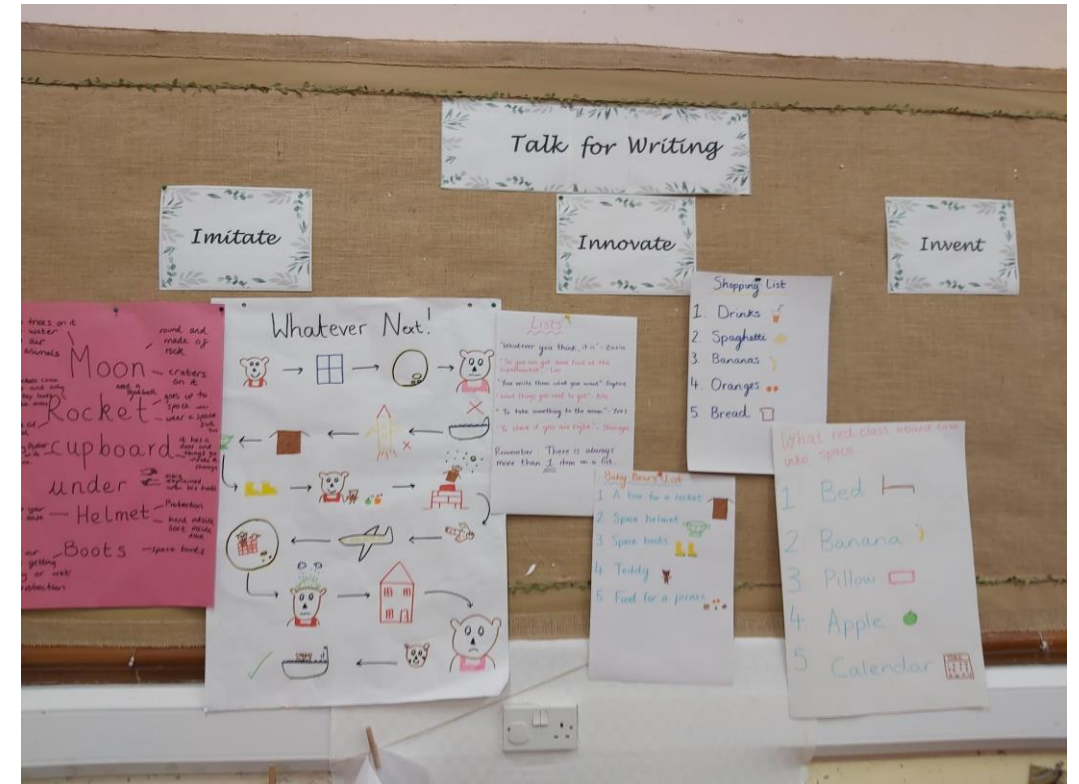


EYFS T4W Term 2

Whatever Next! by Jill Murphy



EYFS
T4W
Tiddler



ATN InoC Loc
on Wednesday

Miss Kat
K a l l d + r e
r e j s t r .

TILZLATZQdMIZZCAT.

SOREY I was I am
I b i x a s q u i d . c a p t d

On the way
to school I was
c a s c w l I was
p t r d by a
s q u i d .

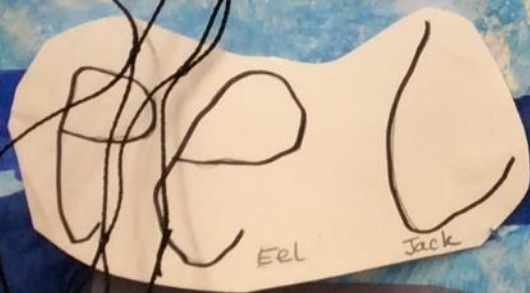
1 Feb 12h

P o p o

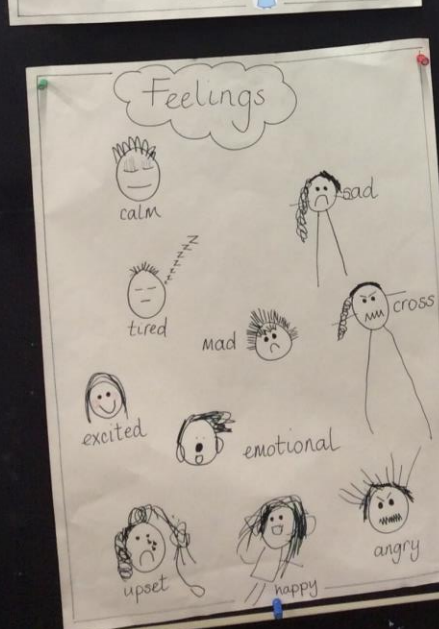
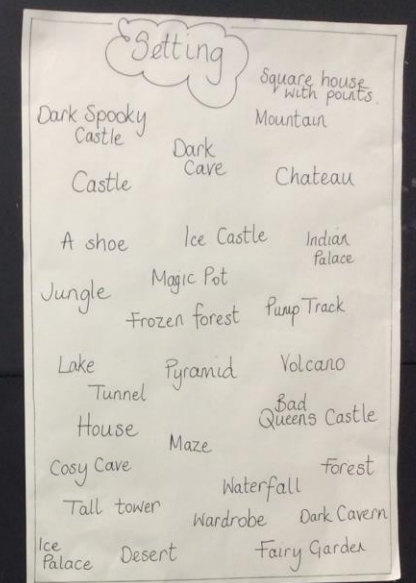
Tigger was lost in the middle of the ^{Ocean} shore.
Katie



Its last story story
sed Little story story.
little molly



EYFS T4W traditional tales and fairy tales



Name _____ My 3 Little Pigs Innovation 9.3.23

The Setting is when and where
the story takes place.



The Characters are the people or
animals that take part in the story.



The Problem is something that causes
trouble for the characters.



The Solution is how the problem in
the story is solved.



The Setting

dinosaur land
mountain bike track
old cabin
fairy land
house
tescos
meadow
motorbike
unicorn land
island

The Characters

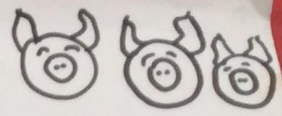
3 pigs 1 wolf
3 horrid pigs 1 wolf
3 fairies 1 bad queen
3 children 1 step dad
3 ^{bad} teachers 1 step sisters
3 spiders 1 bad bee
3 bad dinos 1 raptor

