



Abbey Mead Primary Academy
F2 Book Led Curriculum 2022-23

Topic	Main books	Writing Outcomes	Vocab Focus/ speaking focus
Colours	<p>Elmer-David McKee</p> <p>Mouse Paint-Ellen Stoll Walsh</p> <p>Mix It Up-Herve Tullet</p> <p>Life is a Rainbow-Igloo Books</p> <p>The Colour Monster-Anna Llenas</p> <p>The Leaf Thief -Alice Hemming</p> <p>Mari Schuh Seasons: spring, summer, fall, winter</p>	<p>Labelling colours</p> <p>Sensory writing-writing colours/names in paint bags</p> <p>Pencil control writing</p> <p>What can you see? Writing about objects in various rainbow colours</p> <p>Labelling feelings/emotions</p> <p>Writing about Autumn Free-writing – describing Elmer</p>	<p>Vocab Focus:</p> <p>Colour names seasons</p> <p>Pattern vocab multi-coloured</p> <p>Emotion vocab mixing</p> <p>rainbow change</p> <p>autumn environment</p> <p>warning shades</p> <p>exploring dark</p> <p>light explore</p> <p>stop, look and listen investigate</p> <p>Speaking Focus:</p> <ul style="list-style-type: none"> • Uses talk in pretending that objects stand for something else in play • Builds up vocabulary that reflects the breadth of their experiences. • Uses vocabulary focused on objects and people that are of particular importance to them • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations.

<p>Superheroes</p>	<p>How to be a superhero- Mark Lee</p> <p>(Rama and Sita story for Diwali Week focus)</p> <p>Supertato, Supertato: Evil Pea rules-Sue Hendra, Paul Linnet</p> <p>How to be a superhero-???</p> <p>Real Superheroes- Julia Seal</p> <p>Dear Santa-Rod Campbell</p>	<p>Labelling Superhero body parts/equipment/clothing</p> <p>Writing a message in Diwali cards</p> <p>Speech bubble Wanted description for Evil Pea</p> <p>???????</p> <p>Hiring poster</p> <p>Writing a dentist report</p> <p>Writing a list to Santa</p>	<p>Vocab Focus:</p> <p>enemies strength defeat evil baddies rescue help disguise power superpower meal energy nutritious tasty juicy vitamins/minerals sugar/sugary handcuffs sirens police police car consequences equipment help arrest right/wrong</p> <p>Speaking Focus: Police photos for discussion. Talking about their superhero paintings.</p>	<p>freeze/freezing melt/melting thaw cold ice/icy slippery transparent liquid change explore healthy/unhealthy body teeth/heart/bones fats diet nurse hero firefighter helicopter strong rescue lollipop person equipment police help ambulance doctor handcuffs emergency</p>
<p>Dinosaurs</p>	<p>Noisy Dinosaurs-Tiger Tales (Non-fiction)</p> <p>Harry and The Bucketful of</p>	<p>Labelling objects in Harry's bucket</p>	<p>Vocab Focus:</p> <p>Dinosaur names claws palaeontologist plates extinct features fossils imprint herbivore carnivore excavate silhouette shadow volcano erupts lava</p>	

	<p>Dinosaur-lan Whybrow</p> <p>Dinosaurs Wear Underpants Claire Freedman</p> <p>Crunch Munch Dinosaur Lunch! Paul Bright</p> <p>Dinosaur bones Bob Barner</p> <p>Ten Minutes to bed little dinosaur Rhiannon Fielding</p>	<p>What can you see in the dinosaur scene?</p> <p>Dinosaur poster – Stop Pooing in Our Playground! Labelling dinosaurs Dinosaur fact files Dinosaur Factfile Sheets Dinosaurs in Underpants recount What is your favourite dinosaur?</p> <p>Writing a warning poster</p> <p>Instructional writing – How to Find A Fossil</p>	<p>strong Identify tail omnivore fierce alive smoke sunlight ash body frill scales head fierce legs toes</p> <p>Speaking Focus: Describing a dinosaur What is your favourite dinosaur?</p> <p>Speaking Focus: Verbal description of observing fossils Re telling a story using small world set up</p>
<p>Under the sea</p>	<p>Animals under the sea-Alan Walker</p> <p>Violet and Wally – Courtney Carbourne What floats in a moat Lynne Berry Rainbow Fish Marcus Pfister</p> <p>The Fish Who Could Wish</p>	<p>Labelling sea creatures Labelling parts of a fish Writing a persuasive poster to stop pollution</p> <p>Write Mother’s Day card</p>	<p>Vocab focus: ocean sea seashore beach waves rockpool earth tide sharks whales stingray mantaray crab lobster turtle jellyfish octopus tentacles fins tail gills claws blow-hole beak shell flippers patterns stripy spotty patchwork environment pollution plastic tangled impact human recycle re-use reduce endangered</p>

