
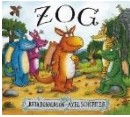

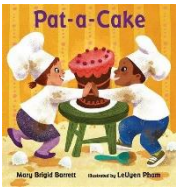
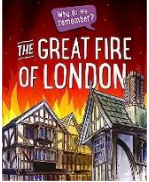
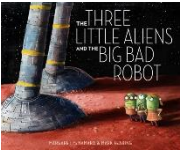


## Year 1 English Curriculum Map 2023 - 2024



English Curriculum Map						
Year: 1		Class: Benedict		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	Penguins, Possums and Pigs	Fire, Fire!	Growth and Green Fingers	Family Album	The Great Outdoors	Robots
Focus Texts (picture/bk/author)	<p>Stories by the same author:</p>  <p>The Highway Rat by Julia Donaldson</p>  <p>Monkey Puzzle by Julia Donaldson</p> <p>Non-Chronological</p>	<p>Stories with repetitive patterns:</p>  <p>Zog by Julia Donaldson</p> <p>Poems on a theme:</p>  <p>Ladybird, Ladybird by Mother Goose</p>	<p>Instructions:</p>  <p>Instructions for making cress heads</p> <p>Traditional Rhyme:</p> 	<p>Traditional Tales:</p>  <p>Rapunzel</p>  <p>Recount a familiar family event: Birthdays</p>	<p>Stories with familiar settings:</p>  <p>Percy the Park Keeper by Nick Butterworth</p> <p>Information Booklet:</p> 	<p>Stories with fantasy settings:</p>  <p>The Three Little Aliens and the Big Bad Robot by Margaret McNamara</p> <p>Poems for learning by heart:</p> <p>I'm a little Robot by Robert Hiedbreder</p>

	<p>Reports – All about woodland creatures.</p> 		<p>Pat - a - cake</p>  <p>Mary, Mary Quite Contrary, How odd your clothes were, With seven bells and twelve shells, And pretty maid all in a row.</p>		The Great Fire of London by Izzie Howell	
Link Texts	<p>What the ladybird hear by Julia Donaldson</p> <p>What the ladybird heard next by Julia Donaldson</p>	<p>Information books linked to the great fire of London.</p> <p>Room on the Broom</p>	<p>Information books linked to plants/planting.</p> <p>The Tiny Seed</p> <p>Traditional Rhymes</p>	<p>Sleeping Beauty</p> <p>Information texts linked to birthdays</p> <p>Monster Party</p>	<p>Five Minutes Peace</p> <p>Boris and Sid make a mess</p>	<p>Robot Rumpus by Sean Taylor</p> <p>No-Bot by Sue Hendra</p>
Enrichment/visits/ Authors etc	<p><b>Forest school/Woodland Area</b></p> <p>Session in the woods looking for woodland creatures</p> <p><b>National Poetry Day</b></p> <p>5<sup>th</sup> October 2023</p>	<p><b>Non-Fiction November</b></p> <p>Whole school focus 1<sup>st</sup> – 30<sup>th</sup> November</p>	<p><b>Children's Mental Health week</b></p> <p>6<sup>th</sup> – 12<sup>th</sup> February</p>	<p><b>World Book Day</b></p> <p>Thursday 7<sup>th</sup> March</p>	<p><b>World Day for Cultural Diversity</b></p> <p>21<sup>st</sup> May 2024</p>	<p>National summer reading challenges in libraries</p>
Unit 1 scaffolded outcome	<p><b>Purpose:</b> Children will be able to construct their own short narrative</p>	<p><b>Purpose:</b> Children will be able to write their own short</p>	<p><b>Purpose:</b> Children will be able to write their own set of simple</p>	<p><b>Purpose:</b> Children will be able to write their own short narrative that includes:</p>	<p><b>Purpose:</b> Children will be able to write their own narrative that includes:</p>	<p><b>Purpose:</b> Children will be able to write an innovated fantasy story, featuring their</p>