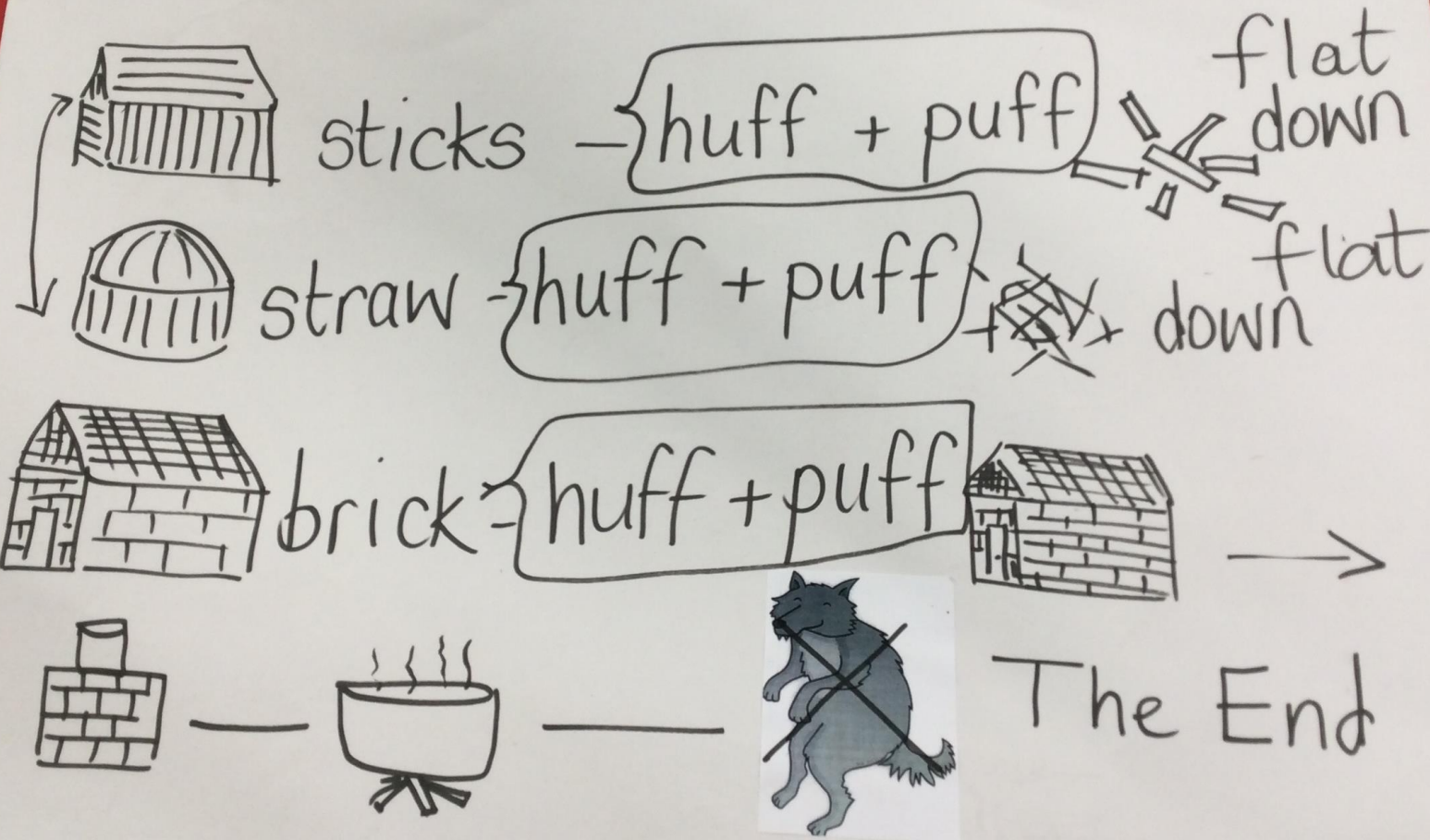
The Problem

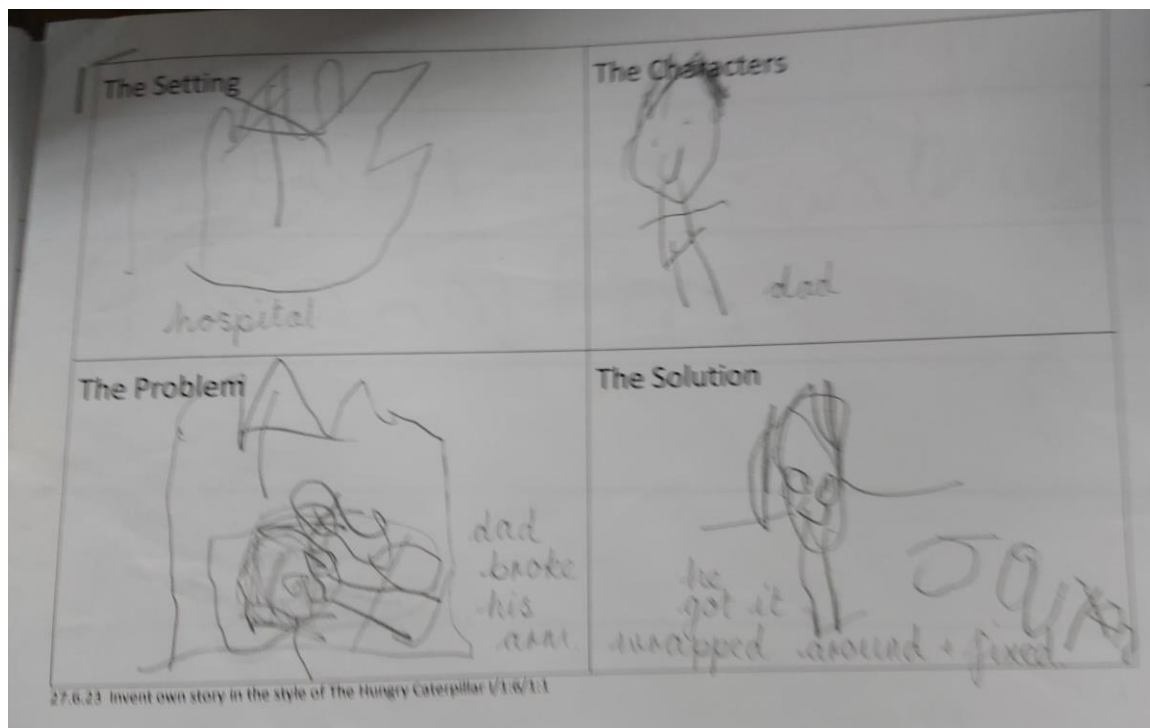
roof came down
put in a cage
fight
scared
rescue

The Solution

police - stuck
lock
stop fight
cave
fierce creatures
push into water

Once upon a time 3 little pigs 

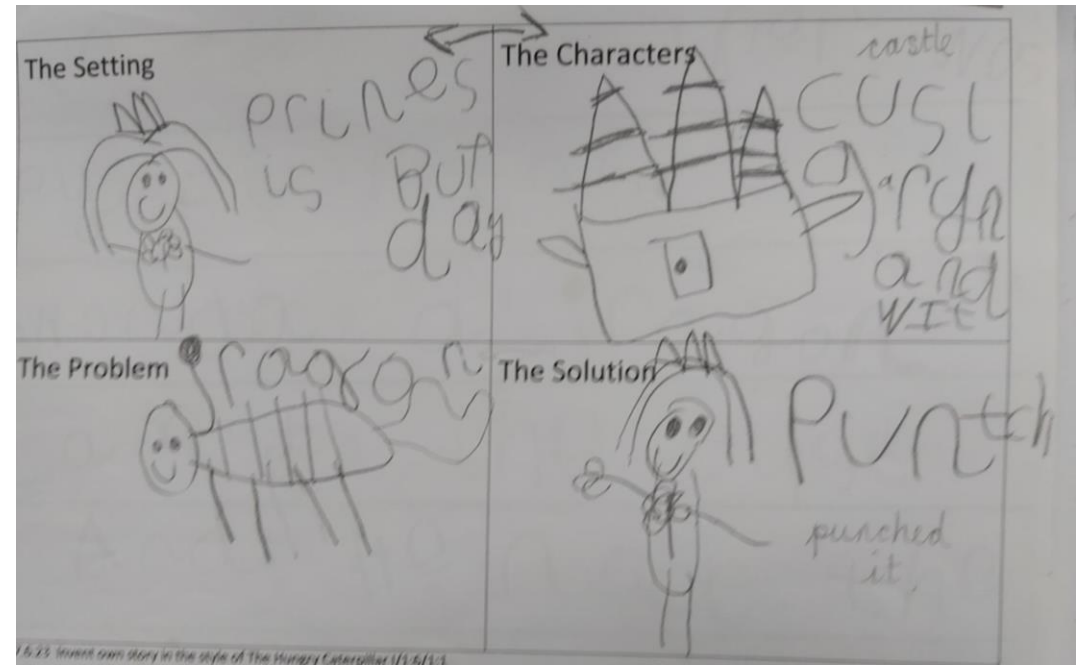




T4W The Very Hungry Caterpillar

The Very Hungry Caterpillar
 has a pool of fish in
 the garden.

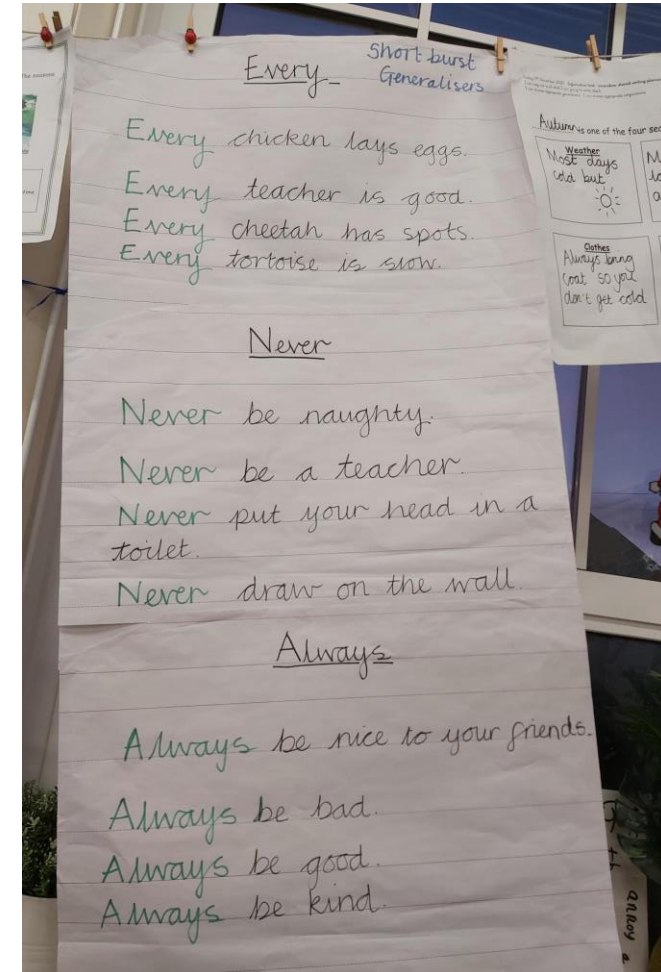
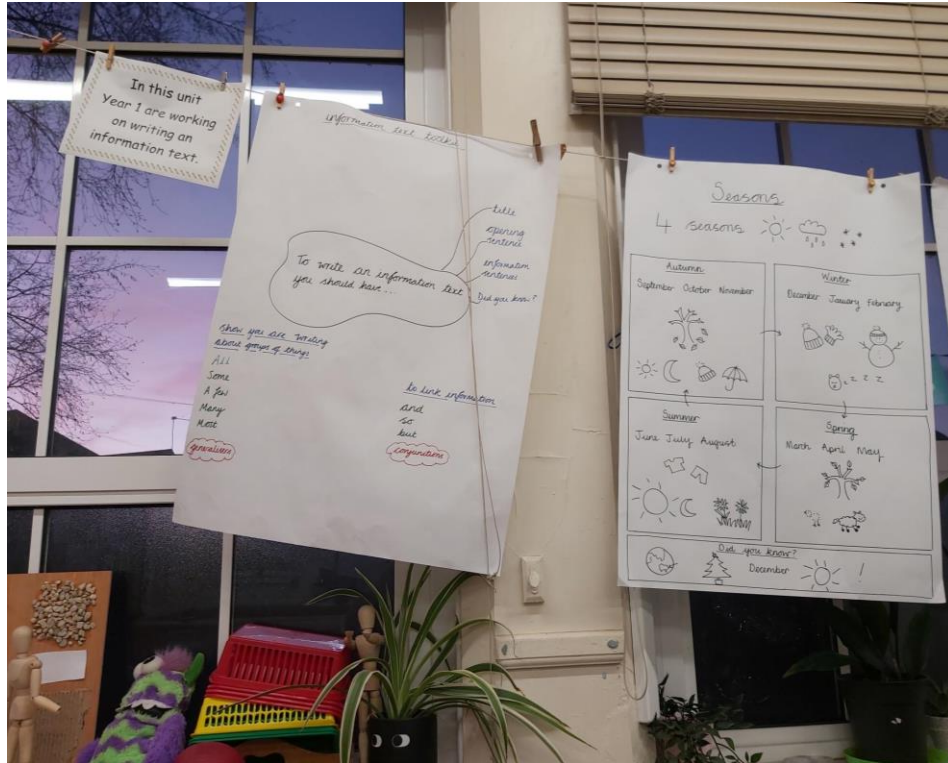
In the cuse ther is
 a pyote prins.
 Wonda a dragon
 cam to the cuse
 And he roct the
 builings But the



T4W The Very Hungry
 Caterpillar

prince hit him.
 the dragon ryna
 a way.

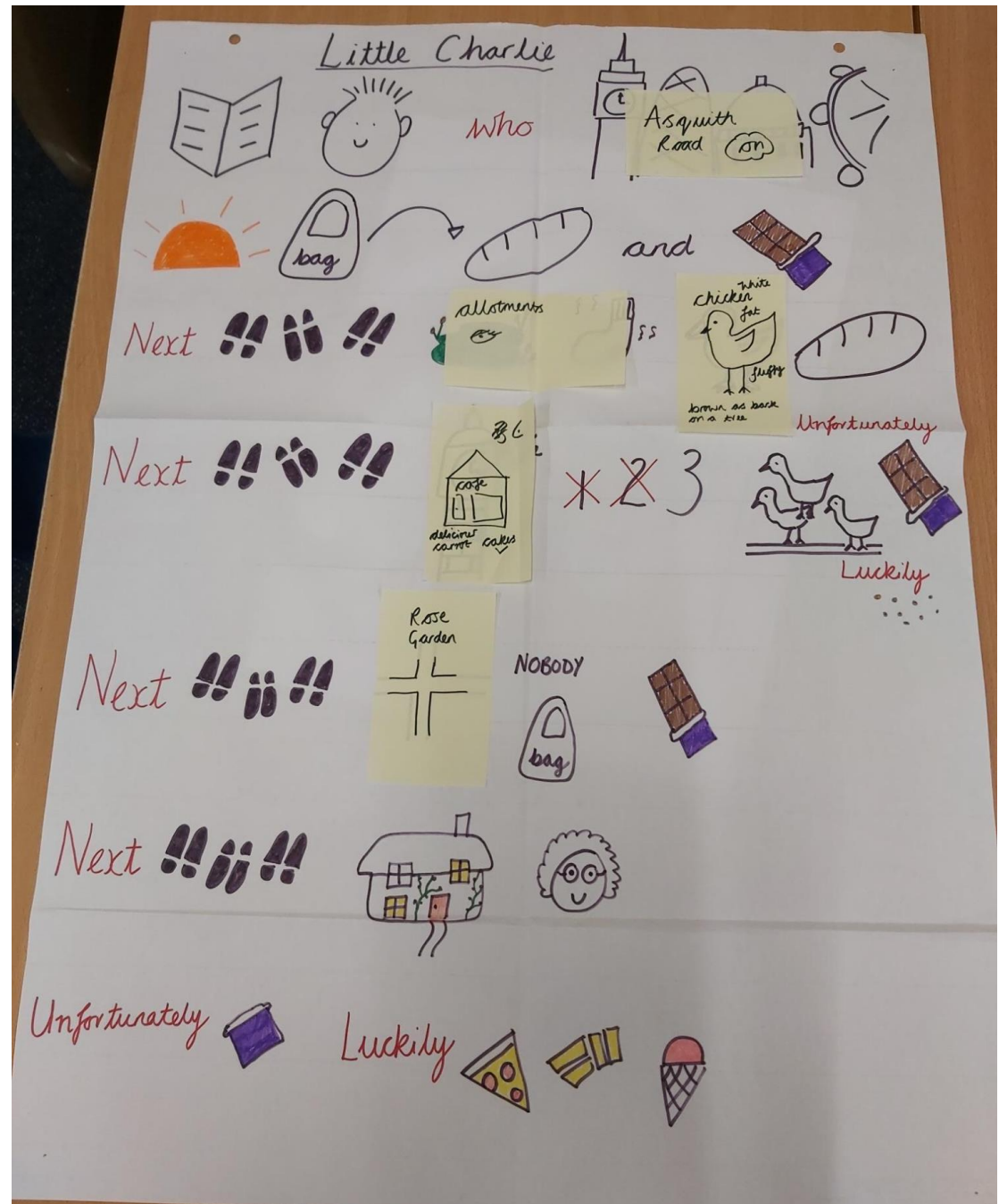
Year 1 Term 2 non-fiction information text



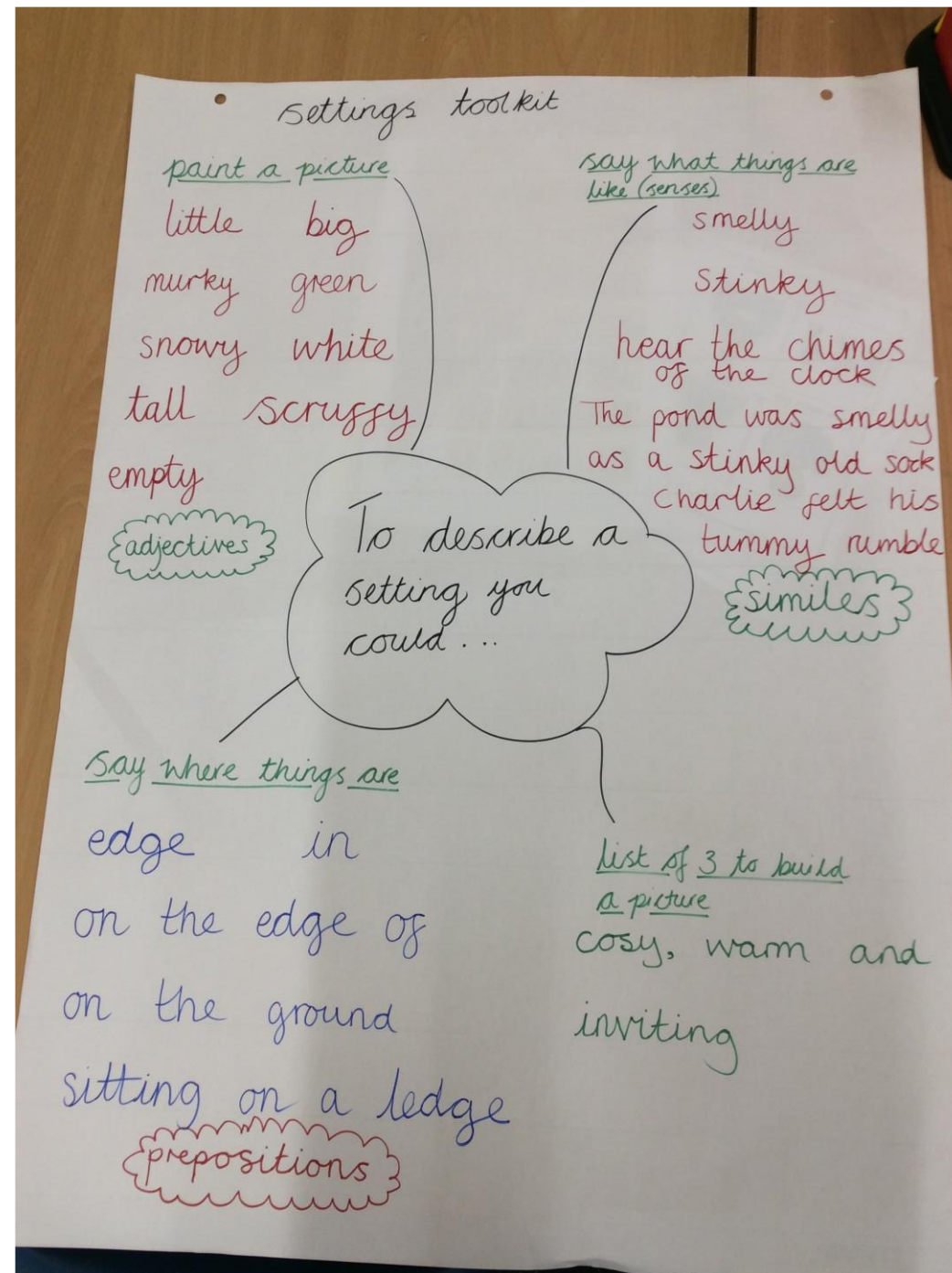
Year 1 Term 3

T4W

Little Charlie story map
setting focus



Year 1
T4W
Little Charlie
setting toolkit



Year 1

T4W

Little Charlie innovation stage
setting focus

Little Charlie
who
Asquith Road
bag
and
Once upon a time there was a boy called Charlie who lived on Asquith Road. Charlie could see Grandma's cottage from his bedroom window. Early one morning his mum said "please take this bag of goodies to your Grandma." Into the bag she put a loaf of bread and a square of chocolate.



Next he walked and he walked and he walked until he came to the cold, muddy, quiet allotments. He could see a golden shed. Next to the shed was a fat, fluffy chicken. She Her ~~was~~ feathers were as brown as the bark on a tree.

Next, he walked and he walked and he walked until he came to a big, blue cafe. He could smell the sweet, yummy, carrot cup cakes. There he met, not one, not two, but three scruffy pigeons sitting on a ledge.



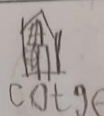
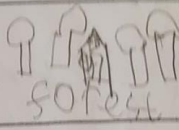
Next he walked and he walked and he walked until he came to an empty, silent crossroads. There he met... nobody. Charlie felt his tummy rumble. "I'm hungry" said Charlie.

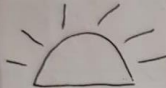

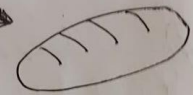

settings: look at
little big
mucky green
snowy white
tall scruffy
empty
To describe
setting you
could...
edge in
on the edge of
on the ground
sitting on a
favourite

Year 1
T4W
Little Charlie
Innovation stage















Monday 23-January 2023
Little Charlie- shared writing Innovation
I can say what the settings are like in my story.
I can use CL   .

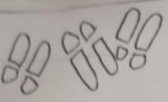
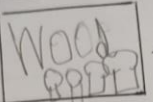
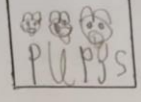

Little Charlie

  who  in a  forest


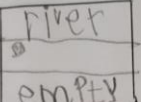


  →  and 

Once upon a time there was a little boy called Charlie who lives in a cottage in a forest. Early one morning he woke up and his mum said "take this bag of goodies to your grandma." Into the bag she put a loaf of bread and a square of chocolate. (I)

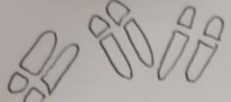
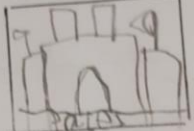


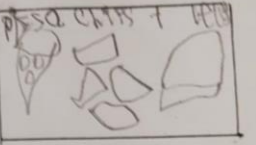
Next              

Next   * 3   ^{unfortunate}
 No rubber tomorrow!
 Luckily ...

