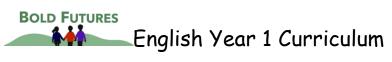


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Feelings Changes in Living Memory (Toys)	Celebrations Seasons	Space Plants		PSHE - Being My Best Animals	Oceans and Seas
Main Text	a state Critical Protes	The Weggered Th	HOW to CATCH a STAR WOTMOUS Turnip GARDEN GARDEN	Clemand CRab Fina Lundres Shallow Shallow Rein Rotter Handa Recy	KOALA WHO COULD INSIDE SKIGHT INSIDE	LITTLE POLAR BEAR Where are foo Going Luss? OLIVEA SEFEEAS LOST and FOUND



Addi tional texts	The Colour moneter			GREAT BIG CUDLE POEMS FOR THE VERY YOUNG MICHAEL ROSEN. Houseady CHESS BIDDLE	OI FROG!	
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	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.
Writin g Outco mes from	Year 1. 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 profiledescription of the mouse and the lion Purpose: entertain	Lost and Found Outcome: simple story sequence Purpose: entertain Audience: reader Form: narrative



entire unit	Form: information text	Form: Sentences	Audience: Form: narrative	Form: instructions	Audience: Form: description	Little Polar bear
u	my or marion rext	Cake	1 or marraneo	Somebody Swallowed	·	Outcome: To write a non-
	Lost in the Toy	Outcome: To write a		Stanley	The Koala who	chronological report
	Museum	description of the cake	Errols	Outcome: Character	could: Recipe for a	Purpose: inform
	Outcome:	Purpose: entertain	Garden/Enormous	Description/Rhyming	good friend	Audience:
	Description	Audience:	Turnip.	Purpose: entertain	Purpose: inform	Form: information text
	Purpose:	Form: description	Outcome: To write a	Audience:	Audience:	
	entertain		non-chronological	Form: Description	Form: instructions	Outcome: fact file on polar
	Audience:	Little Glow	report			bears/ arctic animals.
	Form: Narrative	Outcome: To write a	Purpose: inform	A Great Big Cuddle	Oi Frog	Purpose: inform
		party invitation	Audience:	Outcome: Poem	Outcome: Rhyming	Audience:
		Purpose: inform	Form: information	Purpose: entertain	Purpose: entertain	Form: information text
	Traction Man	Audience:	text	Audience:	Audience:	
	Outcome:	Form: Narrative		Form: Poem	Form: Simple	
	Purpose:				sentences	
	Audience:	Outcome: To write a				
	Form: Narrative	recipe on how to be a				
		good friend				
		Purpose: inform				
		Audience:				
		Form: instructions				
Gram						use a capital letter for
mar	leave spaces	sequence sentences to	Regular plural noun	join words and clauses using	use a capital letter	names of people, places, the
Oppor	between words	form short narratives	suffixes -s or -es	and	for names of people,	days of the week, and the
tunitie		nunctuata dentances	[for example, dog,		places, the days of	personal pronoun 'I'
S	write simple	punctuate sentences	dogs; wish, wishes],	use a capital letter for	the week, and the	
	labels and	using a capital letter and a full stop	including the effects	names of people, places, the	personal pronoun 'I'	punctuate sentences using a
	captions	una a tun stop	of these suffixes on			capital letter and a full stop,



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



	question mark, exclamation mark suffix	plural question mark, exclamation mark clauses suffix prefix
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langua ge state ments

Spoke | Listen and respond appropriately to adults and their peers

- 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'

Ask relevant questions to extend their understanding and knowledge

- 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).

Use relevant strategies to build their vocabulary

- 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

. Articulate and justify answers, arguments and opinions

• Use language consistently to express likes and dislikes

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

- 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'

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

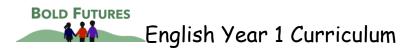
Maintain attention and participate in conversation and small groups providing there are minimal external distractions. Attention and participation in larger groups is sustained for most of the activity

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

• Use language to talk self through steps required in simple problem solving

Speak audibly and fluently with an increasing command of standard English

Produce speech that is clear and easy to understand, with only a few immaturities



- 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: until the boat]

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

Sequencing sentences to form short narratives

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