	<p>based on a story map.</p> <p>Audience: Share the completed narrative with Y1 peers.</p>	<p>narrative which includes:</p> <ul style="list-style-type: none"> <li>- Features of simple narrative</li> <li>- Capital letters and full stops</li> </ul> <p><b>Audience:</b> Children to share their stories with the reception children</p>	<p>instructions that include:</p> <ul style="list-style-type: none"> <li>- simple sentences that can be read by themselves and others</li> <li>- Capital letters, finger spaces and full stops</li> <li>- features of an information text</li> </ul> <p><b>Audience:</b> Instructions to be taken home for the children to grow their own cress head with parents.</p>	<ul style="list-style-type: none"> <li>- events in order</li> <li>- full stops and capital letters</li> <li>- finger spaces</li> <li>- simple sentences to link ideas</li> <li>- simple connectives to link ideas</li> </ul> <p><b>Audience:</b> Stories to be shared with their school buddy from a KS2 class.</p>	<ul style="list-style-type: none"> <li>- sentences that make sense</li> <li>- Capital letters and full stops</li> <li>- simple joining words to link ideas</li> <li>- features of a simple narrative</li> </ul> <p><b>Audience:</b> Children to share stories with EYFS children</p>	<p>own robot model as the central character, including;</p> <ul style="list-style-type: none"> <li>- features of a fantasy narrative</li> <li>- full stops and capital letters</li> <li>- simple joining words</li> <li>- sentences that make sense</li> </ul> <p><b>Audience:</b> Children to share own fantasy stories with Finch class.</p>
Unit 1 independent outcome	Create their own independent character description	Story plan for own versions of the story 'Zog.'	Independent instructions linked to plants / planting	Write their own narrative based on Rapunzel	Write own narrative based on 'Percy the Parkkeeper'	Create own plan for a narrative based on The Three Aliens and the Big Bad Robot
Unit 2 scaffolded outcome	<p><b>Non-Chronological Report:</b> <b>Purpose:</b> Children will be able to construct their own non-chronological poster or booklet organised in specific sections.</p> <p>Audience: To share their reports with the school ECO club to be aware of</p>	<p><b>Poems on a Theme</b> <b>Purpose:</b> Children will be able to write their own poem based on a model that will include:</p> <ul style="list-style-type: none"> <li>- finger spaces</li> <li>- phonetically plausible words</li> </ul> <p><b>Audience:</b></p>	<p><b>Traditional Rhymes</b> <b>Purpose:</b> Children will be able to write their own poem which will include:</p> <ul style="list-style-type: none"> <li>- simple phrases and sentences</li> <li>- finger spaces</li> <li>- phonetically plausible words</li> <li>- capital letters for names</li> </ul> <p><b>Audience:</b></p>	<p><b>Recounts</b> <b>Purpose:</b> Children will be able to write an independent recount that includes:</p> <ul style="list-style-type: none"> <li>- Capital letters, full stops, and finger spaces</li> <li>- features of a recount</li> </ul> <p><b>Audience:</b></p>	<p><b>Information Booklet</b> <b>Purpose:</b> Children will be able to make their own information text which includes:</p> <ul style="list-style-type: none"> <li>- full stops and capital letters</li> <li>- sentences that make sense</li> <li>- simple joining words</li> </ul>	<p><b>Poems for learning by heart:</b> <b>Purpose:</b> Children will be able to recite a robot themed poem by heart.</p> <ul style="list-style-type: none"> <li>■ If working towards a written outcome, children will be able to:</li> </ul>

	creatures within our woodlands.	Children to perform their poems to parents	Poems to be displayed in class for others to enjoy	Display recounts in class and share with their talk partners	- features of information writing <b>Audience:</b> Create a class book of own Great Fire of London information texts.	<ul style="list-style-type: none"> <li>- orally plan and rehearse ideas.</li> <li>- separate words with finger spaces.</li> <li>- use question marks and exclamation marks.</li> <li>- read loud their writing to adults and peers.</li> </ul> <b>Audience:</b> Children to perform own poems for Finch class.
Unit 2 independent outcome	Create an information poster about an endangered species from the rainforest.	Independent fire fact-file and fire description	Independent poem based on a traditional rhyme (Mary Mary)	Independent recount linked to birthdays	Independent plan for an information booklet linked to The Great Fire of London	Plan own robot poem linked to 'I'm a Little Robot'