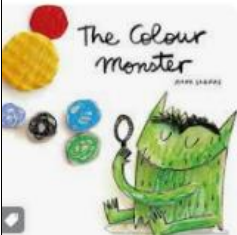
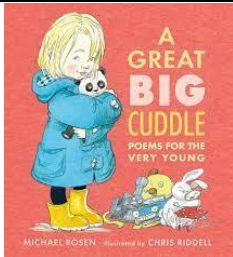
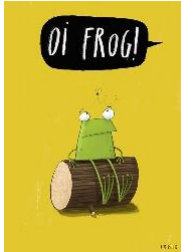




| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------|--|--|---|--|--|--|
| Topic | Feelings Changes in Living Memory (Toys) | Celebrations Seasons | Space Plants | | PSHE - Being My Best Animals | Oceans and Seas |
| Main Text |    |    |    |   |   |   |

| | | | | | | |
|-----------------------|---|---|---|---|---|--|
| | | | | | | |
| Additional texts |  | | |  |  | |
| Why this why now? | This story links to the children's historical learning about toys and their development over time. A selection of stories to support children's transition into Year 1. | This story introduces celebrations through a birthday party with a twist. | This story links with children's learning about Space and Plants in Science. | This story features some of the oceans and seas that the children will be studying in their geography learning. | This story links with children's learning about Animals in Science. | This story introduces the children to hot/cold areas of the world so supports their learning in geography. |
| Writing Outcomes from | Toy Story Outcome: To write a label Purpose: inform Audience: | It was a cold dark night Outcome: Facts/ Animal riddle Purpose: inform Audience: | How to Catch a Star Outcome: simple retelling of the beginning of the story Purpose: entertain | Clem and Crab Outcome: To create a poster (instruction on how to recycle) Purpose: inform Audience: wider school | Lion Inside Outcome: To write a character profile-description of the mouse and the lion Purpose: entertain | Lost and Found Outcome: simple story sequence Purpose: entertain Audience: reader Form: narrative |



| | | | | | | |
|-----------------------|--|---|--|--|---|---|
| entire unit | <p>Form: information text</p> <p>Lost in the Toy Museum Outcome: Description Purpose: entertain Audience: Form: Narrative</p> <p>Traction Man Outcome: Purpose: Audience: Form: Narrative</p> | <p>Form: Sentences</p> <p>Cake Outcome: To write a description of the cake Purpose: entertain Audience: Form: description</p> <p>Little Glow Outcome: To write a party invitation Purpose: inform Audience: Form: Narrative</p> <p>Outcome: To write a recipe on how to be a good friend Purpose: inform Audience: Form: instructions</p> | <p>Audience: Form: narrative</p> <p>Errols Garden/Enormous Turnip. Outcome: To write a non-chronological report Purpose: inform Audience: Form: information text</p> | <p>Form: instructions</p> <p>Somebody Swallowed Stanley Outcome: Character Description/Rhyming Purpose: entertain Audience: Form: Description</p> <p>A Great Big Cuddle Outcome: Poem Purpose: entertain Audience: Form: Poem</p> | <p>Audience: Form: description</p> <p>The Koala who could: Recipe for a good friend Purpose: inform Audience: Form: instructions</p> <p>Oi Frog Outcome: Rhyming Purpose: entertain Audience: Form: Simple sentences</p> | <p>Little Polar bear Outcome: To write a non-chronological report Purpose: inform Audience: Form: information text</p> <p>Outcome: fact file on polar bears/ arctic animals. Purpose: inform Audience: Form: information text</p> |
| Grammar Opportunities | <p>leave spaces between words</p> <p>write simple labels and captions</p> | <p>sequence sentences to form short narratives</p> <p>punctuate sentences using a capital letter and a full stop</p> | <p>Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on</p> | <p>join words and clauses using and</p> <p>use a capital letter for names of people, places, the</p> | <p>use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>punctuate sentences using a capital letter and a full stop,</p> | |