Next he walked and he walked and he walked until he came to a wood. He could hear the happy birds singing trees there. There he met not one not two but three puppies. What are you got in your bag? Unfortunately there was only three chocolate left. Luckily he found some crumbs in his bag. He scattered them on the ground and the puppies

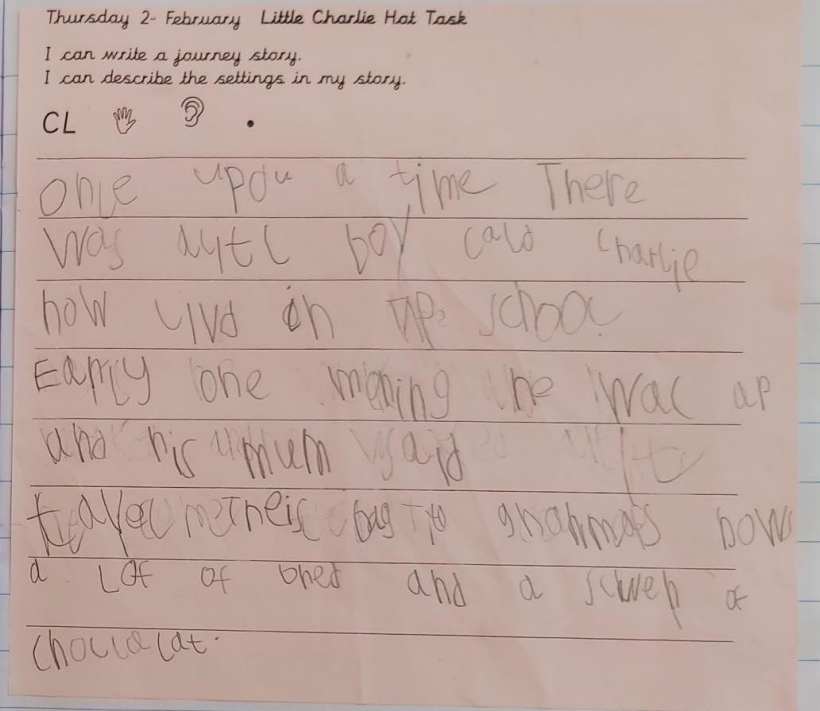
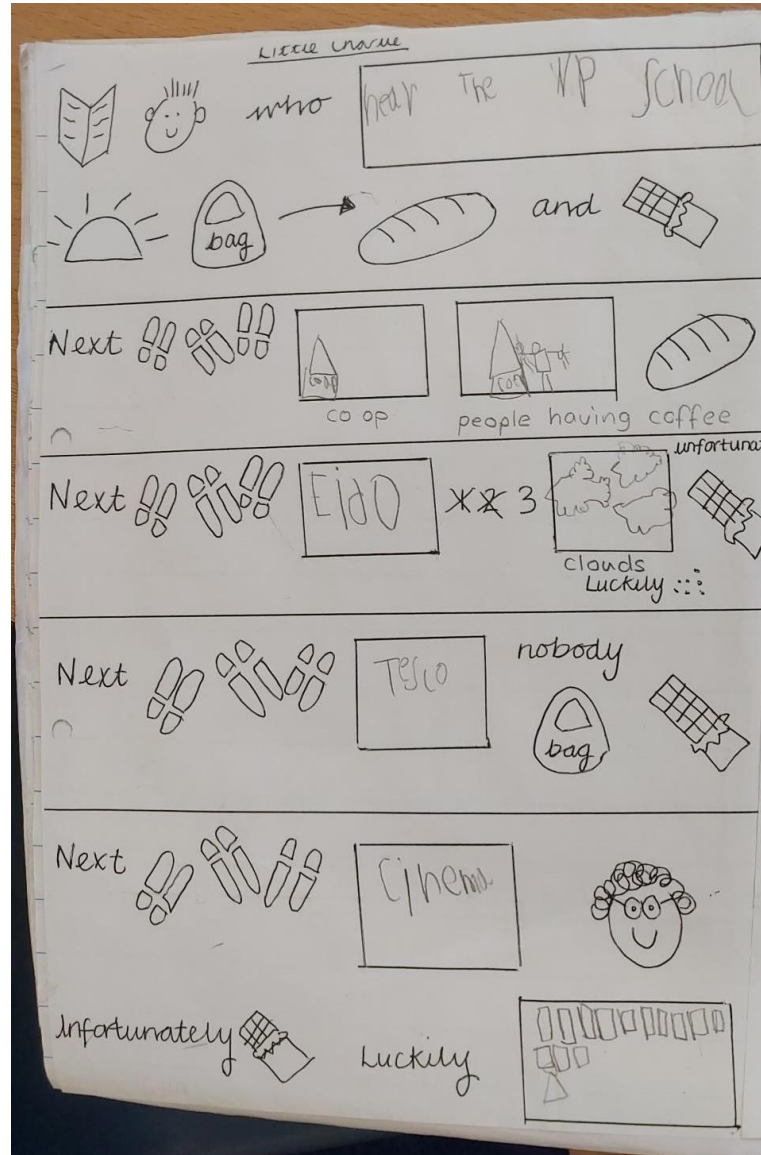
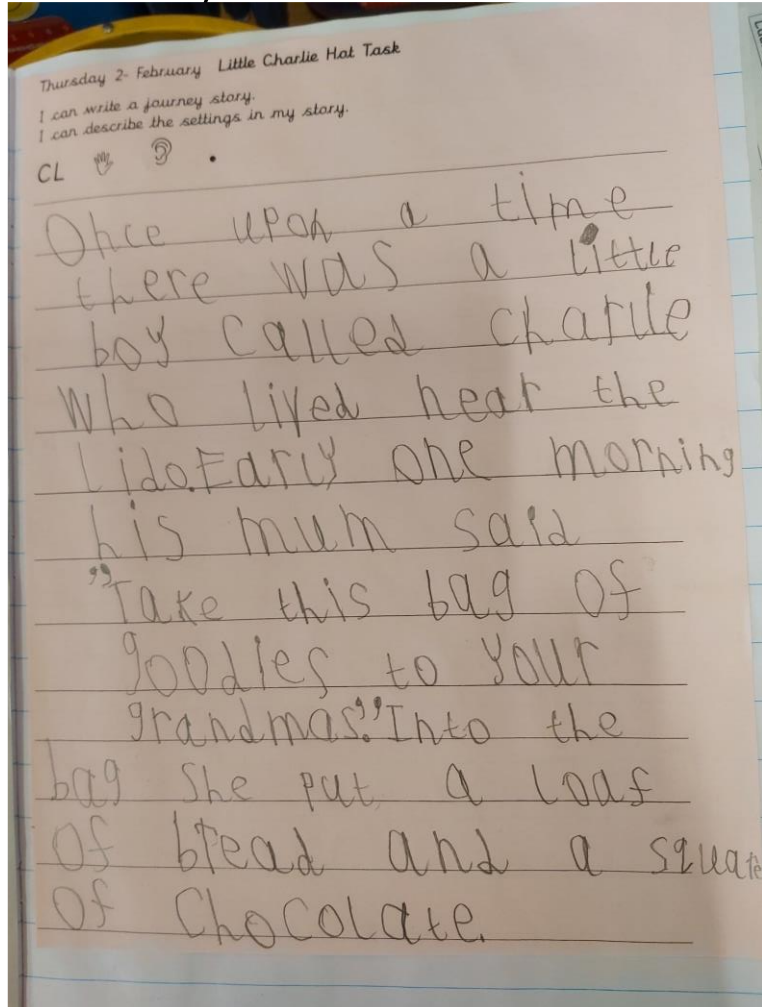
Next   nobody  
 * I

Next he walked and he walked until he came to an empty river. There he met a nobody. Charlie felt his tummy rumble. What have I got in my bag? mmmm chocolate! so he ate it all up.




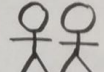
Next   
 Unfortunately  luckily  ^{missed chips + left}

Next he walked and he walked and he walked until he came to Grandma's pales. Grandma was inside her cosy warm and inviting pales. "I'm hungry" said Grandma. "What have you got in your bag?" Unfortunately there was only the chocolate paper left. Luckily Grandma picked up the missed chips and left.

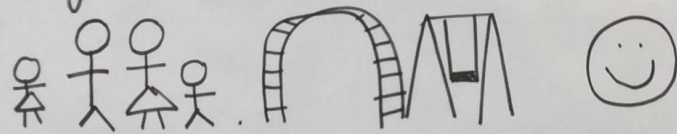
Year 1
T4W
Little Charlie
independent application
(hot task)



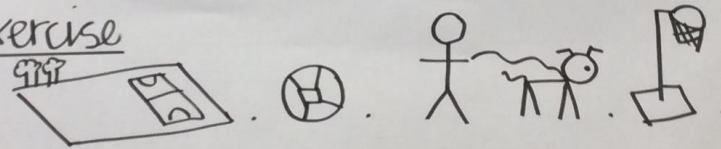
Why do people visit NP?

NP → Cheltenham.     ?

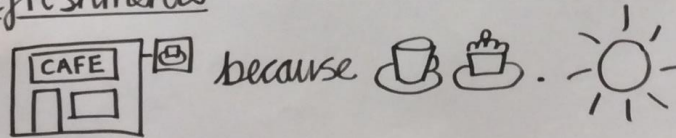
Play




Exercise



Refreshments



NP ✓ because 

Year 1 term 4
T4W

non-fiction
explanation text
linked to leading
question

Most

golden

grumbly

wandered

area

young

Few

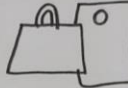
Tuesday 28 February 2023

Explanation text- shared writing Innovation

I can organise the text.

I can use CL   . ?

Why do people ^{celebrate} visit Bath Road?

BR → Cheltenham.  . ?

Why do people visit Bath Road?

Bath Road is in Cheltenham.
It is a busy place so go
shopping. ^{Have you} ^{wondered} how
what the Bath Road is
like?

