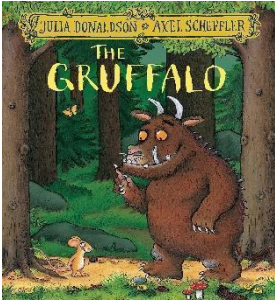
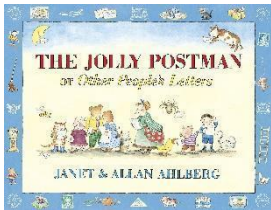
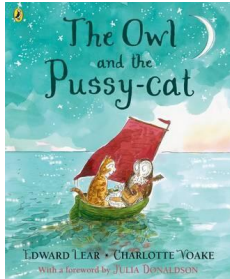
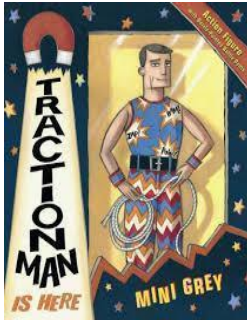
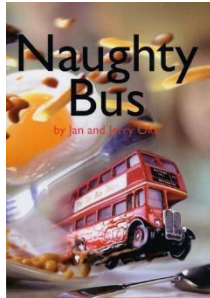
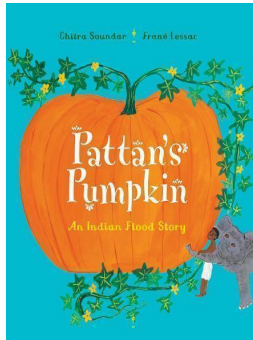



| English: Year 1 2023/24 | | | | | | |
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| Connections to the Wider Curriculum | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Science | Seasons of the Year and Weather | The Human Body and its Senses | Categorising and Describing Animals | Materials | Plants and Seasons of the Year | |
| History | Class Names and Ourselves | Exploration: | Kings and Queens of the United Kingdom | | Toys | Holidays and the Seaside |
| Geography | Map drawing: Local area and school | Locating the Continents of the World | Locating the countries and capital cities of the UK | | Geographical features of the seaside | |
| RE | What responsibility has God given to us to take care of the world? | Saints – Why are saints important to Jesus? | Jewish life – what is it like to live as a Jewish person? | The Ten Commandments | Islamic life – what does it mean to be a Muslim? | Jesus' Stories – why did Jesus tell stories? |
| | | Nativity | | Easter | | |
| PSHE | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| English Topic | Familiar Author: Julia Donaldson "A mouse took a stroll through a deep, dark wood..." | Traditional Tales and Christmas "Rapunzel, Rapunzel let down your long hair!" | Animals and Creatures "They danced by the light of the moon, the moon, they danced by the light of the moon." | Heroes and Villains "No Mysterious Toes are stealing away with my brave pet! Take that! And that!" | Journeys "Earth creatures were big and unfriendly, but there were some small ones who seemed hopeful..." | Stories from Around the World "The crested water of the river carried the pumpkin along.." |
| English Core Texts | The Gruffalo  | The Jolly Postman  | The Owl and the Pussycat  | Traction Man  | The Naughty Bus  | Pattan's Pumpkin  |

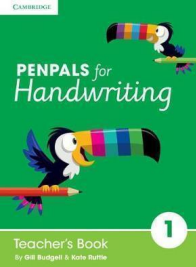
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| | <p>Snail and the Whale</p>  | <p>Rapunzel</p>  <p>Elf on the Shelf</p>  | <p>The Mixed up Chameleon</p>  <p>Bog Baby</p>  | <p>Billy and the Beast</p>  <p>Super Daisy</p>  | <p>Beegu</p>  <p>We're Going to Find the Monster</p>  | <p>The Leopard's Drum</p>  <p>The Story Tree</p>  |
| <p>Writing Outcomes</p> <p>(there may be some variations)</p> | <p>Writing simple sentences via:</p> <ul style="list-style-type: none"> ● Hold a sentence ● Build a sentence ● Counting words ● Capital letters and full stops ● Fred Talk to spell. <p>Fiction:</p> <p>Describing characters -labelling the Gruffalo using adjectives</p> | <p>Fiction:</p> <p>Rewriting a well-known narrative: introducing sentence starters and coordinating conjunctions</p> <p>Writing in role</p> <p>Shared writing</p> | <p>Poetry:</p> <p>Narrative poetry inspired by The Owl and the Pussycat – write, rehearse and perform poetry about two different animals</p> <p>Fiction:</p> <p>Character description - creating own fictional animals inspired by the Bog Baby</p> <p>Introduce subordinating conjunctions (because, so)</p> | <p>Fiction:</p> <p>Narrative sequence - creating new villains for Traction Man's classroom adventure</p> <p>Character descriptions</p> <p>Writing comics – caption writing</p> | <p>Fiction:</p> <p>Narrative sequencing using photography/video of a toy vehicle</p> <p>Diaries</p> <p>Create own alien language – nonsense words</p> <p>Innovate own story around 'We're Going to Find the Monster'</p> | <p>Poetry:</p> <p>Free verse poetry</p> <p>Fiction:</p> <p>Song writing</p> <p>Character and setting descriptions</p> <p>Narrative sequence</p> |

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| | <p>Describing settings – labelling places in The Snail and the Whale</p> <p>Wanted posters</p> <p>Label a setting in The Snail and the Whale using adjectives</p> <p>Learning and retelling stories using talk for writing, story maps, drawing</p> <p>Non-Fiction: Factual sentences about class name</p> <p>Information texts</p> <p>Postcards from Snail</p> | <p>Non-Fiction: Writing letters to the Jolly Postman as other characters from the story</p> <p>Making predictions about a story</p> <p>Comparing the ending we know of the traditional Rapunzel and that of this Rapunzel</p> <p>Non-chronological report of the Christmas Elves</p> <p>Christmas lists for the elves</p> | <p>Describe Bog Babies in Lost Posters</p> <p>Creating own Bog Baby stories and using these to create own books</p> <p>Non-Fiction: Factual sentences describing animals</p> <p>Explanation texts - how to look after a Bog Baby</p> <p>Instructions for clay Bog Babies</p> <p>Letter writing – informing Mrs Sorapure about naughty Bog Babies</p> | <p>Non-Fiction: Emails to give advice to characters in Billy and the Beast</p> <p>Recipes</p> <p>Letter writing</p> | <p>Non-Fiction: Non-chronological reports</p> <p>Recount – describing own experiences on school trip (London Transport Museum or St. James Palace)</p> <p>Instructions - how to make a flying saucer or rocket ship</p> | <p>Non-Fiction: Non-chronological report about India or Ghana</p> <p>Newspaper report about a flood</p> |
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| Phonics and Spelling | Term 1 | Term 2 | Term 3 |
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| <p>Outlined by Red, Write Inc.</p>  | <p>Autumn 1 Review Read Write Inc. Set 1 sounds with focus on consonant digraphs introduced: m a s t d t i n p g o c k u b f e l h r j v y w z x sh th ch qu ng nk</p> <p>Begin Read Write Inc. Set 2 Sounds: ay ee igh ow oo oo ar or air ir ou oy</p> <p>CVC words</p> <p>Red words/Common Exception Words:] the I put my you your said of was to are he be me she saw</p> <p>Autumn 2 Begin Read Write Inc. Set 3 Sounds: ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tion tious/cious</p> <p>CVC, CCVC, CVCC words</p> <p>Red words/Common Exception Words: they want what her baby so go no old all call tall small like do does I've</p> | <p>Spring 1 Continue Read Write Inc. Set 3 Sounds not covered in previous term: ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tion tious/cious</p> <p>CCVC words two syllable words</p> <p>Red words/Common Exception Words: any many anyone some come watch who where here there were</p> <p>Compound words Singular and plural -s and -es</p> <p>Spring 2 Begin Read Write Inc. Set 3 Additional Sounds: ue ie au e-e kn ck wh ph</p> <p>CVCC, CCVC words three syllable words</p> <p>Red words/Common Exception Words: school brother mother father love above once one two I'm I've</p> <p>Apostrophes in contracted words Suffixes -ing -ed prefix un-</p> | <p>Summer 1 Reteach sounds based on End of Spring 2 Assessments</p> <p>Focus on split digraphs and trigraphs: a-e i-e o-e u-e e-e igh air are ire ear ure</p> <p>Alternative pronunciations and spellings of the same sound</p> <p>Red words/Common Exception Words: could would should worse push pull house friend</p> <p>Summer 2 Reteach sounds based on Phonics Screening Assessment</p> <p>Double consonants -ve at the end of words e.g. have, live -tch after a single vowel sound e.g. catch, fetch</p> <p>Red words/Common Exception Words: Remaining red words within Read Write Inc. Phonics OR remaining Y1 Common exception words</p> <p>Suffixes -er -est</p> |

