

Teaching Focus	Learning Intentions		
	Spoken Language	Writing	Grammar Focus
<i>Application to be an astronaut (PK)</i>	<ul style="list-style-type: none"> Participate in discussions and presentations; <i>'why I would make a good Astronaut'</i> Gain and maintain interests of the listeners Give well-structured descriptions; <i>'My best qualities are</i> 	<ul style="list-style-type: none"> Writing a formal application Writing about themselves in first person Say aloud what they are going to write about Jot ideas Sequencing sentences 	<ul style="list-style-type: none"> Capital letters and full stops Using Capital letters for names of people, places and dates (company names, names of rockets). Use of first person Joining clauses with different conjunctions.
<i>Fantasy story on the moon (GJ)</i>	<ul style="list-style-type: none"> Read Man on the Moon Discuss characters and setting Learn the story off by heart 	<ul style="list-style-type: none"> Innovate the story to make it their own Writing in the 3rd person Sequencing the story to have a clear beginning, middle and end 	<ul style="list-style-type: none"> Writing in the 3rd person Use of adjectives and adverbs Joining clauses with different conjunctions
<i>Labelling rockets (PK)</i>	<ul style="list-style-type: none"> Research information on rockets and the International Space Station. Use spoken language to explore ideas Give well - structured descriptions; <i>this is called... it is important because...</i> 	<ul style="list-style-type: none"> Say aloud what they are going to write about Writing for different purposes Write down key words using new vocabulary where ever possible Label and describe function. 	<ul style="list-style-type: none"> Label and give brief descriptions Capital letters for names of parts. Neat and well-structured presentation.
<i>Moon Poetry (GJ)</i>	<ul style="list-style-type: none"> Explore different poems about the moon Read and discuss in pairs, groups and as a class Give reasons for preferred poems 	<ul style="list-style-type: none"> Write a poem about the moon using descriptive language Follow a pattern Write in verses 	<ul style="list-style-type: none"> Descriptive language Rhyming
<i>Instructions on how to make a rocket (PK)</i>	<ul style="list-style-type: none"> Talk through steps using time conjunctions. Think, pair and share. 	<ul style="list-style-type: none"> Make a rocket Write a set of instructions with diagrams. 	<ul style="list-style-type: none"> Use of imperative verbs to begin each step. Use of topic words. Use of time conjunctions.
<i>Writing lists, signs and posters (GJ)</i>	<ul style="list-style-type: none"> Discuss items that would be taken to the moon/space and why Discuss what would be written on a poster warning about aliens/ a trip to the moon 	<ul style="list-style-type: none"> Write a list of items you would take to the moon with a brief explanation why Design and write posters to warn of aliens/ encourage people to go to the moon 	<ul style="list-style-type: none"> Bullet points in lists Use of the word because to give explanation Wow words/ persuasive words/ cautionary words for posters

<i>Postcards from the sun (PK)</i>	<ul style="list-style-type: none"> • Discussing the features of postcards and letters. • Reading aloud with appropriate intonation. • Children to bring postcards and letters they have received to show and tell. • Why would a postcard or letter be sent? 	<ul style="list-style-type: none"> • Look at how to write a friendly postcard. • Structure to a postcard. • Writing in chronological order • Writing in correct tense • Letter and postcard layout; i.e. dear/to, from... 	<ul style="list-style-type: none"> • Looking at features of postcards and letters. • Past, present and future; how are postcards and letter written? • Chronological order. • Time connectives.
<i>Reading comprehension</i>	<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • Make inferences on the basis of what is being said and done • Predict what might happen on the basis of what has been read so far • Participate in discussion about what is read to them, taking turns and listening to what others say • Explain clearly their understanding of what is read to them. • Answer and ask questions based on the text • Clarify meanings of unknown words 		
<i>Handwriting</i>	<ul style="list-style-type: none"> • 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 • Form capital letters • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. 		