| | | | | | | |
|--|---|--|---|--|--|--|
| | <p>use personal pronoun I</p> <p>beginning to punctuate sentences using a capital letter and a full stop</p> <p>letter, capital letter word sentence punctuation, full stop,</p> | <p>using the spelling rule for adding -s</p> <p>leave spaces between words</p> <p>letter, capital letter word sentence punctuation, full stop, singular, plural</p> | <p>the meaning of the noun</p> <p>use -ing, -ed, where no change is needed in the spelling of root words</p> <p>punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Introduction to capital letters, full stops, question marks / exclamation marks to demarcate sentences</p> <p>letter, capital letter word sentence punctuation, full stop, singular, plural</p> | <p>days of the week, and the personal pronoun 'I'</p> <p>use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>use -er -est where no change is needed in the spelling of root words</p> <p>punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>letter, capital letter word sentence punctuation, full stop, singular, plural question mark, exclamation mark suffix</p> | <p>punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>use -ing, -ed, where no change is needed in the spelling of root words</p> <p>join words and clauses using and</p> <p>How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p> <p>letter, capital letter word sentence punctuation, full stop, singular, plural question mark, exclamation mark clauses suffix prefix</p> | <p>question mark or exclamation mark</p> <p>use -ing, -ed, where no change is needed in the spelling of root words</p> <p>join words and clauses using and</p> <p>How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p> <p>letter, capital letter word sentence punctuation, full stop, singular, plural question mark, exclamation mark clauses suffix prefix</p> |
|--|---|--|---|--|--|--|



English Year 1 Curriculum

| | | | question mark, exclamation mark suffix | | plural question mark, exclamation mark clauses suffix prefix | |
|----------------------------|---|--|--|--|---|--|
| Spoken language statements | <p>Listen and respond appropriately to adults and their peers</p> <ul style="list-style-type: none"> Concentrate on the person talking and to ignore background noise and movement which is not relevant to the situation. Understand 2-3 part instructions that may include time concepts, e.g. using 'first', 'before', 'after' or 'when' <p>Ask relevant questions to extend their understanding and knowledge</p> <ul style="list-style-type: none"> Ask questions to find out things using 'how' and 'why' when prompted Be aware when they haven't understood something and is able to say, for example, 'I don't understand' (with no further elaboration). <p>Use relevant strategies to build their vocabulary</p> <ul style="list-style-type: none"> Able to group and name members of categories and to suggest possible category names Able to guess the word from clues, or give others clues using shape, size, function, etc. with support <p>Articulate and justify answers, arguments and opinions</p> <ul style="list-style-type: none"> Use language consistently to express likes and dislikes <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <ul style="list-style-type: none"> Able to use early 'story language' e.g. 'Once upon a time ...'; 'One day, ...' Use language to talk through a series of steps for example for simple problem solving Able to join sentences using 'and' <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <ul style="list-style-type: none"> Maintain attention and participate in conversation and small groups providing there are minimal external distractions. Attention and participation in larger groups is sustained for most of the activity <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <ul style="list-style-type: none"> Use language to talk self through steps required in simple problem solving <p>Speak audibly and fluently with an increasing command of standard English</p> <ul style="list-style-type: none"> Produce speech that is clear and easy to understand, with only a few immaturities | | | | | |



English Year 1 Curriculum

- Able to say words accurately with 3 syllables or less
- Able to blend 3 or 4 phonemes to make a word, and segment words into individual sounds
- Able to use appropriate tenses and word order

Participate in discussions, presentations, performances, role play, improvisations and debates

- Remember their words and speak clearly in presentations, performances and role play

Gain, maintain and monitor the interest of the listener(s)

- Able to initiate a conversation with a class visitor by using prepared questions

Consider and evaluate different viewpoints, attending to and building on the contributions of others

- Respond to points of interest when listening to contributions of others

Select and use appropriate registers for effective communication

- Imitate popular language

add prefixes and suffixes: ♣ using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
♣ using the prefix un- ♣ using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

♣ leaving spaces between words ♣ joining words and joining clauses using and ♣ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ♣ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ♣ learning the grammar for year 1 in English Appendix 2 ♣ use the grammatical terminology in English Appendix 2 in discussing their writing.

Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun
Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]

How words can combine to make sentences Joining words and joining clauses using and

Sequencing sentences to form short narratives



English Year 1 Curriculum

Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I

letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark