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| **Year: 1/2 A** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Book**  (Main Driver Text) | **Little Red Riding Hood** | **Bog Baby** | **Juniper Jupiter** | **The Enormous Turnip**    **Poems to Perform** | **Look What I Found in the Woods** | **The Lighthouse Keeper’s Lunch** |
| **Author** | Mike Gordon | Jeanne Willis | Lizzy Stewart | Julia Donaldson  Irene Yates | Moira Butterfield | Ronda Armitage |
| **Literary form** | Classic fairy tale | Narrative | Narrative | Poetry  Classic fairy tale | Non-fiction | Narrative |
| **Linked texts** | Page 126 Talk for Writing Pie Corbett |  |  | Page 125 Talk for Writing Pie Corbett |  |  |
| **Writing outcomes** | Captions and simple sentences to label parts of the story  Dictated sentences (LA Little Red Wolf HA What big teeth you have!)  Narrative - retelling of the Tunnel | Narrative (retell)  Recount of a real event (walk into Sandbach) | Narrative (retell) then innovate  Character description | Narrative retell of Enormous Turnip (cumulative story) then innovate  Poetry (sound, list, onomatopoeia, repetition and rhyme) | Recount of a real event  Information text about the woods (see reading overview for take one book) | Narrative retell  Recipe |
| **Composition** | Year 1  Plan:  • use ideas from reading in a narrative  • say out loud what they are going to write about  • say a sentence before writing it  Draft and write:  • sequence sentences to form short narratives  • use and continue a repeating pattern from a model e.g. run, run, as fast as you can Not by the hair of my chinny chin, chin. Tap, tap, the egg cracked.  • include some story language and patterns following models e.g. one day, suddenly, in the end and he huffed and he puffed, Then the little old man and the little old woman pulled and they pulled.  • re-tell/imitate familiar stories e.g. include main events, characters and where the events take place  • act out stories and portray characters and their motives  • recount real events e.g a weekend shopping trip; a school visit; an assembly  • use the language of texts read as models for their own writing e.g, greetings in a letter; instructions about what a pet might eat  • sequence sentences to form simple non-fiction text types e.g; what to pack for a holiday  • assemble information on a subject from their own experience  • begin to convey information and ideas in simple non-narrative forms  • listen to and discuss a wide range of rhymes and poems, learning to recite some by heart  • use words that sequence events (see vocabulary / grammar section for detail of year group expectations)  • make some choices of appropriate vocabulary e.g. cold or chilly; tall or big? giant bear, teeny bear, dark and horrible, stomping, funny and noisy, all the buns on the dish  Evaluate and edit:  • re-read what they have written to check for sense  • discuss what they have written with the teacher or other pupils  • read aloud their writing clearly enough to be heard by their peers and the teacher  Year 2  Plan:  • use a shared text as a model for writing  • plan or say out loud what they are going to write about, including writing based on personal experiences  • write down ideas, and/or key words, including new vocabulary  • encapsulate what they want to say, sentence by sentence  Draft and write:  • write own narratives with a sequence of events  • Include story language and patterns e.g. “Look at my bad knee,” said Clare. (explanation given) and that’s how I got my bad knee.” (Repeated with a different explanation each time.) Tom clambered up the steep steps after the Giant …higher, and higher, and higher, and higher … until they came to a giant door Deep in the forest lived a Badger called Pete.  • re-tell/imitate/adapt familiar stories with events in sequence include some dialogue e.g. include main events in sequence; focus on who is in the event; where events take place and what happens  • explore characters’ feelings and situations in stories, using role play and oral rehearsal  • describe characters and setting e.g. Some tiny islands appeared on the horizon. Peter was too sad to look as he drifted towards them. Arjan was very excited, but he still held tight to his mum’s hand as they crossed the busy road. When Granny Diamond took Joe into the small back-bedroom his heart sank. It seemed so dark and chilly.  • write about real events e.g. recounts from a trip; descriptive writing following a walk in the woods  • write for different purposes e.g. a simple information text incorporating labelled pictures and diagrams; a thank you letter; a book review  • establish the basic purpose of a text, using some relevant features e.g. addressing reader in a letter; non-chronological report  • assemble information on a subject .  • convey information and ideas in simple non-narrative forms  • listen to and discuss a wide range of contemporary and classic poetry, learning and reciting some  • write poetry  • use complete sentences grouped together to tell the different parts of the story, linking these with conjunctions  • choose appropriate words and phrases to describe e.g. Lions are wild animals with large, sharp teeth. The coach journey was long and boring. Now the trees looked bare and scrappy. His belly was empty. It rumbled and churned.  • begin to select words for effect from a range provided When selecting words and phrases for effect, children should be encouraged to consider the needs of the reader and/or the purpose of the text. Reading age-appropriate texts and discussing examples from these will support understanding and application. (see vocabulary / grammar section for detail of year group expectations)  • begin to vary sentence openings When choosing sentence structures, children should be encouraged to consider the effect on their audience. Reading age-appropriate texts and discussing examples from these will support understanding and application. (see vocabulary / grammar section for detail of year group expectations)  • include some details in both narrative and non-fiction writing e.g the dark wood, the deep water, very scared, really happy, lovely day  Evaluate and edit:  • proof read for errors in spelling, grammar and punctuation  • re-read to check that their writing makes sense, and that tenses are consistent  • evaluate their writing with the teacher and other pupils  • read aloud what they have written with appropriate intonation to make meaning clear to the audience | | | | | |
| **Grammar** | Year 1  • write single clause sentences e.g. The girl threw the yellow ball. Two cats jumped onto the wall. He went to school on the bus. The chair was very hard.  • use ‘and’ to link words within sentences e.g. Red Riding Hood took grandma some pie and cake. Put the bats and balls away. There is a slide and a climbing frame in the park. Seeds need water and light to grow. The big bad wolf went huff and puff.  • leave spaces between words  • begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  • join two clauses in a sentence using the co-ordinating conjunction ‘and’ e.g. The wolf growled and Red Riding Hood ran away. The girl kicked the ball and scored a goal. Put the seed in the little hole and pat down the soil on top.  • use because to provide reasoning We took our coats because it was raining. I am proud of my model because I worked so hard on it.  • use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’  • learn the grammar for Y1 from English Appendix 2  • orally practise using present and past tenses correctly  • use the terminology for Y1 found in English Appendix 2  Year 2  • use single clause sentences e.g. Camille watched everything. Vincent lifted down a big picture. There were a lot of people in the shop. Sometimes he gave him rides in a trolley..  • and multi-clause sentences using coordinating conjunctions e.g ‘The picture was strange but very beautiful.’ Dave went everywhere in the crowd but he couldn’t see Mum and Dad. She stopped crying and put out her hand to stroke his beautiful, blue silk bow.  • use some multi-clause sentences using subordinating conjunctions e.g. Joe didn’t have a whole ice-cream to himself because he was too dribbly. He had nearly finished his book when a huge hand tried to steal his teddy! I will buy you an icecream if they don’t cost too much.  • use sentences with different forms: statement, e.g. The ship sailed across the sea. Emily’s rabbit is very floppy, My sister is the funniest girl in the world question, e.g. What do sharks eat? Would you like a slice of cake or some strawberries? How can we escape the giant? exclamation, e.g. What a lovely day we had! How funny they all were? Command. e.g. Get all of your equipment ready first. Don’t touch the tigers. Climb down slowly please.  • punctuate sentences using full stops, capital letters, exclamation marks, question marks  • use apostrophes for contracted forms e.g. It’s dark in here. He couldn’t believe his eyes! Guinea pigs don’t like the cold or the damp. and the singular possession Rapunzel’s hair was long and beautiful. The school’s gate is locked at 9.00am. The elephant’s ears were extremely big. One day a strange man arrived in Camille’s town.  • use commas in lists e.g. She took her grandmother some cake, apples and fresh milk. In the cupboard there was a pile of books, two balls and a sharpener.  • expand sentences using the co-ordinating conjunctions or, and, but e.g. The worker bees work extremely hard gathering pollen but they do not live very long. She didn’t know whether she should run or find a place to hide. These sharks can grow up to 18 metres long and have as many as 300 babies.  • and subordination using when if, that, because e.g. The honey bee makes a buzzing noise when it flaps it’s wings. Emily should run away if they come back. He sang so well that everybody cheered. The whole town knew it was the bear because he left his footprints behind.  • use appropriate adjectives and adverbs to give essential information e.g. plain flour rather than flour or fluffy white flour. The picture was strange but very beautiful. Collect bugs from the long grass rather than the grass or the beautiful grass. At last he ran home in tears The dark chocolate melted quickly and the marshmallows melted more slowly.  • use expanded noun phrases to describe and specify e.g. Camille picked a huge bunch of sunflowers for the painter and put them in a big brown pot. Tom climbed up the huge table leg and saw the giant with the sack of stolen Teddies.  • use some features of standard English e.g .because not coz; he did not he done  • learn the grammar for Y2 from English Appendix 2  • use the present and past tenses correctly and consistently e.g. Emily is grumpy. I have a rabbit at home. There are several types of bees. Some bees make honey and some build things. The bees left their hive and flew into the woods. Emily was grumpy. My rabbit had lots of babies.  • use the present progressive and past progressive forms e.g. The Sunflower Man was painting the stars! Guinea-pigs love eating and feeding them is half the fun of keeping them.  • use and understand the grammatical terminology found in English Appendix 2 in discussing their writing | | | | | |
