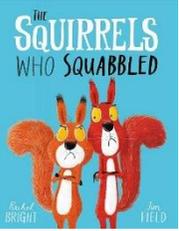
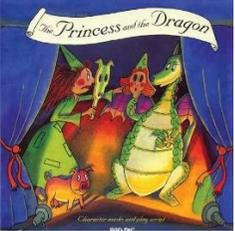
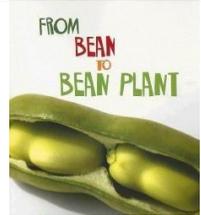
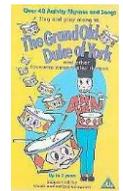
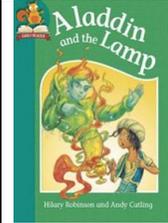
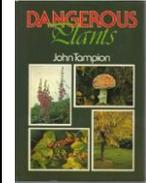
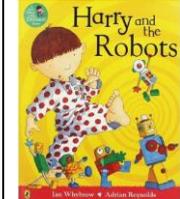
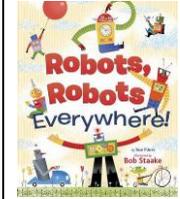


English Curriculum Map

Year: 1/2                      Class: Finch                      Year: 2023-2024



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Timescale	7 weeks	8 weeks	5 weeks	5 weeks 4 days	5 weeks 4 days	7 weeks
Topic	Stories by the same author.  Non-chronological reports.	Stories with repetitive patterns.  Poems on a theme.	Instructions.  Traditional Rhymes.	Traditional Tales.  Recounts.	Stories with familiar settings.  Range of non-fiction texts.	Stories with fantasy settings.  Poems for learning by heart.
Focus Texts (picture/bk/author)	 <p>Stories by the same author Focus text: The squirrels who squabbled by Rachel Bright. <b>Second text: The Koala who could</b> by Rachel Bright.</p> <p>Non-chronological report: Squirrels.</p>	 <p>Stories with repetitive patterns: The Princess and the Dragon by Audrey Wood.</p> 	 <p>Instructions: How to grow a bean plant.</p>  <p>Traditional Rhyme: The Grand Old Duke of York.</p>	 <p>Traditional Tales: Aladdin and the Lamp.</p>  <p>Recounts: Family Album.</p>	 <p>Stories with familiar settings- The Scarecrows' Wedding by Julia Donaldson.</p>  <p>Information Booklet: Dangerous Plants.</p>	 <p>Stories with Fantasy Settings: Harry and the Robots by Ian Whybrow.</p> 

	 <p>(General squirrel information texts) (Linked to Topic focus The place where I live).</p>	Poems on a Theme: The Great Fire of London by Paul Perro.		Focus: Birthdays.		Poems for learning by heart: Robots, Robots Everywhere! By Sue Fliess.
Link Texts	<p>The Koala who could.</p> <p>The Whale who wanted more.</p> <p>The Lion inside.</p>	<p>George and the Dragon</p> <p>The Snow Dragon</p> <p>Zog</p> <p>Fire poems.</p> <p>London's burning.</p>	<p>Information books linked to plants/planting.</p> <p>Jaspers beanstalk.</p> <p>Traditional Rhymes (Little Jack Horner, Oranges and Lemons, Mary, Mary, quite contrary).</p>	<p>Katie Morag and the Birthdays.</p> <p>Stories linked to birthdays.</p> <p>Monster Party.</p>	<p>Information books linked to dangerous/scary/ deadly plants.</p> <p>Maisie Goes Camping</p> <p>Boris Goes Camping</p>	<p>No-Bot by Sue Hendra.</p> <p>The Three Little Aliens and the Big Bad Robot</p> <p>The Big Bad Wolf and the Robot Pig</p>
Enrichment/visits/ Authors etc	Forest school in the woodland area to look for woodland creatures	Non-fiction November (Whole School Focus). 1 <sup>st</sup> -30 <sup>th</sup> November.	Children's Mental Health Week (6-12 <sup>th</sup> February).	World Book Day (Whole School Celebration).	World Day for Cultural Diversity	National Summer Reading Challenges in libraries.
Unit 1 scaffolded outcome	<b>Stories by the same author:</b> <b>Purpose:</b> Narrative based	<b>Stories with repetitive patterns:</b> <b>Purpose:</b>	<b>Instructions:</b> <b>Purpose:</b> Children will be able to write their own	<b>Traditional Tales:</b> <b>Purpose:</b> Children will be able to write their	<b>Stories with Familiar Settings.</b> <b>Purpose:</b>	<b>Stories with Fantasy Settings:</b> <b>Purpose:</b>

	<p>on the model text Children will be able to construct their own short narrative based on a story map. Children will be able to write using formulaic phrases, events in order, full stops and capital letters.</p> <p><b>Audience:</b> Children to share own stories with class peers.</p>	<p>Children will be able to write their own short narrative which includes capital letters and full stops and features of simple narrative (opening, middle and end).</p> <p><b>Audience:</b> Y1 pupils to share with Y2.</p>	<p>set of simple instructions based on a model which include simple sentences sequenced in order and features of an instruction text.</p> <p><b>Audience:</b> Read finished instructions to Haydock Class.</p>	<p>own short narrative written in the past tense which includes events in order (opening, middle and end), simple connectives to link ideas e.g. and, but, or, so and using words with the prefix 'un' to verbs and adjectives to change the meaning e.g. untie, unkind.</p> <p><b>Audience:</b> Own stories to be shared with parents and displayed in class.</p>	<p>Children will be able to write their own narrative which includes innovation of characters, a familiar setting, past tense, exclamation marks, question marks, commas to separate in a list, apostrophes for contracted forms (e.g. don't) and apostrophes for possession (e.g. the girl's name).</p> <p><b>Audience:</b> Y2 to share stories with Y1 pupils. Display finished stories.</p>	<p>Children will be able to write an innovated fantasy story, featuring their own robot model as the central character, including; simple joining words to link ideas, features of a fantasy narrative, pluralised nouns using 's' and 'es' and the suffixed -ness or -er to create nouns (e.g. happiness, baker).</p> <p><b>Audience:</b> Children to share own fantasy stories with Benedict class.</p>
Unit 1 independent outcome	Own narrative based on the model text The Squirrels who Squabbled.	Own narrative based on the model text The Princess and the Dragon.	To write instructions for Topic led work	Own narrative based on Aladdin and the Lamp.	Own narrative based on The Scarecrows Wedding	Own fantasy narrative based on Harry and the Robots.
Unit 2 scaffolded outcome	<p><b>Non-chronological report:</b> <b>Purpose:</b> Children will be able to construct their</p>	<p><b>Poems on a theme:</b> <b>Purpose:</b> Children will be able to write their own poem based on a model which includes question marks, simple</p>	<p><b>Traditional Rhyme:</b> <b>Purpose:</b> Children will be able to write their own poem based on a rhyme which</p>	<p><b>Recounts:</b> <b>Purpose:</b> Children will be able to write a recount based on a model which</p>	<p><b>Information Booklet:</b> <b>Purpose:</b> Children will be able to write their own information</p>	<p><b>Poems for learning by heart:</b> <b>Purpose:</b> Children will be able to recite a</p>

	<p>own non-chronological poster or booklet organised in specific sections.</p> <p><b>Audience:</b> Work to be shared with talk partners and peers. Display finished reports.</p>	<p>sentences and features of an information text.</p> <p><b>Audience:</b> Children to perform own poems for Benedict Class.</p>	<p>includes simple sentences, repetitive language and patterns, finger spaces and words spelt using understanding of suffixes and their phonic knowledge.</p> <p><b>Audience:</b> Display finished poems and perform for peers.</p>	<p>includes a capital letter for the personal pronoun 'I' and the names of people, past tense for narrative, and features of a recount.</p> <p><b>Audience:</b> Display finished recounts and share with class peers.</p>	<p>text which includes simple joining words to link ideas (e.g. <i>and</i>), features of information writing, question marks, interesting facts, apostrophes for contracted forms and commas to separate items in a list.</p> <p><b>Audience:</b> Children will create a class book of their own dangerous plants, and share with Benedict Class.</p>	<p>robot themed poem by heart. Children will orally plan and rehearse ideas, use question marks and exclamation marks and add the prefix un- to verbs and adjectives to change the meaning (e.g. untie, unkind).</p> <p><b>Audience:</b> Children to perform own poems for Benedict class.</p>
Unit 2 independent outcome	Own non-chronological report (information poster) about squirrels.	Own poem based on the theme of fire.	Own poem based on The Grand Old Duke of York.	Own recount based on birthdays.	Own information booklet about dangerous plants.	Own robot poem linked to 'Robots, Robots, Everywhere'