| Reading | Word Reading | Comprehension |
|-------------------------------|--|--|
| | <ul style="list-style-type: none"> ● Apply phonic knowledge and skills as the route to decode words. ● Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. ● Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. ● Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. ● Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. ● Read other words of more than one syllable that contain taught GPCs. ● Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s). ● Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words. ● Re-read phonically decodable books to build up fluently and confidence in word reading. | <p>Develop pleasure for reading and be motivated to read by:</p> <ul style="list-style-type: none"> ● Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently. ● Being encouraged to link what is read or heard read to his/her own experiences. ● Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. ● Learning to appreciate rhymes and poems, and to recite some by heart. ● Discussing word meanings, linking new meanings to those already known. <p>Understanding the books they read and have read to them by:</p> <ul style="list-style-type: none"> ● Drawing on what is already known or on background information and vocabulary provided by the teacher ● Checking that the text makes sense as he/she reads and correcting inaccurate reading. ● Discussing the significance of the title and events. ● Making inferences on the basis of what is being said and done. ● Predicting what might happen on the basis of what has been read so far. ● Participate in discussion about what is read to him/her, taking turns and listening to what others say ● Explain clearly his/her understanding of what is read to him/her |
| <p>Spoken Language</p> | <ul style="list-style-type: none"> ● Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. ● Discuss the significance of the title and events. ● Recite some poems and rhymes by heart. ● Say out loud what he/she is going to write about. ● Compose a sentence orally before writing it. ● Read aloud his/her writing clearly enough to be heard by the group and the teacher. ● Use the language of time (including telling the time throughout the day first using o'clock and then half past). ● Discuss and solve problems in familiar practical contexts, including using quantities. Problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than. | |

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| Writing Composition | <ul style="list-style-type: none"> • Write sentences by saying out loud what they are going to write about. • Write sentences by composing a sentence orally before writing it. • Write sentences by sequencing sentences to form short narratives. • Write sentences by re-reading what he/she has written to check that it makes sense. • Discuss what he/she has written with the teacher or other pupils. • Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher. | | | |
| Writing: Vocabulary, Grammar and Punctuation Terminology for pupils: Letter Capital letter Word Singular Plural Sentence Punctuation Full stop Question mark Exclamation mark | <p style="text-align: center;">Punctuation</p> <ul style="list-style-type: none"> • Separate words with spaces. • Capital letters for the start of sentences • Capital letters for people, places, the days of the week and the person pronoun 'I' • Full stops • Question marks • Exclamation marks | <p style="text-align: center;">Text</p> <ul style="list-style-type: none"> • Sequence sentences to form short narratives. | <p style="text-align: center;">Sentence</p> <ul style="list-style-type: none"> • Understand how words can combine to make sentences. • Use joining words and join clauses using and. | <p style="text-align: center;">Word</p> <ul style="list-style-type: none"> • Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes • Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper. • Understand how the prefix un- changes the meaning of verbs and adjectives e.g. unkind or undoing |

| Handwriting | Term 1 | Term 2 | Term 3 |
|--|---|---|--|
| <p>Outlined in Penpals for Handwriting Scheme and Scope</p>  | <ul style="list-style-type: none"> • Practising long-legged giraffe letters • Writing words with ll • Introducing capitals for long-legged giraffe letters • Practising one-armed robot letters • Practising long-legged giraffe letters and one-armed robot letters • Introducing capitals for one-armed robot letters • Practising curly caterpillar letters • Writing words with double ff • Writing words with double ss • Introducing capitals for curly caterpillar letters | <ul style="list-style-type: none"> • Practising long-legged giraffe letters, one-armed robot letters and curly caterpillar letters • Practising zig-zag monster letters • Writing words with double zz • Mixing all the letter families • Practising all the capital letters • Practising all the numbers 0–9 • Writing words with ck and qu • Practising long vowel phonemes: ai, igh, oo • Practising vowels with adjacent consonants: ee, oa, oo • End of term check | <ul style="list-style-type: none"> • Numbers 10–20: spacing • Practising ch unjoined • Introducing diagonal join to ascender: c·h Practising ai unjoined • Introducing diagonal join, no ascender: a |