



English MTP Year 1

	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						



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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 entire unit	<p>Toy Story Outcome: To write a label Purpose: inform Audience: 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>It was a cold dark night Outcome: Facts/ Animal riddle Purpose: inform Audience: 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</p>	<p>How to Catch a Star Outcome: simple retelling of the beginning of the story Purpose: entertain Audience: Form: narrative</p> <p>Errols Garden/Enormous Turnip. Outcome: To write a non-chronological report Purpose: inform Audience: Form: information text</p>	<p>Clem and Crab Outcome: To create a poster (instruction on how to recycle) Purpose: inform Audience: wider school 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>Lion Inside Outcome: To write a character profile-description of the mouse and the lion Purpose: entertain 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>Lost and Found Outcome: simple story sequence Purpose: entertain Audience: reader Form: narrative</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>



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



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			plural question mark, exclamation mark suffix	full stop, singular, plural question mark, exclamation mark suffix	full stop, singular, plural question mark, exclamation mark clauses suffix prefix	sentence punctuation, full stop, singular, plural question mark, exclamation mark clauses suffix prefix
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Spoken
language
statements

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



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