Year 1

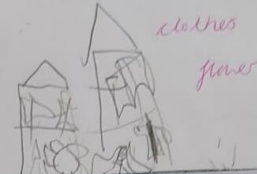
T4W

non-fiction


explanation text linked to leading question

innovation stage

Shopping
many



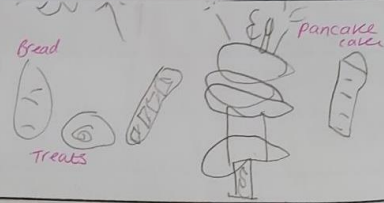
Many families
visit Bath Road
because they go
can go to flower shop,
and they can
go to the clothes
shop.

✓ CL  Good effort ✓

Start letters on the line.

Bakery

Some



Bakery. Some people
like a dish like a cake.

For the Bakery. The
paper is full of yummy
cakes and fresh bread.

Cafe

A few

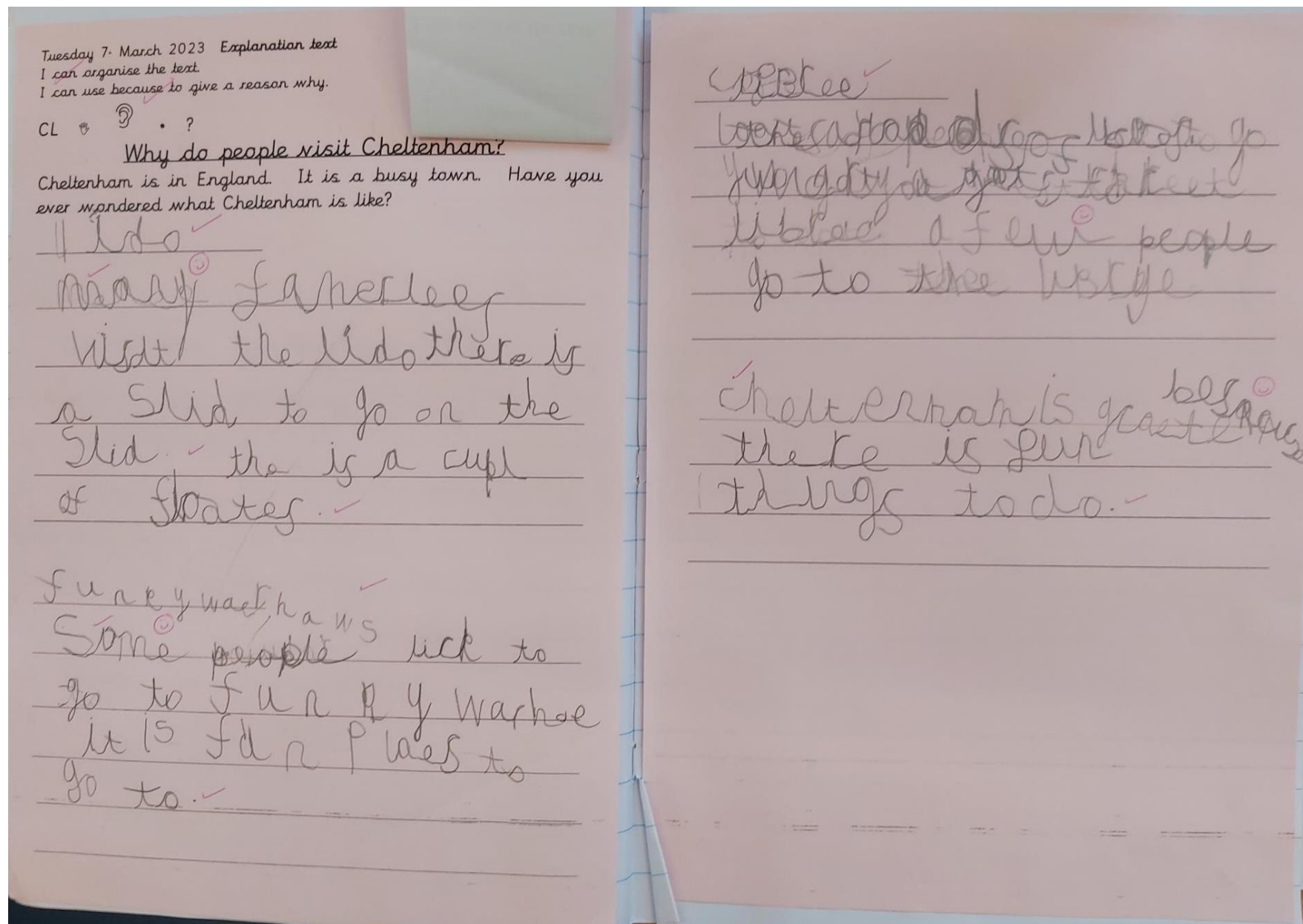


A few people
visit the cafe.
get a drink to go.
At the cafe.

my

adjectives

Year 1 Term 4
T4W
non-fiction
explanation text
independent
application (hot
task)

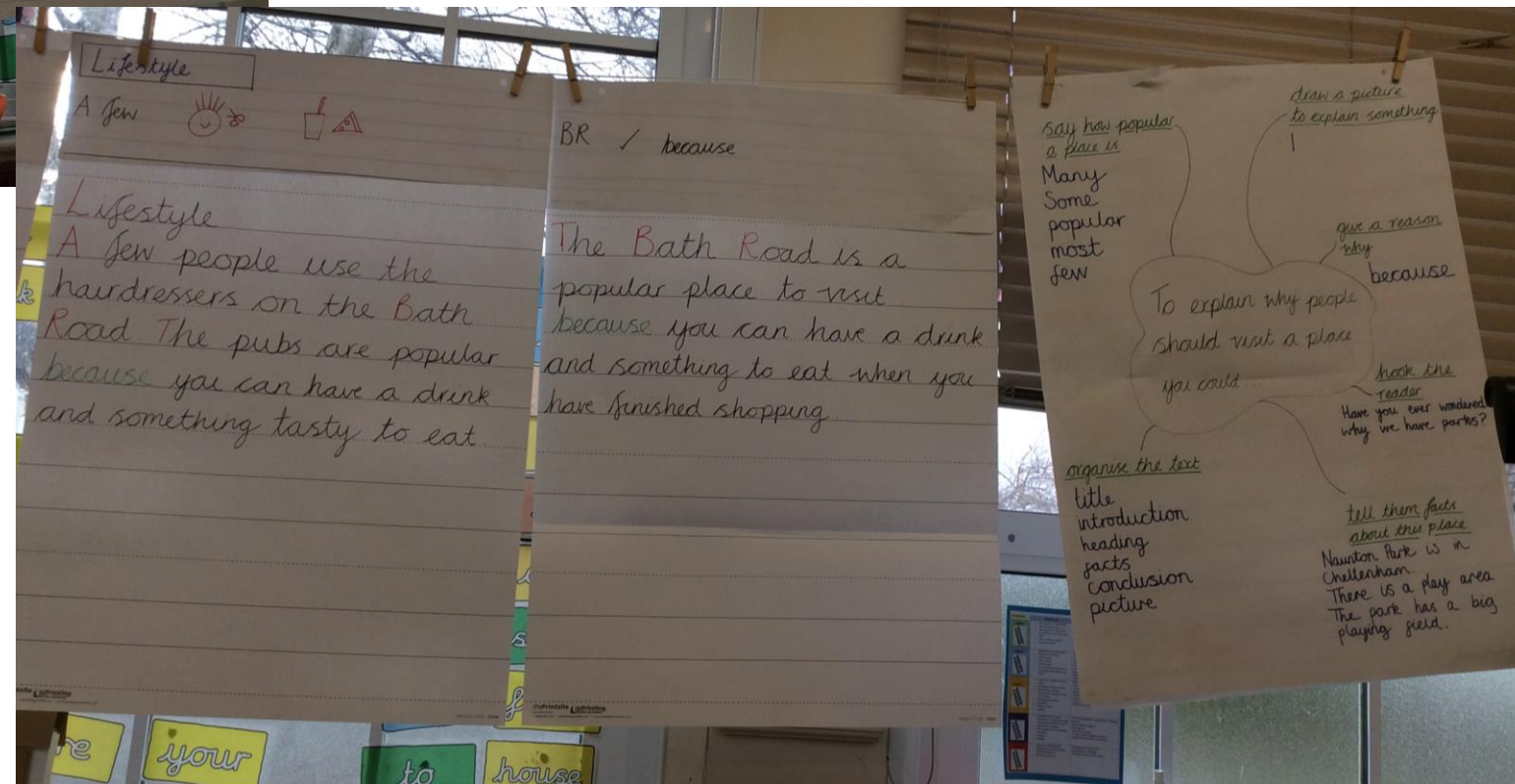
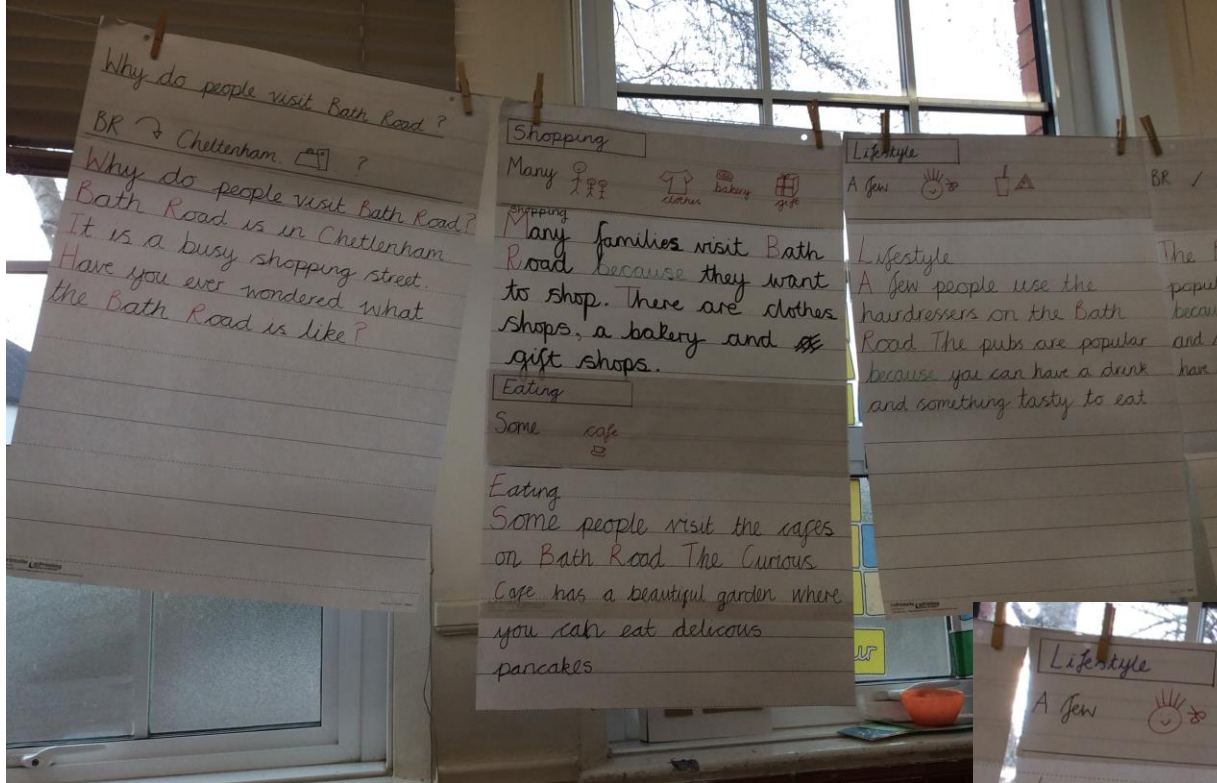


