**[](https://www.google.co.uk/url?url=https://www.ents24.com/uk/tour-dates/harry-and-his-bucket-full-of-dinosaurs&rct=j&frm=1&q=&esrc=s&sa=U&ved=0ahUKEwirk872-s_fAhUc6OAKHcpkDDoQwW4IHjAE&usg=AOvVaw1ISgxspPIYMGYw0oJrAVMO)Spring 1 January 2021 Year 1**

**Harry and a Bucket full of Dinosaurs**

**Overall Aims of the topic:**

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| I can use capital letters and full stops accurately and be aware of the use of an exclamation mark |
| I can create a word bank and learn tricky words |
| I can say what happens in the beginning, middle and end of a story and organise events in sequence. |
| I can use adjectives to describe and add correctly to a sentence. |
| I can explore motives and behaviour using hot seating and role-play. |
| I can write speech bubbles. |
| I can retell stories using story language and props. |
| I can plan my own story about dinosaurs in a new setting. |
| I can write my own Harry and Dinosaurs story focusing on finger spaces, writing in sentences using full stops, capital letters, using my phonics, and making sure my writing makes sense. |

**Objectives to be covered from Year 1 NC:**

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| **Reading Comprehension** |
| * Listening to and discussing a wide range of stories, retelling them and considering their particular characteristics |
| * Recognising and joining in with predictable phrases |
| * Discussing word meanings, linking new meanings to those already known |
| * Taking part in discussions about what is read to them, taking turns and listening to what others say |
| * discussing the significance of the title and events |
| * making inferences on the basis of what is being said and done |
| **Writing Composition** |
| * saying out loud what they are going to write about |
| * composing a sentence orally before writing it |
| * sequencing sentences to form short narratives |
| * re-reading what they have written to check that it makes sense |
| * discuss what they have written with the teacher or other pupils |
| **Spelling** |
| * spell words correctly using my phase 2, 3, 4 phonics and be aware of different spelling choices from phase 5 |
| * spell phase 2, 3 and 4 tricky words correctly in my writing |
| * suffixes: -ing, -ed |
| **Handwriting and presentation** |
| * 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 |
| **Vocabulary, grammar and punctuation** |
| * leaving spaces between words |
| * joining words and joining clauses using and |
| * beginning to punctuate sentences using a capital letter and a full stop, exclamation mark |
| * using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ |