MORDA CE PRIMARY SCHOOL: COURAGE, COMPASSION AND FAIRNESS

LITERACY HALF TERM PLANNING – AUTUMN TERM 1 – CYCLE B – CLASS: DAFFODILS – Yr 2/3

Text: Look Up! – Nathan Bryon | Topic: Journey into the Unknown – Explorers & Space | End Outcome : First-person astronaut diary on a mission to space

WEEK	KEY LEARNING OBJECTIVES AND SEQUENCE OF LEARNING	LINKS TO MANTLE STORY	GRAMMAR / PUNCTUATION / VOCABULARY / SPELLING	LEARNING OUTCOMES AND CROSS-CURRICULAR LINKS
WEEK 1 **2.9.26** **(3 days)**	Text – Look Up! – initial exploration and predictions. • Introduce the story, front cover, title, blurb and author. • Make predictions about what the character may be looking up at. • Explore different outdoor environments and look up from different perspectives. • Session 1: simple sentence structure – orally rehearse and write sentences from observations. • Session 2: write sentences describing what can be seen when looking up. • Year 3 challenge: extend sentences using and/because. • Reinforce Year 1 sentence structure and spelling knowledge.	Begin developing the role of explorers. • Observe like an explorer. • Be curious about the unknown. • Generate questions and ideas from observations.	• Capital letters • Finger spaces • Full stops • What makes a complete sentence? • Subject + verb • Nouns and verbs • and / because (Year 3 extension) • Vocabulary: look, observe, explore, discover, sky, cloud, star, planet, unknown • Continue taught Year 1 spelling patterns	• Construct simple sentences orally and in writing. • Use observations to generate vocabulary and ideas. • Develop speaking and listening through prediction and discussion. • Science: observing the world around us. • History: explorers and discovery.
WEEK 2 **7.9.26**	Description, aspirations and introduction to Mantle of the Expert. • Handwriting and sentence structure: model and practise capitals, finger spaces and full stops. • Design a space rocket and write descriptive sentences. • Introduce expanded noun phrases and apply them in rocket descriptions. • Consolidate and/because. • Explore Rocket's admiration for Mae Jemison. • Write about hopes, dreams and what children would like to be when older. **• Introduce Mantle of the Expert: an unmanned rocket has landed on the school playground.** **• Children become space experts, investigate what may have happened and record ideas.** **• Explain how they could keep themselves and the rocket safe.**	A rocket has landed on our school playground! Children work as space experts to investigate: • What happened? • Where did it come from? • Why has it landed? • What equipment might be inside? • How can we stay safe?	• Capital letters, finger spaces, full stops • Expanded noun phrases • Adjectives + nouns • Verbs • Coordination: and • Subordination: because • Handwriting/letter formation • Vocabulary: rocket, astronaut, explorer, mission, equipment, helmet, oxygen, enormous, silver, powerful, mysterious, dangerous, safe	• Describe objects using increasingly precise vocabulary. • Explain ideas and give reasons. • History: Mae Jemison and exploration. • Science: safety and space. • PSHE: hopes, dreams and aspirations. • Speaking/listening through role-play.
WEEK 3 **14.9.26**	Space safety, Mae Jemison and descriptive writing. • Write safety rules for astronauts based on the Mantle experience. • Explain how astronauts can stay safe using and, because, so and when. • Research Mae Jemison and answer questions using factual information. • Consolidate sentence structure while recording facts. • Describe a space image using expanded noun phrases and precise verbs. • Introduce commas in a list and begin applying commas to objects/adjectives. • Revisit handwriting, letter formation, spelling and accurate sentence punctuation. • Continue and improve descriptive writing.	Continue as space experts. • What does an astronaut need to know before a mission? • How can we keep astronauts safe? • What equipment is essential? • What might happen in an unknown environment?	• Simple and compound sentences • Expanded noun phrases • and / because / so / when • Introduction to commas in a list • Verbs and precise vocabulary • Capital letters/full stops • Handwriting and spelling • Vocabulary: astronaut, spacecraft, mission, equipment, helmet, oxygen, surface, explore, investigate, safely, dangerous, enormous, mysterious	• Explain how astronauts can stay safe. • Record factual information from research. • Use descriptive language to create an image of space. • Science: space and survival. • History: Mae Jemison. • Speaking/listening through Mantle.
WEEK 4 21.09.26	Building better sentences and punctuation. • Revisit sentence structure and punctuation through space-themed examples. • Introduce and practise statements, questions, commands	Return to the rocket investigation. • What would a space expert ask? • What might an astronaut say,	• Full stops • Question marks • Exclamation marks • Statements / questions / commands / exclamations	• Recognise and construct different sentence types. • Choose appropriate punctuation. • Join ideas using conjunctions. • Develop precise vocabulary for feelings

	and exclamations. • Introduce/revisit question marks and exclamation marks. • Generate questions an astronaut might ask before or during a mission. • Use exclamations to express feelings and reactions. • Revisit commas in a list. • Develop conjunctions: and, but, because, so, when. • Compare simple and extended sentences and improve sentences orally and in writing. • Apply learning to a short recount of the rocket/space mission.	ask or think? • Use the shared rocket experience as a meaningful writing context.	• Commas in lists • and / but / because / so / when • Vocabulary: excited, nervous, amazed, terrified, curious, investigate, discover, mysterious, incredible, unfamiliar	and reactions. • Speaking/listening through questioning in role.
WEEK 5 28.09.26	Sequencing events and preparing for diary writing. • Explore what a diary is and identify key features. • Read/model a diary entry from Rocket's perspective. • Sequence events using first, next, then, later, suddenly and finally. • Introduce/revisit past tense verbs. • Explore regular and common irregular verbs: walked, climbed, looked, landed; went, saw, felt, flew. • Introduce adverbs to add detail: quickly, carefully, suddenly, slowly, excitedly. • Orally rehearse a space mission and turn notes into sentences. • Write a short diary section from Rocket's perspective. • Identify first-person pronouns: I, me, my, we, our.	Revisit the rocket's journey from its perspective. • What happened first? • What could Rocket see? • How did Rocket feel? • What happened next? • How did the mission end?	• Past tense • Regular/common irregular past tense verbs • Time adverbials: first, next, then, after that, later, suddenly, finally • Adverbs: quickly, carefully, suddenly, slowly • First-person pronouns: I, me, my, we, our • Revisit conjunctions and expanded noun phrases • Vocabulary: launched, landed, floated, explored, nervous, excited, amazed, suddenly	• Understand that a diary recounts events that have happened. • Use past tense. • Sequence events logically. • Write in first person. • Include feelings and thoughts. • History: explorers and journeys. •
WEEK 6	Plan, write, edit and improve the final diary. • Revisit features of diary writing and identify first-person voice. • Discuss what an astronaut would include in a diary. • Use the Mantle experience and space-safety learning to generate ideas. • Plan a diary using a clear sequence of events. • Model turning notes into complete sentences. • Model selecting grammar to add detail and clarity. • Children write their own first-person space diary. • Apply taught grammar: punctuation, expanded noun phrases, commas in lists, conjunctions, past tense, time adverbials, adverbs and first-person pronouns. • Edit and improve for punctuation, sentence structure, vocabulary and spelling. • Share completed diaries.	Final mission: children become astronauts. Use everything learnt from: • the rocket landing • working as space experts • safety investigations • Mae Jemison • Look Up! • journeys and discovery	Consolidation and application: • Capital letters and full stops • Question/exclamation marks where appropriate • Expanded noun phrases • Commas in lists • and / but / because / so / when • Past tense • Time adverbials • Adverbs • First-person pronouns • Handwriting and spelling	• Write a coherent first-person recount. • Sequence events logically. • Include thoughts, feelings and experiences. • Apply taught grammar independently. • Edit and improve writing. • • History: explorers, journeys and discovery.

FINAL WRITING OUTCOME: Children write a first-person diary as an astronaut, recounting their journey into space and explaining how they stayed safe.