Year 1 Term 4

T4W

non-fiction

explanation text linked to leading question



Year 1 Term 5
T4W
traditional tale villain
character toolkit

Traditional Tales Toolkit

Say how other characters react to them
birds stopped singing
ants scuttled away
fish quivered
sentence of 3

Say what they look like
as tall as a tower *similes*
as wide as a cloud *alliteration*
slippery, slimy, scaly skin
eyes the size of plates
hairy toes *adjectives*

Say how they move
crawled
slowly *adverb*
stomped

To describe a villain character you could...

behaviour / personality
squashing snails and worms

give them a villain name
Mr Terror

give them a voice
bellowed
get off my bridge

Year 1
T4W Term 5
traditional tale villain
character
innovation stage

Name

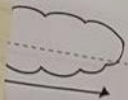
The Troll ^{Wolf}
At that moment, out crept

Mr Wicked

At that moment, stealthily out crept Mr Wicked from behind a tree.

Look

He was as tall as an old oak tree and his claws were as sharp as arrows.



He had terrible, towering, troublesome teeth.



He was as tall as an old oak tree and his claws were as sharp as arrows. He had terrible, towering, troublesome teeth. His paws were as big as boulders so he could run for miles and miles and miles!

Behaviour

Slowly



Slowly, the wolf troll stomped over the bridge and squished the snails and worms with his hairy

Sneakily, the wolf crept up behind it a rabbit and bit off it's tail.

You



Get out of my woods or

Other characters



flapping

running

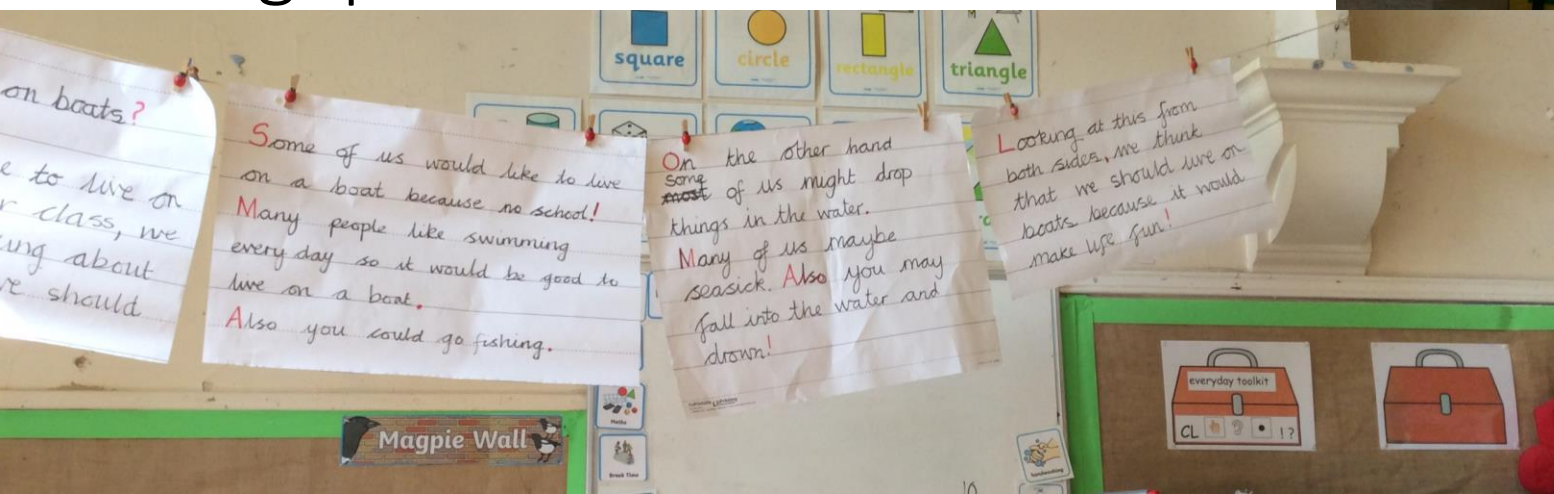
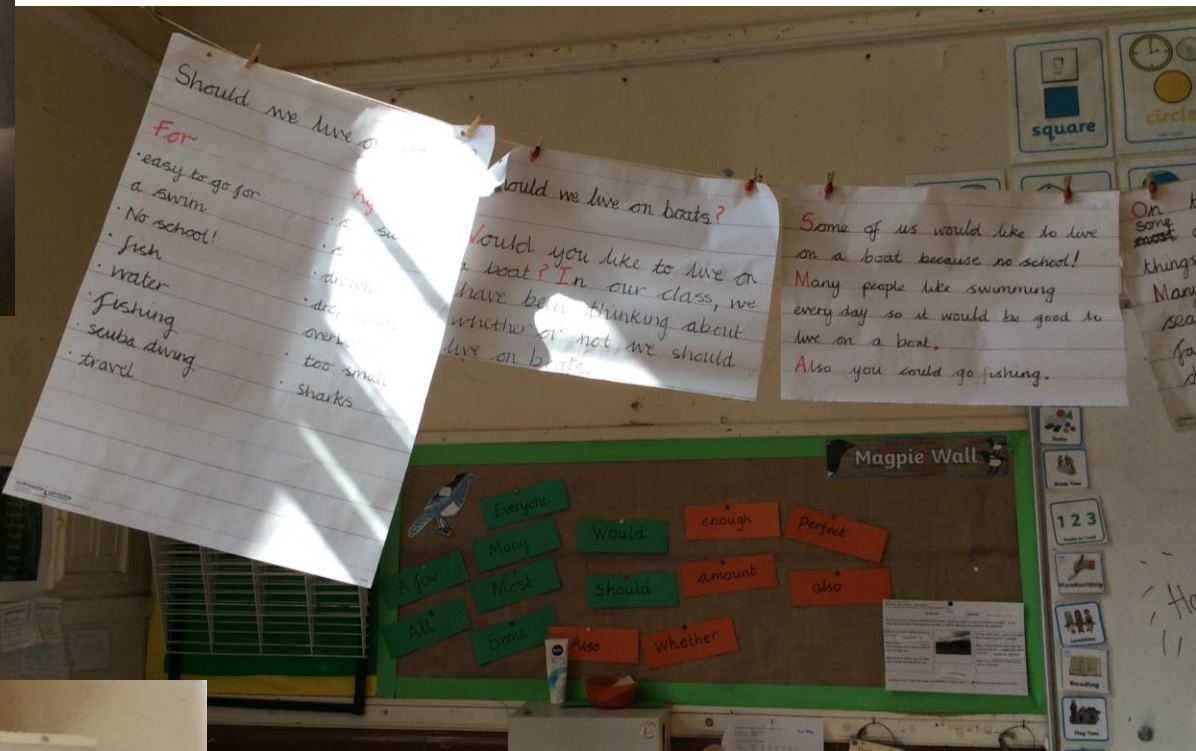
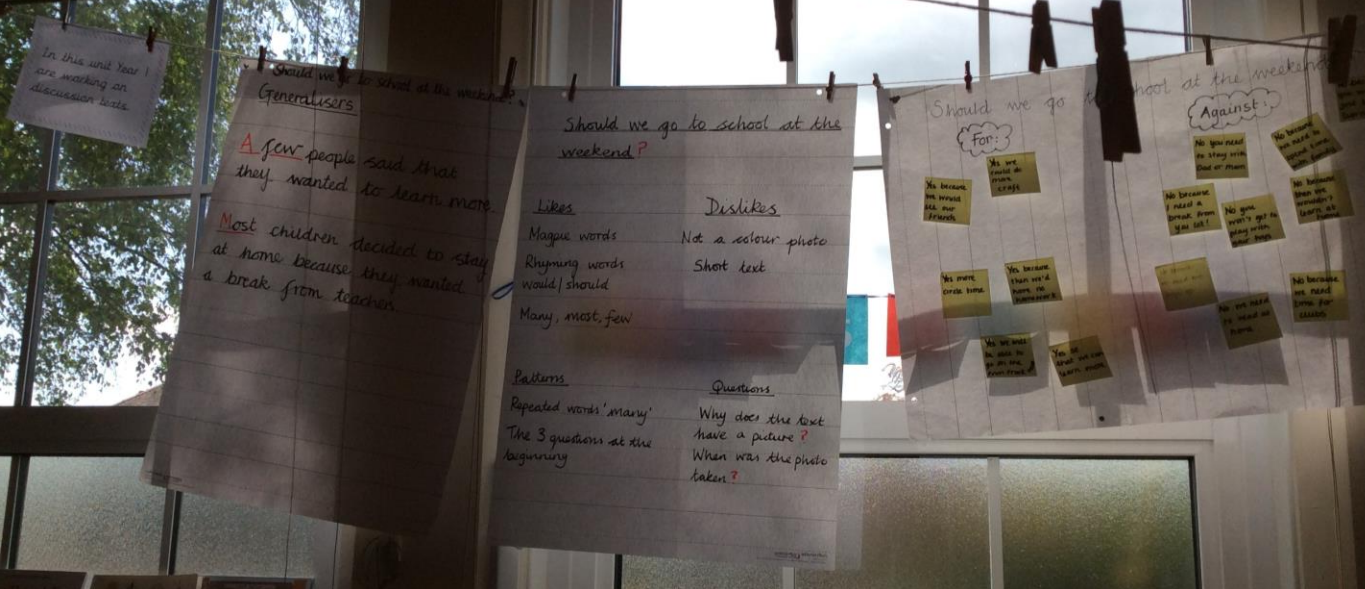
Angrily the wolf growled "get out of my woods or I will eat you!" The little birds flew away and the scared rabbits hopped into their warrens.

