



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic/Theme</b>	<b>Family Album</b>		<b>Great Explorers</b>		<b>Buckets and Spades</b>	
<b>Author/Poet</b>	N.G.K. and Janelle Dimmett Emily Gravett John Burningham	Julia Donaldson Allan Ahlberg	Diane Fox	CBeebies website The Great Grub Club website  Lit2Go Website BBC School Radio Website	Sue Hendra Literacy Shed Website Margaret McNamara	Big Books Dominic Bliss  Pie Corbett
<b>Class Novel/Collection of short stories/poems for learning</b>	I'm a mouse Skoolbo Music Windmill in Old Amsterdam Sing-a-long. Hickory Dickory Dock Nursery Rhymes and Songs with Lyrics.  Harry the Happy Mouse Harry's Lovely Spring Day Harry the Christmas Mouse Little Mouse's Book of Big Fears Mouse House	Three Blind Mice Animal facts – Mouse Cool and Fun Facts About Mouse The Wood Mouse Mouse videos for cats to watch Cute Little Woodmouse drops in for a drink  Zog	Little Red Riding Hood The Cat, the Dog, little Red, Exploding Eggs, the Wolf and the Grandma	Instructions for making cress heads Instructions for growing a bean plant  Mary, Mary Quite Contrary Variety of nursery songs and rhymes	No-Bot The story of a lone robot The Three Little Aliens and the Big Bad Robot	At the Seaside Barnaby Bear My First Camping Book  Jumpstart Poetry
<b>Unit and Skills</b>	<b>Harry the Happy Mouse – Poetry, Songs and Rhymes.</b>  <u>Outcome</u> Children will give an oral presentation of a poem and Innovate a poem based on a structure.  <u>Reading</u> Respond to others questions. Recite simple rhymes, songs and poems. Use gestures and actions to act out story, event or rhyme from text or illustrations. Say how they feel about poems. Listen to others, in groups and whole class. Take turns to listen and speak in different contexts. Make predictions based on what has been read so far. Listen to and discuss a range of texts at a level beyond that at which they can read independently. Recognise and join in with	<b>Harry the Happy Mouse – Information Text.</b>  <u>Outcome</u> Children will create an information poster focused on an animal.  <u>Reading</u> Listen to others in 1:1, in groups/whole class and in new situations or activities. Use an increasing range of vocabulary appropriately, understanding the meaning of new words. Ask and answer questions when talking to familiar /unfamiliar people in different contexts. Differentiate between text and illustrations. Listen to and discuss a range of texts at a level beyond that at which they can be read independently. Introduce key vocabulary, linking meanings of new words to those already known.	<b>Traditional Tales</b>  <u>Outcome</u> Children write an innovative story, based on model text, to entertain children.  <u>Reading</u> 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/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. Retell familiar stories in a range of contexts. Give opinions and support with reasons.  <u>Writing</u>	<b>Instructions</b>  <u>Outcome</u> Children write a simple set of instructions.  <u>Reading</u> 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.  <u>Writing</u> Write simple sentences that can be read by themselves and others.	<b>Stories with fantasy settings</b>  <u>Outcome</u> Children write a fantasy story featuring their own robot model as the central character.  <u>Reading</u> 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 as a level beyond that at which they can read independently including stories, non-fiction and poems. Identify and discuss the main events/characters in stories. Use patterns and repetition to support oral retelling. Retell familiar stories in a range of contexts. Make predictions based on what has been read so far.	<b>Non-chronological reports</b>  <u>Outcome</u> Children will create an information poster or booklet.  <u>Reading</u> Introduce and discuss key vocabulary, linking meanings of words to those already known. Activate prior knowledge. Explain clearly their understanding of what is read to them. Recall specific information in non-fiction texts. Locate parts of the text that give particular information. Demonstrate understanding of texts by answering questions related to who, what, where, when, why and how.  <u>Writing</u> Say and hold in memory whilst writing, simple sentences which make sense. Compose and sequence their own sentences to write short



