talk, write and are entertained.

Skills

Understand chronology  
Investigate and interpret the past  
Build an overview of world history  
Communicate historically

**NC Grammar Objectives**

**ALL**

- I choose the correct tense for my piece of writing.
- I can write in the simple present tense.
- I can write in the simple past tense.

**Year 1**

**Cohesion**

- I sequence sentences to form stories and recounts.
- I can identify the **past tense** in my writing and the writing of others.
- I can identify the **present tense** in my writing and the writing of others.

**Year 2**

**Verbs**

- I can use the progressive form of verbs in the present and past tense, e.g. *She is drumming. He was shouting.*
- I can recognise when verbs are written informally or formally, e.g. *I cannot attend the School Council meeting today. I can't come today.*
- I can use and identify verbs within my sentences –including (being/having/doing).

**Core Text:**

**WHERE THE WILD THINGS ARE**



**STORY AND PICTURES BY MAURICE SENDAK**

**Writing Genre**

**Narrative - Retelling a story**

**Year 1**

- Beginning or ending signalled e.g. *One day, Happily ever after*
- Attempt at third person e.g. *The wolf was hiding*
- Written in the appropriate tense (mainly consistent) e.g. *Goldilocks was....Jack is*

**Year 2**

- Sentences organised chronologically by time related words e.g. *next, finally*
- Connections between sentences
- Plan and write a 3 part story

**Non-fiction - Recount**

**Year 1**

- Opening sentence – who and what
- Ideas grouped together in time sequence
- First person (third for an biography)
- Past Tense
- Focused on individual or group participants

**Year 2**

- Brief introduction and conclusion
- Main ideas grouped
- Chronological order using adverbials of time

**Alan Peat Sentences**

**Year 1**

**Year 2**

- Simile
- Adverb from adjective
- Double ly ending.

**Randwick Requirements**

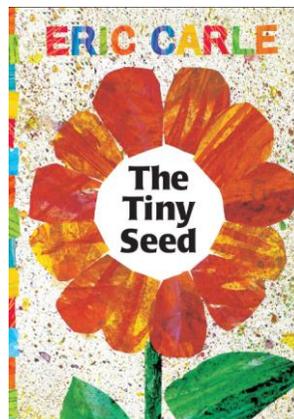
**Year 1**

- I can identify the past tense in my writing and the writing of others.
- I can identify the present tense in my writing and the writing of others.

**Year 2**

- I can use and identify verbs within my sentences - including (being/having/doing).

**Supporting Text:**



**Supporting Text:**

**Cross Curricular Links**

**UK – is the weather the same everywhere?**

**Investigate places**

Use world maps, atlases and globes to identify the United Kingdom and its countries. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Name, locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas.

**Investigate patterns**

Identify seasonal and daily weather patterns in the United Kingdom

**Communicate geographically**

Use basic geographical vocabulary to refer to: Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.

Use compas directions (north, south, east and west) to describe the location of features.

NC Grammar Objectives

Year 1

Nouns and noun phrases

- I identify **nouns** within sentences.
- I identify **adjectives** within sentences.
- I carefully choose adjectives to describe my nouns.
- I add –s or –es to make my noun **plural**

Year 2

Cohesion

- I use the present tense accurately in my writing.
- I use the past tense accurately in my writing.
- I use a range of pronouns accurately in my writing to avoid repetition, *e.g. he, she, it, they, you.*

Core Text:



Writing Genre

Narrative

Year 1

- Beginning or ending signalled *e.g. One day, Happily ever after*
- Attempt at third person *e.g. The wolf was hiding*
- Written in the appropriate tense (mainly consistent) *e.g. Goldilocks was....Jack is*

Year 2

- Sentences organised chronologically by time related words *e.g. next, finally*
- Connections between sentences
- Plan and write a 3 part story

Non-Fiction – Biography

Year 1

- Opening sentence – who and what
- Ideas grouped together in time sequence
- First person (third for an biography)
- Past Tense
- Focused on individual or group participants

Year 2

- Brief introduction and conclusion
- Main ideas grouped
- Chronological order using adverbials of time

Alan Peat Sentences

Year 1

Year 2

- (V) ED next (V) ED
- \_ing, \_ed.

Randwick Requirements

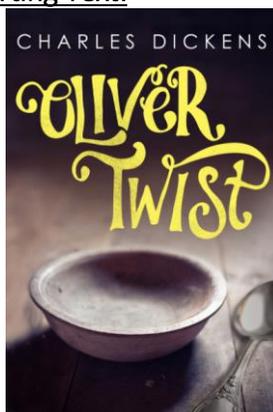
Year 1

- I identify nouns within sentences.
- I add –s or –es to make my noun plural.

Year 2

- I use the present tense accurately in my writing.
- I use the past tense accurately in my writing.
- I use a range of pronouns accurately in my writing to avoid repetition

Supporting Text:



Supporting Text:

Cross Curricular Links

History

Significant individuals – What was lifelike for children during the reign of ... Queen Victoria, Queen Elizabeth II.

Skills

Understand chronology  
Investigate and interpret the past  
Build an overview of world history  
Communicate historically

NC Grammar Objectives

Year 1

Verbs

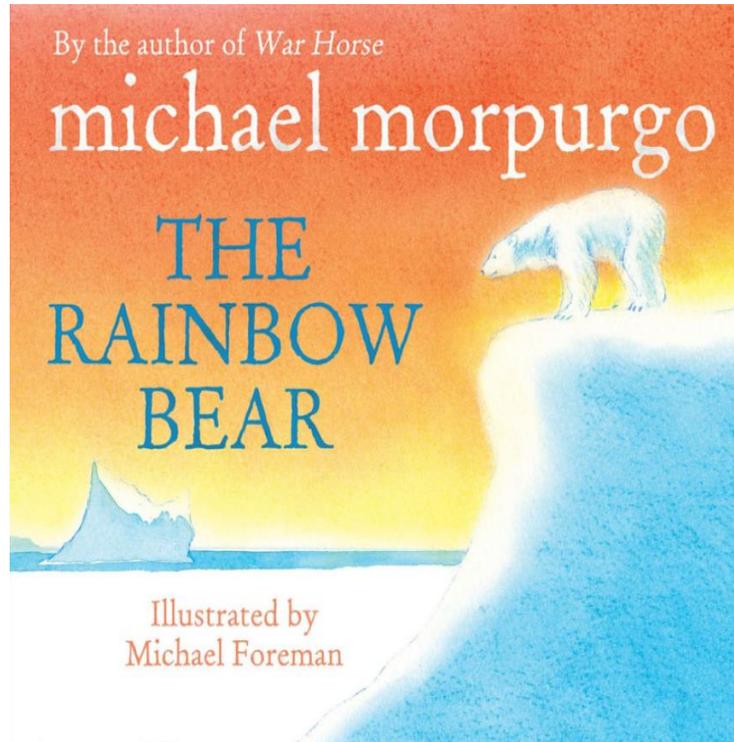
- I identify **verbs** within sentences -including (being/having/doing)
- I add suffixes –ing, -ed, -er to verbs.
- I add the **prefix** un- to change the meaning of **verbs** and adjectives.

Year 2

Punctuation

- I use **question marks** to end my sentences.
- I use exclamation marks to end **exclamation sentences**.
- I use **exclamation marks** for emphasis.
- I use **commas** and **and** to separate items in a list.
- I use **apostrophes** to mark singular possession in nouns.
- I can use an **apostrophe** to show the omission of letters.

Core Text:



Writing Genre

Narrative

Year 1

- Beginning or ending signalled e.g. *One day, Happily ever after*
- Attempt at third person e.g. *The wolf was hiding*
- Written in the appropriate tense (mainly consistent) e.g. *Goldilocks was....Jack is*

Year 2

- Sentences organised chronologically by time related words e.g. *next, finally*
- Connections between sentences
- Plan and write a 3 part story

Non-fiction — Fact File

Year 1

- Title identifying what the text is about
- Ideas grouped together by similarity
- Third person
- Written in the appropriate tense (usually present)
- Technical Vocabulary relevant to the subject (age appropriate)

Year 2

- As above and:
- Brief introduction stating a general description of the chosen subject/topic
  - Main ideas organised in groups
  - Technical Vocabulary relevant to the subject (age appropriate)

Alan Peat Sentences

Year 1

All the w's

Year 2

- What + !
- Many questions
- Sound! Cause.

Randwick Requirements

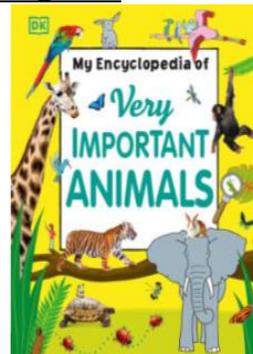
Year 1

- I identify verbs within sentences – including (being/having/doing)

Year 2

- I use question marks to end my sentences.
  - I use exclamation marks to end exclamation sentences.
- I use exclamation marks for emphasis.

Supporting Text:



Supporting Text:

Cross Curricular Links

Science

Living things and their habitats

Working Scientifically

- Ask simple questions and recognise that they can be answered in different ways.
- Observe closely, using simple equipment ∅ perform simple tests ∅ identify and classify
- Gather and record data to help in answering questions.
- Use their observations and ideas to suggest answers to questions.