Slipped, singing, she rattled away, she quivered, eyes the size of plates, hairy toes.

to describe a villain character you could

creaked, stomped, squashing snails and worms.

believed get off my bridge

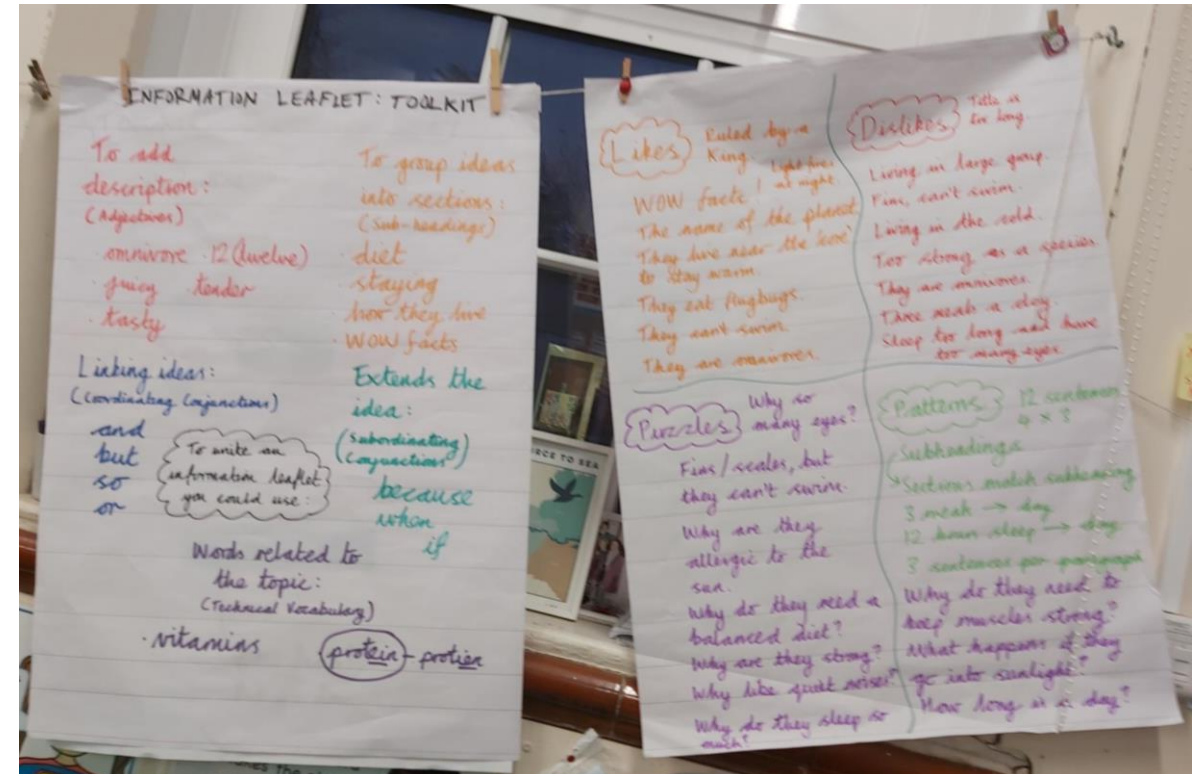
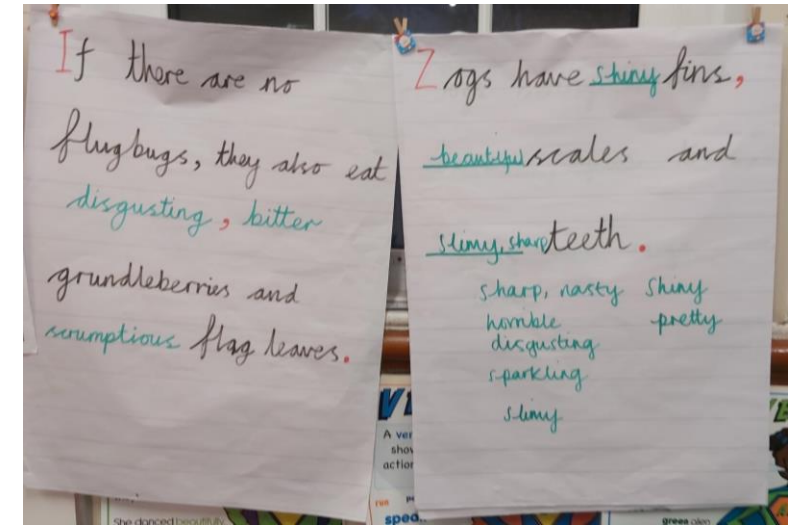
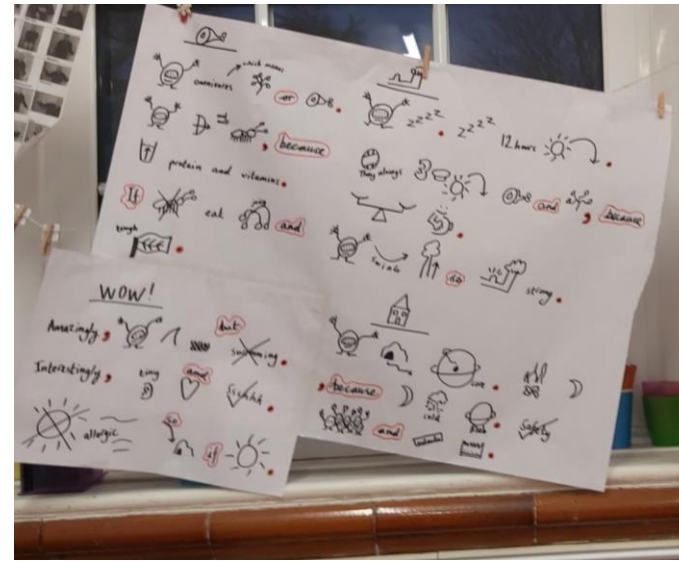
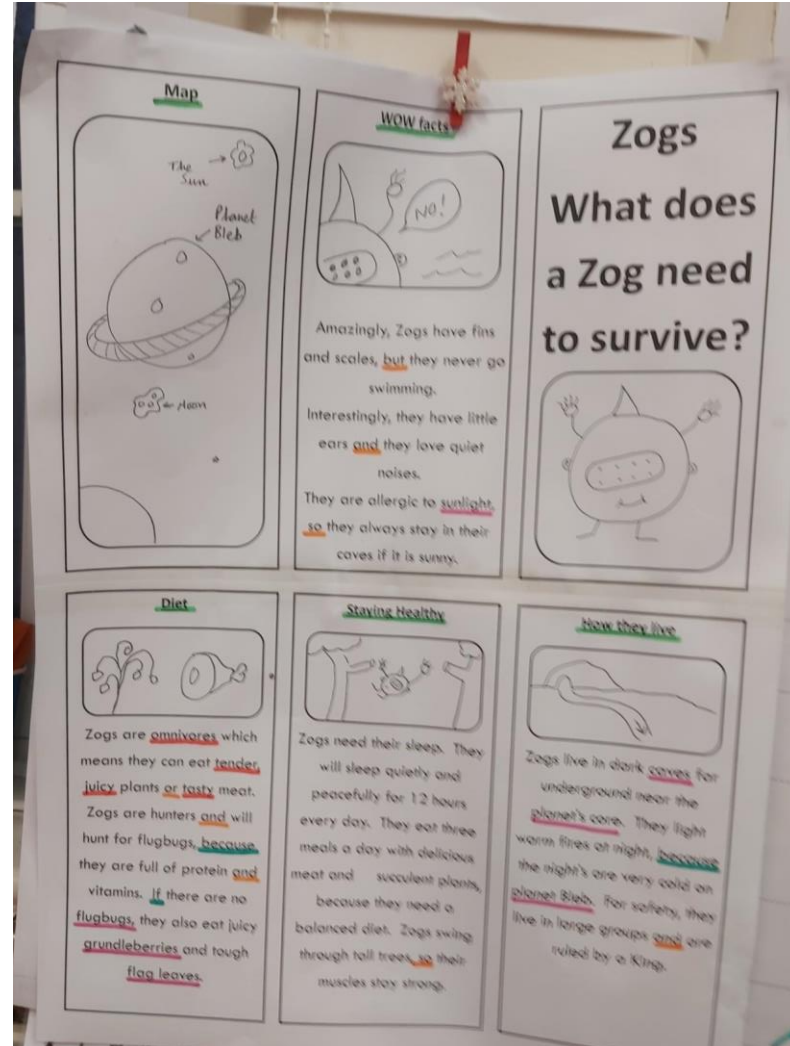


