

## English Curriculum Map Year 1

|  | Autumn 1  | Autumn 2   | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
|--|---|--|---|---|---|---|
|  | Ourselves & Other<br>Animals<br>Autumn  | Where Is My School?<br>Materials   | Winter<br>Toys<br>All About the UK  | Castles<br>Spring   | Plants<br>Summer  | Grace Darling<br>Seas and Coasts  |
|  | <p><b>WRITING TO INFORM</b><br/> <u>Super Duper You</u> by Sophie Henn<br/> <u>There's Only One You</u> by Linda Krantz<br/> <u>Funnybones</u> by Allan Ahlberg</p> <p><b>Information writing:</b><br/>           *simple fact files for animals<br/>           *descriptive piece on autumn</p> <p><b>Descriptive writing:</b><br/>           *labels and captions<br/>           *describe ourselves and our differences</p> <p><b>WRITING TO ENTERTAIN</b><br/> <u>It Was a Cold Dark Night</u> by Tim Hopgood</p> <p><b>Narrative writing:</b><br/>           *personal recount (summer holidays),<br/>           *retell the story in your own words (Ned)</p> | <p><b>WRITING TO ENTERTAIN</b><br/>           *recount of walk around Ryton<br/> <u>The Three Little Pigs</u> traditional</p> <p><b>WRITING TO INFORM</b><br/> <u>New From Old – Recycling Plastic</u> by Anthony Robinson<br/> <u>A Planet Full Of Plastic</u> by Neal Layton</p> <p><b>Information writing:</b><br/>           *descriptive piece on winter<br/>           *simple fact files on materials and their properties<br/>           *make a mini guide book on the 4 countries of the UK / London vs Ryton<br/>           *persuasive poster / leaflet about re-using plastic</p> <p><b>Instructional writing:</b><br/>           *writing lists<br/>           *adding captions to pictures<br/>           *How to Play Hide and Seek<br/>           *How to Make a Snowball Krispie<br/>           *How to Make a Xmas decoration / Xmas card</p> | <p><b>POETRY UNIT</b><br/>           Poetry form – acrostic (linked to winter)</p> <p><b>WRITING TO ENTERTAIN</b><br/>           Core Texts:<br/> <u>Katie in London</u> by James Mayhew<br/> <u>We Completely Must Go to London</u> by Lauren Child<br/> <u>Ruby</u> by Maggie Glen<br/> <u>Dogger</u> by Shirley Hughes</p> <p><b>Descriptive writing:</b><br/>           *describe how Ruby is different to the other bears / Dogger</p> <p><b>Narrative writing:</b><br/>           *retell the story (from Ruby / Dogger's point of view)<br/>           *predicted story – what did Ruby do next?<br/>           *personal recount (Xmas holidays)<br/>           *fictional trip around the UK<br/>           *recount as if you were Katie (in the form of a postcard)</p> <p><b>WRITING TO INFORM</b><br/> <u>Lost in the Toy Museum</u> by David Lucas<br/> <u>The Toymaker</u> by Martin Waddell</p> | <p><b>WRITING TO ENTERTAIN</b><br/> <u>Cinderella</u> traditional<br/> <u>Rapunzel</u> traditional (T4W)<br/> <u>The Princess and the Wizard</u> by Julia Donaldson<br/> <u>Zog</u> by Julia Donaldson</p> <p><b>Narrative writing:</b><br/>           *lists of party food<br/>           *invitations to the ball / Eliza's party<br/>           *if you had a fairy godmother, what would she do for you?<br/>           *retell the story as if you were Eliza<br/>           *diary entry as if you are Zog<br/>           *innovated story based on 'what would a mermaid / unicorn / goblin learn at school?'</p> <p><b>WRITING TO INFORM</b><br/> <b>Information writing:</b><br/>           *descriptive piece on spring</p> | <p><b>WRITING TO ENTERTAIN</b><br/> <u>Jack and the Beanstalk</u> traditional<br/> <u>The Enormous Turnip</u> traditional</p> <p><b>Narrative writing:</b><br/>           *diary writing as if you were Jack / the Giant<br/>           *innovated story based on either (eg: The Huge Parsnip / Bob and the Beanstalk)</p> <p><b>Descriptive writing:</b><br/>           *wanted poster for Jack</p> <p><b>WRITING TO INFORM</b><br/> <b>Instructional writing:</b><br/>           *How to Make Turnip Soup<br/>           *How to Grow a Broad Bean</p> <p><b>Information writing:</b><br/>           *descriptive piece on summer<br/>           *keep a diary of the bean's progress</p> <p><b>POETRY UNIT</b><br/>           Poet study – Spike Milligan</p> | <p><b>WRITING TO ENTERTAIN</b><br/> <u>The Lighthouse Keeper's Lunch</u> by Ronda and David Armitage<br/> <u>Hello Lighthouse</u> by Sophie Blackall<br/> <u>The Lighthouse</u> (film) Literacy Shed<br/> <u>Flotsam</u> by David Wiesner</p> <p><b>Narrative writing:</b><br/>           *diary entries (as Mr G / the seagulls / Hamish)<br/>           *write a sequel The lighthouse Keeper's .....<br/>           *retell the story (of The Lighthouse / Flotsam) in your own words</p> <p><b>WRITING TO INFORM</b><br/> <u>The Life and Work of Grace Darling</u> (film) BBC History True Stories<br/> <u>Grace Darling</u> by Anita Ganeri<br/> <u>Fantastically Great Women Who Changed the World</u> by Kate Pankhurst</p> <p>*create a fact file on Grace Darling</p> |
|  | <p><b>POETRY UNIT</b><br/>           Performance Poetry</p>   |  |   |   |   |   |