| **Handwriting** | Year 1  • sit correctly at a table, holding a pencil comfortably and correctly  • begin to form lower-case letters in the correct direction, starting and finishing in the right place i.e. middle or top  • form capital letters  • form digits 0-9  • understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways)  • make distinctions between ascenders and descenders and other ‘between the line’ letters  • distinguish between similar looking letters  Year 2  • form lower-case letters of the correct orientation and size relative to one another  • start writing at the middle or top of the letters and leave the end ready to join later  • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters  • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined  • use spacing between words that reflects the size of the letters | | | | | |
| **Transcription** | Year 1  • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far  • spell by segmenting spoken words into phonemes (containing each of the 40+ phonemes already taught) and representing these by graphemes, including plausible attempts, spelling some correctly  • use letter names to distinguish between alternative spellings of the same sound  • spell most words relating to the Y1 curriculum statements correctly (40+ phonemes already taught according to phonics scheme used)  • name the letters of the alphabet in order  • spell the days of the week  • use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs  • use the prefix un-  • use –ing, -ed, -er and –est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest  • spell common exception words linked to your phonic programme; examples can be found in Appendix 1 of the national curriculum  Year 2  • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far  • segment spoken words into phonemes and represent these by graphemes, spelling many correctly  • learn new ways of spelling phonemes for which one or more spellings are already known e.g. ‘n’ sound – knock, knee, knaw; ‘j’ sound – giant, huge, fudge; ‘ll’ sound – little, tunnel, hospital, pencil.  • spell most words relating to the statements from previous year groups correctly  • apply spelling rules and guidance, as listed in English Appendix 1  • spell some words with contracted forms e.g. can’t, didn’t, hasn’t, couldn’t, I’ll, doesn’t  • learn some common homophones and near homophones e.g. there, they’re, for / four; see / see; quite / quiet  • add suffixes to spell some words correctly in their writing e.g. –ment ; -ness , -ful, -less, -ly. They were filled with excitement. Great enjoyment was had by all. The lake was peaceful. He felt dreadfully sick after eating three cream eggs. The lion cubs played happily in the sunshine. The knight was fearless. Cinderella had never known such kindness.  • spell common exception words | | | | | |
| **Cross curricular reference** | Local Study – Sandbach  History of our school  Seasonal Change | Gunpowder Plot  Animals Including humans  Seasonal Change | Great Fire of London  Plants  Seasonal Change | The UK  Seasonal Change | Explorers  Plants  Seasonal Change | Hot and Cold  Seasonal Change |

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| **Year: 1/2 B** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Book**  (Main Driver Text) | **Little Charlie (tfw journey story pg. 127)**  **The Way Home for Wolf**    **Kassim and the Greedy Dragon (tfw warning story p.130)** | **Winter Sleep** | **The Wolf, the Duck, the Mouse** | **The Papaya that Spoke (tfw pg. 129)**  **Prefabulous Animiles The Hippocrump (Bob Cox) pg. 19** | **Laika The Astronaut** | **Just So Stories**  **How the Elephant Got His Trunk** |
| **Author** | Rachel Bright and Jim Field | Sean Taylor | Mac Barnett and Jon Klassen | James Carter | Nathan Bryon and Dapo Adeola  Hilda Offen | Tanya Landman |
| **Literary form** | Narrative | Non-fiction | Narrative | Narrative | Narrative non-fiction | Narrative |
| **Writing outcomes** | Narrative retell – journey story  Thank you letter  Narrative retell – warning story | Poetry (list, kenning)  Non – chron report  Letter to Santa  Instructions | Narrative (retell)  Recount of a real event | Narrative retell – journey story  Poetry (shape, acrostic, narrative)  Character description | Retelling  Retelling – change the ending  Letter back home | Simple retell using playscript  Recount of a real event |
| **Composition** | Year 1  Plan:  • use ideas from reading in a narrative  • say out loud what they are going to write about  • say a sentence before writing it  Draft and write:  • sequence sentences to form short narratives  • use and continue a repeating pattern from a model e.g. run, run, as fast as you can Not by the hair of my chinny chin, chin. Tap, tap, the egg cracked.  • include some story language and patterns following models e.g. one day, suddenly, in the end and he huffed and he puffed, Then the little old man and the little old woman pulled and they pulled.  • re-tell/imitate familiar stories e.g. include main events, characters and where the events take place  • act out stories and portray characters and their motives  • recount real events e.g a weekend shopping trip; a school visit; an assembly  • use the language of texts read as models for their own writing e.g, greetings in a letter; instructions about what a pet might eat  • sequence sentences to form simple non-fiction text types e.g; what to pack for a holiday  • assemble information on a subject from their own experience  • begin to convey information and ideas in simple non-narrative forms  • listen to and discuss a wide range of rhymes and poems, learning to recite some by heart  • use words that sequence events (see vocabulary / grammar section for detail of year group expectations)  • make some choices of appropriate vocabulary e.g. cold or chilly; tall or big? giant bear, teeny bear, dark and horrible, stomping, funny and noisy, all the buns on the dish  Evaluate and edit:  • re-read what they have written to check for sense  • discuss what they have written with the teacher or other pupils  • read aloud their writing clearly enough to be heard by their peers and the teacher  Year 2  Plan:  • use a shared text as a model for writing  • plan or say out loud what they are going to write about, including writing based on personal experiences  • write down ideas, and/or key words, including new vocabulary  • encapsulate what they want to say, sentence by sentence  Draft and write:  • write own narratives with a sequence of events  • Include story language and patterns e.g. “Look at my bad knee,” said Clare. (explanation given) and that’s how I got my bad knee.” (Repeated with a different explanation each time.) Tom clambered up the steep steps after the Giant …higher, and higher, and higher, and higher … until they came to a giant door Deep in the forest lived a Badger called Pete.  • re-tell/imitate/adapt familiar stories with events in sequence include some dialogue e.g. include main events in sequence; focus on who is in the event; where events take place and what happens  • explore characters’ feelings and situations in stories, using role play and oral rehearsal  • describe characters and setting e.g. Some tiny islands appeared on the horizon. Peter was too sad to look as he drifted towards them. Arjan was very excited, but he still held tight to his mum’s hand as they crossed the busy road. When Granny Diamond took Joe into the small back-bedroom his heart sank. 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It rumbled and churned.  • begin to select words for effect from a range provided When selecting words and phrases for effect, children should be encouraged to consider the needs of the reader and/or the purpose of the text. Reading age-appropriate texts and discussing examples from these will support understanding and application. (see vocabulary / grammar section for detail of year group expectations)  • begin to vary sentence openings When choosing sentence structures, children should be encouraged to consider the effect on their audience. Reading age-appropriate texts and discussing examples from these will support understanding and application. 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| **Grammar** | Year 1  • write single clause sentences e.g. The girl threw the yellow ball. Two cats jumped onto the wall. He went to school on the bus. The chair was very hard.  • use ‘and’ to link words within sentences e.g. Red Riding Hood took grandma some pie and cake. Put the bats and balls away. There is a slide and a climbing frame in the park. Seeds need water and light to grow. The big bad wolf went huff and puff.  • leave spaces between words  • begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  • join two clauses in a sentence using the co-ordinating conjunction ‘and’ e.g. The wolf growled and Red Riding Hood ran away. The girl kicked the ball and scored a goal. Put the seed in the little hole and pat down the soil on top.  • use because to provide reasoning We took our coats because it was raining. I am proud of my model because I worked so hard on it.  • use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’  • learn the grammar for Y1 from English Appendix 2  • orally practise using present and past tenses correctly  • use the terminology for Y1 found in English Appendix 2  Year 2  • use single clause sentences e.g. Camille watched everything. Vincent lifted down a big picture. There were a lot of people in the shop. Sometimes he gave him rides in a trolley..  • and multi-clause sentences using coordinating conjunctions e.g ‘The picture was strange but very beautiful.’ Dave went everywhere in the crowd but he couldn’t see Mum and Dad. She stopped crying and put out her hand to stroke his beautiful, blue silk bow.  • use some multi-clause sentences using subordinating conjunctions e.g. Joe didn’t have a whole ice-cream to himself because he was too dribbly. He had nearly finished his book when a huge hand tried to steal his teddy! I will buy you an icecream if they don’t cost too much.  • use sentences with different forms: statement, e.g. The ship sailed across the sea. Emily’s rabbit is very floppy, My sister is the funniest girl in the world question, e.g. What do sharks eat? Would you like a slice of cake or some strawberries? How can we escape the giant? exclamation, e.g. What a lovely day we had! How funny they all were? Command. e.g. Get all of your equipment ready first. Don’t touch the tigers. Climb down slowly please.  • punctuate sentences using full stops, capital letters, exclamation marks, question marks  • use apostrophes for contracted forms e.g. It’s dark in here. He couldn’t believe his eyes! Guinea pigs don’t like the cold or the damp. and the singular possession Rapunzel’s hair was long and beautiful. The school’s gate is locked at 9.00am. The elephant’s ears were extremely big. One day a strange man arrived in Camille’s town.  • use commas in lists e.g. She took her grandmother some cake, apples and fresh milk. In the cupboard there was a pile of books, two balls and a sharpener.  • expand sentences using the co-ordinating conjunctions or, and, but e.g. The worker bees work extremely hard gathering pollen but they do not live very long. She didn’t know whether she should run or find a place to hide. These sharks can grow up to 18 metres long and have as many as 300 babies.  • and subordination using when if, that, because e.g. The honey bee makes a buzzing noise when it flaps it’s wings. Emily should run away if they come back. He sang so well that everybody cheered. The whole town knew it was the bear because he left his footprints behind.  • use appropriate adjectives and adverbs to give essential information e.g. plain flour rather than flour or fluffy white flour. The picture was strange but very beautiful. Collect bugs from the long grass rather than the grass or the beautiful grass. At last he ran home in tears The dark chocolate melted quickly and the marshmallows melted more slowly.  • use expanded noun phrases to describe and specify e.g. Camille picked a huge bunch of sunflowers for the painter and put them in a big brown pot. Tom climbed up the huge table leg and saw the giant with the sack of stolen Teddies.  • use some features of standard English e.g .because not coz; he did not he done  • learn the grammar for Y2 from English Appendix 2  • use the present and past tenses correctly and consistently e.g. Emily is grumpy. I have a rabbit at home. There are several types of bees. Some bees make honey and some build things. The bees left their hive and flew into the woods. Emily was grumpy. My rabbit had lots of babies.  • use the present progressive and past progressive forms e.g. The Sunflower Man was painting the stars! Guinea-pigs love eating and feeding them is half the fun of keeping them.  • use and understand the grammatical terminology found in English Appendix 2 in discussing their writing | | | | | |
| **Handwriting** | Year 1  • sit correctly at a table, holding a pencil comfortably and correctly  • begin to form lower-case letters in the correct direction, starting and finishing in the right place i.e. middle or top  • form capital letters  • form digits 0-9  • understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways)  • make distinctions between ascenders and descenders and other ‘between the line’ letters  • distinguish between similar looking letters  Year 2  • form lower-case letters of the correct orientation and size relative to one another  • start writing at the middle or top of the letters and leave the end ready to join later  • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters  • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined  • use spacing between words that reflects the size of the letters | | | | | |
| **Transcription** | Year 1  • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far  • spell by segmenting spoken words into phonemes (containing each of the 40+ phonemes already taught) and representing these by graphemes, including plausible attempts, spelling some correctly  • use letter names to distinguish between alternative spellings of the same sound  • spell most words relating to the Y1 curriculum statements correctly (40+ phonemes already taught according to phonics scheme used)  • name the letters of the alphabet in order  • spell the days of the week  • use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs  • use the prefix un-  • use –ing, -ed, -er and –est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest  • spell common exception words linked to your phonic programme; examples can be found in Appendix 1 of the national curriculum  Year 2  • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far  • segment spoken words into phonemes and represent these by graphemes, spelling many correctly  • learn new ways of spelling phonemes for which one or more spellings are already known e.g. ‘n’ sound – knock, knee, knaw; ‘j’ sound – giant, huge, fudge; ‘ll’ sound – little, tunnel, hospital, pencil.  • spell most words relating to the statements from previous year groups correctly  • apply spelling rules and guidance, as listed in English Appendix 1  • spell some words with contracted forms e.g. can’t, didn’t, hasn’t, couldn’t, I’ll, doesn’t  • learn some common homophones and near homophones e.g. there, they’re, for / four; see / see; quite / quiet  • add suffixes to spell some words correctly in their writing e.g. –ment ; -ness , -ful, -less, -ly. They were filled with excitement. Great enjoyment was had by all. The lake was peaceful. He felt dreadfully sick after eating three cream eggs. The lion cubs played happily in the sunshine. The knight was fearless. Cinderella had never known such kindness.  • spell common exception words | | | | | |
| **Cross curricular reference**  (Geography, history, science) | History of Sandbach  Our School  Every day materials  Seasonal change | Remembrance Day  Seasonal change | The UK  Use of Every day materials  Seasonal change | The Railways  Seasonal change | Florence Nightingale  Living things and their habitats  Seasonal change | The seven continents and five oceans  Seasonal Change |