Year 1

T4W

non-fiction discussion text linked to leading question

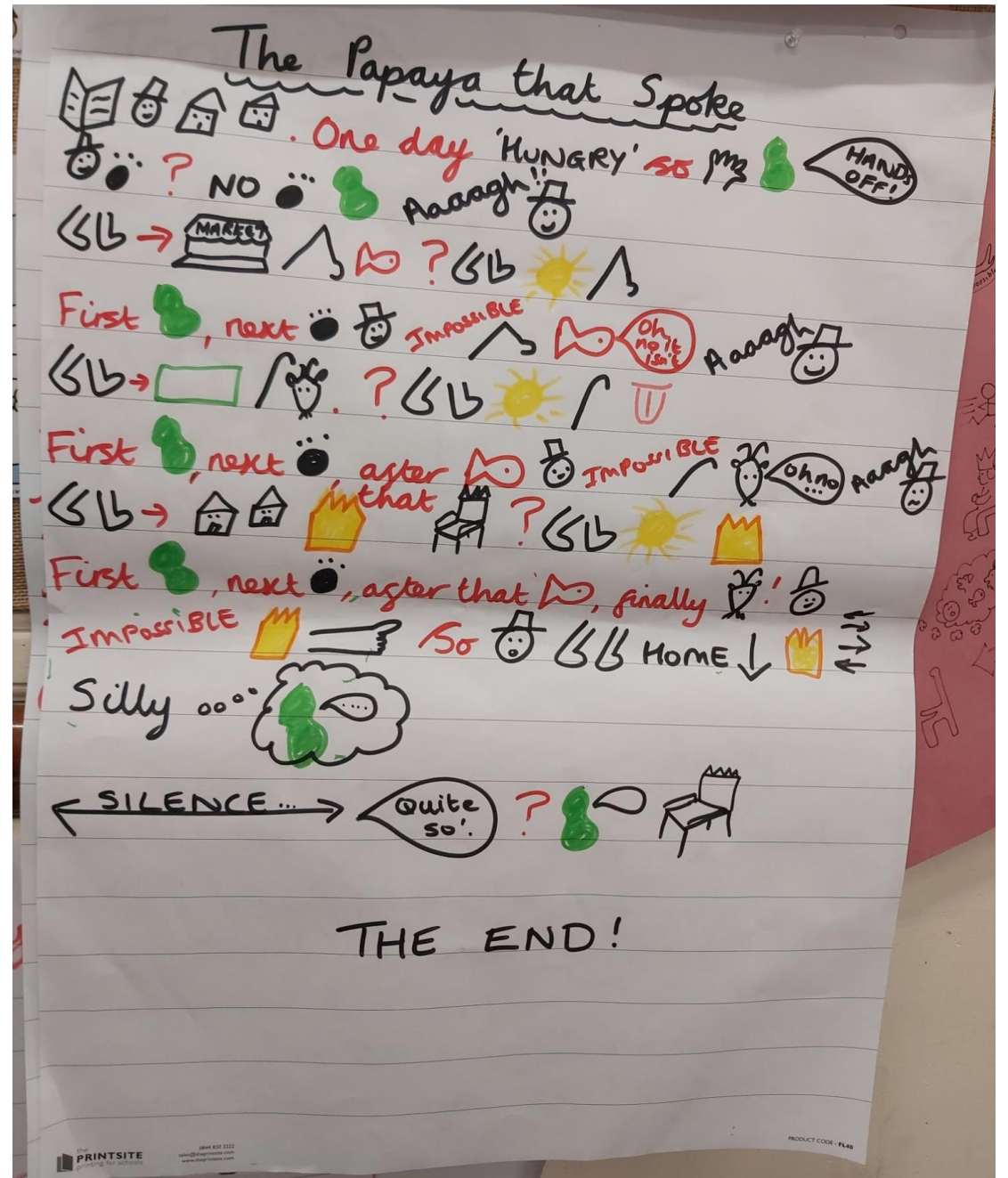
Year 2 Term 2 non-fiction information text



Year 2

T4W Term 3

The Papaya that Spoke story map
character focus



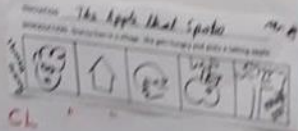
Year 2

T4W

The Papaya that Spoke innovation stage
setting focus

The Apple that Spoke

Once upon a time there was a kind, old granny who lived in a peaceful village. One day, she felt very hungry so she went out to pick a juicy, red apple. To her amazement, the juicy, red apple spoke. "Hands off!" shouted the apple.



BUILD UP!

The Apple that Spoke



"No," purred the fluffy, lazy cat, showing twitching its curly whiskers.

"Aaargghh!" roared the old, kind granny, quivering with fight.

As fast as her wrinkly, old legs could carry her, she waddled and she waddled until she came to a busy market where she met a jolly baker selling gummy pastries.

PROBLEM!

The Apple that Spoke

PROBLEM: Granny meets a baker in a market and a talking pig.



"Why are you waddling so fast when the sun is shining so bright?" teased the jolly baker.

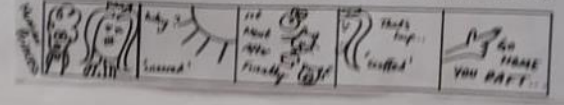
"First a juicy, red apple spoke to me and next my fluffy cat!" replied the frightened granny.

"That's impossible!" said the jolly baker, patting his pie.

"Oh no it isn't," whispered a cheeky chicken pie. "Aaargh!" bellowed the granny. As fast as she could go, she waddled and waddled and waddled until she came to a muddy farm.

RESOLUTION!!!

RESOLUTION: Finally, Granny runs to village, meets a Princess who doesn't believe her story.



As fast as her wrinkly, old legs could carry her, she shuffled and she shuffled until she came to a calm, gentle village where she met a selfish, cruel princess with a posh, curly wig. Why are ^{you} shuffling so fast when the sun is shining so bright? spat the selfish, cruel princess sticking to her curly wig.

Year 2
T4W

non-fiction explanation text linked to
leading question

What is life like in the Arctic?

Likes ☺

Explanation text
Dislikes ☹

- Real facts
- Hook the reader with a ?
- Learning about Homer in the Arctic
- Animal facts - real animals Weddell seal
- Climate facts - -34°C
- Toilets and compost
- Fact about the toilets (Alice)
- The text ended and you wanted to learn more.
- Weather facts
- Some of the actions.
- Challenging part!

Puzzles ... ???

Patterns

- Composting toilets
- Why is the winter longer than the summer?
- Why are there only 3 animals?
- Why do people live in the Arctic when it's so cold?
- 3 sub-headings
- Arctic is repeated.
- conjunction in each section
- because is used twice!
- commas in a list \rightarrow 2 commas \rightarrow and

What is life like in the Arctic?

Arctic 1 ❄️ 🏠, 🏠 ❄️ ❄️. ❄️ 🏠 Arctic?

Homes

Most 🏠 🏠 🏠 Arctic ↑ ↑ ↑. Many $\frac{1}{5}$ so ☀️ ☀️ ☀️.
Some 🏠 🏠 🚽 🚽.

Climate

Arctic 1 ❄️ ❄️ 🌍 because ↓ -34°C .
Arctic \rightarrow 2 \rightarrow ☀️ ☀️ ☀️. $\leftarrow \frac{w}{s} \rightarrow$

Animals

Arctic 🏠 🐻, 🐺, 🐰 and 🐉.
In order 🐰 X.

🏠 Arctic ☺️ because ❄️ ❄️ ❄️.

Explanation Text

5 x paragraphs

Title

Generalisers

Introduction

What is life like in the Arctic?
The Arctic is one of the coldest places to live yet. It is home to many people. Have you ever wondered what life is like in the Arctic?

Hook

Conjunctions

Facts

Homes.
Most homes in the Arctic are built of wood and are raised up on stilts. Many are south facing so they can absorb sunlight and help to heat the home. Some homes have flushing toilets and waste can be used as compost.

Climate.
The Arctic is one of the coldest and windiest regions on Earth because temperatures can reach -34°C . The Arctic has 2 seasons, winter and summer. Its winters are long and summers are short.

Sub-headings

Animals.
The Arctic is home to many animals including polar bears, Arctic foxes, Arctic hares and Weddell seals. In order to survive many animals have adapted to live in these extreme conditions.

Conclusion

Life in the Arctic is challenging because of the extreme weather conditions.











































Picture or photo

Punctuation \rightarrow ? , .

Technical words

- Arctic
- Animal names
- weather

What is life like in Cheltenham?

Cheltenham 1 → , yet                                       

In English this term Year 2 are learning how to write a discussion text.

Or children in Year 2 are ... where ...
In Year 2, we will ... whether children in Year 2 ...
Firstly, if we are allowed to ... we think ...
Also, if we eat ... we think ...
Additionally, we will be ... if we are allowed ...
On the other hand, we think that ...
Although, it's nice to ... we think we ...
Firstly, if we are allowed to eat sweets at break time we think we will not make mess in lessons and corridors better.
Also, if we eat sweets, we think we will be kinder to each other and share our sweets if we are allowed to eat them at playtime.

Refer to groups of people: we

Use words to add information: firstly, also, additionally

Discussion Text TOOLKIT

Show consequences of an argument: if, but

Use words to change your viewpoint: on the other hand, although, finally

Pros (positives)

- children will be happy because they like sweets.
- children will be able to share them with their friends.
- children will be able to swap and trade sweets.
- it could give children an energy boost to help them to concentrate harder.
- we could give our sweets to children who don't have any.

Cons (negatives)

- it could leave some children out, because they are not allowed to have them.
- that some children might be allergic and make themselves ill.
- you might choke, if the sweets are small.
- eat too many sweets at once.
- eating too many sweets could rot your teeth.
- make yourself ill by eating too many.
- might be sick.
- more litter in the playground.
- over-excited and forget to listen.
- arguments, fallings out and squabbles over sweets. (not sharing)

Year 2 T4W non-fiction discussion text linked to leading question

Shared Writing - Discussion Text

Should children in Year 2 be allowed to eat sweets at breaktime?

Firstly, if we are allowed to, we think ...

Also, if we eat ... we think ...

Additionally, we will be ... if we are allowed ...

On the other hand, we think that ...

Although, it's nice to ... we think we ...

Firstly, if we are allowed to eat sweets at break time we think we will not make mess in lessons and corridors better.

Also, if we eat sweets, we think we will be kinder to each other and share our sweets if we are allowed to eat them at playtime.