



St. Veronica's RC Primary School

ENGLISH CURRICULUM MAP – YEAR 1



	Autumn 1 (7 weeks 3 days)	Autumn 2 (7 weeks)	Spring 1 (5 weeks 4 days)	Spring 2 (6 weeks)	Summer 1 (5 weeks 4 days)	Summer 2 (7 weeks)
Cross-curricular theme	Penguins Possums and Pigs Science - Animals	Fire! Fire! History: Great Fire of London.	Family Album We are Painters – illustrating the traditional tale Goldilocks	Robots DT Designing, Making and evaluating a robot	Growth and Green Fingers Science – investigations linked to plants.	The Great Outdoors Scientific investigations linked.
Enrichments / visit, visitor author, poet	Animal Visit for cross Curricular writing.	Dressing up / camping out day – linked to Great Fire of London.	Museum of Toys – speaking and presenting to parents about toys from the past.	Making their own robot to support them when writing.		Mapping skills linked to walk around local area.
Novel or collection of stories / end of day / link texts	The Hueys it wasn't me, Stuck, The way back home, This Moose belongs to me, Here We Are, How to catch a star– stories by Oliver Jeffers. The Perfect Pet, A tale of two beasts – stories by Fiona Robertson.	Gruffalo, Gruffalo's Child, the Whale and the Snail, The Kindest Giant, and others by Julia Donaldson. Dinosaur that Pooed Christmas, the Dinosaur that Pooed a Planet, the Dinosaur that Pooed the Past.	Range of Traditional fairytales The Tale of Tom Kitten, The Tale of Two bad Mice, The Tale of Peter Rabbit, The Tale of Mrs Tiggy Wink etc. by Beatrix Potter. Judith Kerr Treasury.	Nobot's New Bottom, The Big Bad Robot and the Three little Aliens, Robots, Robots Everywhere, Harry and the Robots etc.	Allan Ahlberg: Burglar Bill, Funny Bones Collection, selections from previous terms made by children.	Roald Dahl: The Twits, The Magic Finger, selections from previous terms made by children.
Narrative Unit & Skills	Stories by the same author <i>Text: Lost and Found by Oliver Jeffers</i> Making predictions based on what has been read so far. Identify and discuss the main events in stories. Identify and discuss the main characters in stories. Use patterns and repetition to support oral retelling. Relate texts to own experiences. Retell familiar stories in a range of contexts e.g. small world, role play, storytelling. Make basic inferences about what is being said and done. Orally compose every sentence before writing. Re-read every sentence to check it makes sense. Punctuate simple sentences with capital letters and full stops. Use formulaic phrases to open and close texts. Use familiar plots for structuring the opening, middle and end of their stories.	Repeated pattern stories <i>Text: Zog by Julia Donaldson</i> Make predictions based on what has been read so far. Identify and discuss the main events in stories. Identify and discuss the main characters in stories. Use patterns and repetition to support oral retelling. Make personal reading choices and explain reasons for their choice. Retell familiar stories in a range of contexts e.g. small world, role play, storytelling. Make basic inferences about what is being said and done. Use question marks. Use capital letters for names of people. Orally compose every sentence before writing. Re-read every sentence to check it makes sense. Punctuate simple sentences with capital letters and full stops. Say, and hold in memory whilst writing, simple sentences which makes sense. Separate words with finger spaces. Use familiar plots for structuring the opening, middle and end of their stories.	Traditional Tales <i>Text: Hoptoads and Pearls by Charles Perrault</i> Listen to a range of texts (traditional tales) at a level beyond that at which they can read independently. Make predictions based on what has been read so far. Identify and discuss the main events in stories. Identify and discuss the main characters in stories. Make basic inferences about what is being said and done. Apply phonic knowledge when reading. Use patterns and repetition to support oral retelling. Retelling familiar stories in a range of contexts e.g. small world, role play, storytelling. Give opinions and supporting with reasons. Orally compose every sentence before writing. Reread every sentence to check it makes sense. Punctuate simple sentences with capital letters and full stops. Use simple connectives to link ideas e.g. and, but, or, so. Say, and hold in memory whilst writing, simple sentences which makes sense. Sequence events in order	Fantasy stories <i>Text: Nobot the Robot by Sue Hendra Perrault</i> Read words containing –s, -es, -ing, -ed, -er, -est endings. Read more challenging texts using phonics and high frequency word recognition. Develop fluency, accuracy and confidence by re-reading books Listen to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems. Identify and discuss the main events in stories. Identify and discuss the main characters in stories. Use patterns and repetition to support oral retelling. Retell familiar stories in a range of contexts, e.g. small world, role play, storytelling. Make predictions based on what has been read so far. Say and hold in memory whilst writing, simple sentences which make sense. Write simple sentences that can be read by themselves and others. Separate words with finger spaces. Punctuate simple sentences with capital letters and full stops. Use capital letters for names of people, places and days of the week.	Classic stories <i>Text: Jack and the Beanstalk</i> Make predictions based on what has been read so far. Discuss the title and how it relates to the whole story. Identify and discuss the main events in stories. Identify and discuss the main characters in stories. Apply phonic knowledge when reading. Read words containing –ed, –er and –est. Use patterns and repetition to support oral retelling. Give opinions and support with reasons. Orally compose every sentence before writing. Reread every sentence to check it makes sense. Punctuate simple sentences with capital letters and full stops. Say, and hold in memory whilst writing, simple sentences which makes sense. Sequence events in order. Identify and use exclamation marks. Add suffixes to verbs where no spelling change is needed to the root word, e.g. pull – pulled.	Stories with familiar settings <i>Text: Goat and Donkey in the Great Outdoors by Simon Puttock</i> Make predictions based on what has been read so far. Explain clearly their understanding of what is read to them. Identify and discuss the main events in stories. Identify and discuss the main characters in stories. Retell familiar stories in a range of contexts e.g. small world, role play, storytelling. Make basic inferences about what is being said and done. Read words containing –s, -es, -ing and –ed endings. Split two and three syllable words into the separate syllables to support blending for reading. Reread every sentence to check it makes sense. Punctuate simple sentences with capital letters and full stops. Add suffixes to verbs where no spelling change is needed to the root word, e.g. help – helping, camp – camping, think-thinking etc. Identify and use question marks. Use simple joining words to link ideas e.g. and.