	<p>John Bush</p> <p>Tiddler</p> <p>Julia Donaldson</p> <p>(My Mother Is Fantastic by Nick Butterworth for Mother's Day celebration)</p> <p>Somebody Swallowed Stanley</p> <p>Sarah Roberts</p> <p>Sharing A Shell</p> <p>Julia Donaldson</p> <p>(The Easter Story)</p>	<p>Stop Plastic In The Ocean/Save The Animals poster writing</p>	<p>poison floating sinking similarities differences</p> <p>predict test background dot work swirls</p> <p>Speaking Focus:</p> <ul style="list-style-type: none"> • Uses language to imagine and recreate roles and experiences in play situations. • They develop their own explanations and narratives by connecting ideas or events <p>Speaking Focus:</p> <p>Discussion about the Easter story</p>
Africa	<p>Rumble in The Jungle</p> <p>Giles Andreae</p> <p>Me On The Map by Joan Sweeney</p> <p>The Selfish Crocodile</p> <p>Faustin Charles</p> <p>Lila and the Secret of Rain</p> <p>David Conway</p> <p>Handa's Surprise</p> <p>Eileen Browne</p>	<p>Shopping list for Handa</p> <p>Retelling the story of Handa's Surprise</p> <p>Animal Fact file</p> <p>Labelling animals</p> <p>Comparing lifestyles writing</p> <p>Crocodile lifecycle writing</p>	<p>Vocab focus:</p> <p>Africa country world planet continent</p> <p>country desert savannah jungle grasslands</p> <p>mountains waterfall village mud huts lion</p> <p>buffalo rhino elephant hippo giraffe</p> <p>crocodile rock python lifecycle similarities differences</p> <p>environment compare habitats maasi zebra</p> <p>ostrich honeybadger tortoise camel warthog</p> <p>leopard cheetah safari jeep binoculars</p> <p>carnivore herbivore omnivore</p> <p>Speaking Focus:</p> <ul style="list-style-type: none"> • They listen to stories, accurately anticipating key events and respond to what they hear with relevant

	<p>What can live in a desert? -Sheila Anderson</p> <p>Rainforests- Kate Riggs</p> <p>Grasslands - Andrea Rivera p.gs 4,5, 8,9</p> <p>Or Protecting Grassland Animals- Paige V Polinsky p.gs 4-9</p> <p>Baby Goes to Market</p> <p>Atinuke</p> <p>All Aboard the Bobo Road</p> <p>Stephen Davies</p> <p>We All Went on Safari</p> <p>Laurie Crebbs</p> <p>(Previous year's main texts)</p>		<p>comments, questions or actions.</p> <ul style="list-style-type: none"> • They give their attention to what others say and respond appropriately, while engaged in another activity. • They answer 'how' and 'why' questions about their experiences and in response to stories or events. • They develop their own explanations by connecting ideas or events.
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<p>The Farm</p>	<p>What The Ladybird Heard Julia Donaldson</p> <p>Animals on the Farm – Teddy Borth</p> <p>A squash and a squeeze Julia Donaldson</p> <p>Dora’s Eggs Julie Sykes</p> <p>Oliver’s Vegetables Alison Bartlett</p>	<p>Write a letter to the farmer to say thank you</p> <p>Write about the animals</p> <p>Write about the homes the animals live in</p> <p>Riddle writing</p> <p>Shopping list for the farm shop</p>	<p>Vocab Focus:</p> <p>farm pig cow chicken horse donkey turkey duck goose Field barn hill tractor farmer stable pork beef bacon eggs bread wheat corn pastoral arable grow seeds roots meat produce sheep wool lamb chick calf piglet pigsty coop environment Hay- bale straw</p> <p>Speaking Focus:</p> <ul style="list-style-type: none"> • Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. • Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events • Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
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