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|                               |   |  |   |  |   |  |
|-------------------------------|---|--|---|--|---|--|
| sentence structure            | Write simple sentences<br>Sentences start with subject & verb   | Write simple sentences<br>Start to vary sentence openers   | Use 'and' to join 2 words (Fir Christmas, I got a _____ and a _____. In London I visited _____ and _____)<br>Questions ( <i>Did you know that_____?</i> )   | Use 'and' to join 2 words<br>Use a variety of sentence openers               | Use a variety of sentence openers<br>Use 'and' as a coordination conjunction to join two clauses to make a compound sentence                                    | Use a variety of sentence openers.<br>Use 'and' as a coordinating conjunction to join two clauses to make a compound sentence<br>Questions ( <i>Did you know that...</i> ) |
| punctuation                   | Leave spaces between words<br>Use capital letter and full stop to punctuate single sentences<br>Capital letter for 'I' and for names                      | Leave spaces between words<br>Use capital letter and full stop to punctuate single sentences<br>Capital letter for 'I' and for names<br>Use bullet points to list words & ideas<br>Use command sentences | Use capital letter and full stop to punctuate single sentences<br>Punctuate single sentences with question marks<br>Use bullet points to list words & ideas | Question marks<br>Exclamation marks  | Use capital letter for names and places<br>Begin to use a full stop, exclamation mark or question mark appropriately<br>Use bullet points to list words & ideas | Use capital letter for names and places<br>Begin to use a full stop, exclamation mark or question mark appropriately   |
| text structure & organisation | Join in with predictable phrases in stories<br>Orally re-tell a familiar story<br>Structure own writing using scaffolds (pictures and matching sentences) | Orally re-tell a familiar story<br>Structure own writing using scaffolds (pictures, story map, story mountain)<br>Write simple instructions in correct order   | Structure own writing using scaffolds (pictures, story map, story mountain)<br>Write simple instructions in correct order                                   | Write relevant sentences under given subheadings                             | Write sequenced sentences to form a short narrative<br>Link ideas chronologically   | Write sequenced sentences to form a short narrative<br>Link ideas chronologically<br>Write relevant sentences under given subheadings                                      |
| composition & effect          | Use simple adjectives   | Use simple adjectives  | Use simple adjectives.<br>Use words and phrases appropriate to task and topic   | Use simple adjectives<br>Use words and phrases appropriate to task and topic | Use simple adjectives<br>Use words and phrases appropriate to task and topic  | Use simple adjectives.<br>Use words and phrases appropriate to task and topic  |
| additional texts              |   |  |   |  |   |  |