St. Veronica's RC Primary School



			Add the prefix 'un' to verbs and adjectives to change the meaning e.g. untie, unkind.	Identify and use question marks and exclamation marks. Use simple 'joining words' to link ideas. Pluralise nouns – build on using '-s' e.g. dog, dogs, as addressed in previous units, to using '-es', e.g. wish, wishes. Orally compose every sentence before writing. Re-read every sentence to check it makes sense. Sequence ideas/events in order. Use formulaic phrases to open and close texts. Use familiar plots for structuring the opening, middle and end of their stories. Read aloud their writing to adults and peers. Make basic inferences about what is being said and done. Discuss the title and how it relates to the events in the whole story		Use familiar plots for structuring the opening, middle and end of their stories. Discuss their writing with adults and peers. Read aloud their writing to adults and peers.
Non-Fiction Unit & Skills	Non-chronological report Recall specific information in texts. Introduce and discuss key vocabulary. Activate prior knowledge e.g. what do you know about this animal? Explain clearly their understanding of what is read to them. Demonstrate understanding of texts by answering questions related to who, what, where, when and why. Write simple sentences that can be read by themselves and others. Use simple connectives to link ideas e.g. and. Identify and use question marks. Punctuate simple sentences with capital letters and full stops. Write information texts with simple text type features.	Information texts about Great Fire. Recall specific information in texts. Read aloud books closely matched to their improving phonic knowledge. Introduce and discuss key vocabulary. Activate prior knowledge e.g. what do you know about the Fire of London? Explain clearly their understanding of what is read to them. Listen to what others say. Take turns. Demonstrate understanding of texts by answering questions related to who, what, where, when and why. Write simple sentences that can be read by themselves and others. Use question marks. Punctuate simple sentences with capital letters and full stops. Write information texts with simple text type features. Discuss their writing with adults and peers. Read aloud their writing to adults and peers.	Family Recounts – trips and family events. Listen to a range of non-fiction (recounts). Listen to others. Activate prior knowledge. Recall specific information in texts. Relate texts to own experiences. Discuss key vocabulary. Check that texts make sense while reading and self-correcting. Read aloud texts using that are consistent with their developing phonic knowledge. Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. Write simple sentences that can be read by themselves and others. Punctuate simple sentences with capital letters and full stops. Reread every sentence to check it makes sense. Use capital letter for the personal pronoun 'I'. Use capital letters for people, places and days of the week. Orally plan and rehearse ideas. Sequence ideas/events in order.	Information Texts linked to DT about Robots. Apply phonic knowledge for reading. Automatically recognise approximately 150 high frequency words. Develop fluency, accuracy and confidence by re-reading books. Listen to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems. Recall specific information in texts. Relate texts to own experiences. Activate prior knowledge. Check that texts make sense while reading and self-correct. Listen to what others say. Take turns. Say and hold in memory whilst writing, simple sentences which make sense. Write simple sentences that can be read by themselves and others. Separate words with finger spaces. Punctuate simple sentences with capital letters and full stops. Use capital letter for the personal pronoun I. Use simple joining words to link ideas. Pluralise nouns using '-s' and '-es' e.g. dog, dogs; wish, wishes.	Instructions. Listen to a range of instructions. Recall specific information in texts. Introduce and discuss key vocabulary. Check that texts make sense while reading and self-correcting. Listen to others. Take turns. Explain clearly their understanding of what is read to them. Read aloud accurately texts that are consistent with their developing phonic knowledge. Write simple sentences that can be read by themselves and others. Punctuate simple sentences with capital letters and full stops. Reread every sentence to check it makes sense. Orally plan and rehearse ideas. Sequence ideas in order. Write in different forms with simple text features e.g. instructions. Read aloud their writing to adults and peers.	Non-fiction texts Recall specific information in texts. Read aloud books closely matched to their improving phonic knowledge. Introduce and discuss key vocabulary. Activate prior knowledge e.g. what do you know about camping/the park/our school grounds etc? Explain clearly their understanding of what is read to them. Listen to what others say. Take turns. Demonstrate understanding of texts by answering questions related to who, what, where, when and why. Write simple sentences that can be read by themselves and others. Punctuate simple sentences with capital letters and full stops. Use question marks. Re-read every sentence to check it makes sense. Use simple joining words to link ideas e.g. and etc. Write information texts with simple text type features .Discuss their writing with adults and peers.



St. Veronica's RC Primary School

			Write in different forms with simple text features e.g. recounts. Read aloud their writing to adults and peers.	Add the prefix 'un-' to verbs and adjectives to change the meaning e.g. untie, unkind. Reread every sentence to check it makes sense. Orally plan and rehearse ideas. Sequence ideas/events in order. Write in different forms with simple text type features e.g. recounts. Discuss their writing with adults and peers.		Read aloud their writing to adults and peers.
Poetry Unit & Skills (stand-alone poetry unit or integrated within above units)	<i>Windmill in Old Amsterdam, Hickory Dickory Clock.</i> Listening to a range of poems at a level beyond at which they can read independently. Recognise and join in with language patterns and repetition. Use patterns and repetition to support oral retelling. Recite rhymes and poems by heart. Giving opinions and supporting with reasons. Orally plan and rehearse ideas. Write poems with simple structures. Plurals – adding s to nouns.	Poems on a theme – <i>The Great Fire of London a poem for kids by Paul Perro, London's Burning</i> and Poems linked to Bonfire Night. Listen to a range of poems at a level beyond at which they can read independently. Make personal reading choices and explain reasons for their choice. Recognise and join in with language patterns and repetition. Read words containing -ed endings. Use patterns and repetition to support oral retelling. Recite rhymes and poems by heart. Give opinions and supporting with reasons. Orally plan and rehearse ideas. Write poems with simple structures. Read aloud their writing to adults and peers. Separate words with finger spaces. Add suffixes to verbs where no spelling change is needed to the root word e.g. help – helped.	A simple rhyme based on a traditional rhyme <i>Mary, Mary Quite Contrary</i> Traditional rhymes Listen to a range of poems. Recognise and join in with language patterns and repetition. Recite rhymes and poems by heart. Use patterns and repetition to support oral retelling. Make personal reading choices and explain reasons for choices. Introduce and discuss key vocabulary. Listen to what others say. Orally plan and rehearse ideas. Write poems with simple structures. Use capital letters for names of people. Separate words with finger spaces. Use their phonic knowledge when spelling any unfamiliar words. Read aloud their writing to adults and peers	Poems learnt by heart, <i>Robots, Robots Everywhere, I'm a little Robot.</i> Spilt two and three syllable words into the separate syllables to support blending for reading. Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter. Apply phonic knowledge for reading. Automatically recognise approximately 150 high frequency words. Develop fluency, accuracy and confidence by re-reading books. Listen to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems. Recognise and join in with language patterns and repetition. Recite rhymes and poems by heart. Introduce and discuss key vocabulary. Give opinions and support with reasons. Explain clearly their understanding of what is read to them.		Traditional rhymes Listen to a range of poems. Recognise and join in with language patterns and repetition. Recite rhymes and poems by heart. Use patterns and repetition to support oral retelling. Make personal reading choices and explain reasons for choices. Introduce and discuss key vocabulary. Listen to what others say. Orally plan and rehearse ideas. Write poems with simple structures. Write simple sentences that can be read by themselves and others. Use capital letters for names of places Separate words with finger spaces. Use their phonic knowledge when spelling any unfamiliar words. Read aloud their writing to adults and peers.
Cross-curricular writing opportunities	Science – animal reports	History – diary entries linked to Great Fire of London.	Artefact Description cards for history	DT planning and evaluation.	RE – recounts of bible stories	RE – recount of the story of the Good Samaritan.