## Aughton Christ Church English Curriculum Map

2022 - 2023

Year Group 1

	<p>language patterns and repetition. Enjoy and recite rhymes and poems by heart. Introduce and discuss key vocabulary. Give opinions and support with reasons. Make personal choices and explain reasons for choices. Listen to what others say. Take turns.</p> <p><b>Writing</b> Segment to write VC and CVC words independently using Phase 2 and Phase 3 graphemes. Make phonetically plausible attempts when writing more complex words. Orally compose a sentence and hold it in memory before attempting to write it. Say and hold in memory whilst writing, simple sentences which make sense. Separate words with spaces. Orally plan and rehearse ideas. Discuss their writing with adults and peers. Read aloud their writing audibly to adults and peers.</p>	<p>Activate prior knowledge e.g. what do you know about animals? Recall specific information in fiction and non-fiction texts. Locate parts of texts that give particular information, e.g. titles, contents page and labelled diagram.</p> <p><b>Writing</b> Have own ideas and reasons for writing. Orally compose a sentence and hold it in memory before attempting to write it. Recognise and know that full stops are at the end of a sentence. Recognise and know that a sentence starts with a capital letter. Write a simple phrase/sentence using finger spaces. Write a simple phrase/sentence that can be read by themselves. Ask and answer questions when talking. Write different text forms for different purposes (e.g. lists, labels, captions etc.) Orally plan and rehearse ideas. Say and hold in memory whilst writing, simple sentences which make sense. Sequence ideas and events in non-fiction. Use punctuation to demarcate simple sentences (capital letters and full stops). Separate words with spaces. Re-read every sentence to check it makes sense. Identify and use question marks. Use joining words to link words</p>	<p>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 conjunctions to link ideas e.g. and, but, so, or. Say, and hold in memory whilst writing, simple sentences which makes sense. Sequence events in order. Add the prefix 'un' to verbs and adjectives to change the meaning. Orally plan and rehearse ideas. Sequence ideas/events in order. Use text type features. Read aloud their writing to adults and peers.</p>	<p>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. Read aloud their writing to adults and peers. Use text type features.</p>	<p>Make basic inferences about what is being said and done. Discuss the title and how it relates to the events in the whole story.</p> <p><b>Writing</b> 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. Identify and use question marks and exclamation marks. Use simple joining words to link ideas. Pluralise nouns building on -s to use -es. 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.</p>	<p>non-fiction texts. Use the joining word and to link words and clauses. Identify and use question marks.</p>
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		and clauses. Write in different forms with simple text type features e.g. instructions, narratives, recounts, poems, information texts.			
<b>Unit and Skills</b>	<p><b>Bridging Unit – Harry the Happy Mouse – Narrative – Story with a familiar setting.</b></p> <p><b>Outcome</b> Children will read ‘Harry the Happy Mouse by N.G.K and Janelle Dimmett’ and write their own version based on the plot.</p> <p><b>Reading</b> Use talk to connect ideas. Listen to a story at the appropriate interest level. Use decoding to read – using build and blend strategy. Predict storyline aided by illustrations. Talk about characters. Sequence a simple story or event. Respond to questions about who, what, where, when linked to text and illustrations. Relate texts to own experiences. Read common exception words, noting tricky parts. Listen to and discuss a range of texts at a level beyond that at which they can read independently. Apply phonic knowledge and skills as a route to decode words. Make predictions based on what is being read to them. Explain clearly their</p>	<p><b>Stories with repetitive patterns</b></p> <p><b>Outcome</b> Children will write a narrative based on a model text with innovation of character/s and setting.</p> <p><b>Reading</b> Make predictions based on what has been read so far. Identify and discuss the main events/characters in stories. Identify and discuss the main events/characters in stories. Use patterns and repetition to support oral retelling. Make personal reading choices and explain reasons for their choices. Orally retell familiar stories in a range of contexts. Recall specific information in fiction texts. Make basic inferences about what is being said and done.</p> <p><b>Writing</b> Use the joining word ‘and’ to link words and clauses. Say, and hold in memory when writing, simple sentences which make sense. Orally compose every sentence before writing. Separate words with spaces. Re-read every sentence to check it makes sense. Use punctuation to demarcate simple sentences with capital</p>	<p><b>Traditional Rhymes</b></p> <p><b>Outcome</b> Children write a simple rhyme based on a traditional rhyme.</p> <p><b>Reading</b> Listen to a range of poems. Recognise and join in with language patterns and repetition. Recite rhymes and poems by heart. Make personal reading choices and explain reasons for choices. Introduce and discuss key vocabulary. Listen to what others say.</p> <p><b>Writing</b> 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 people. Separate words with finger spaces. Use their phonic knowledge when spelling any unfamiliar words. Read aloud their writing to adults and peers.</p>		<p><b>Poems for learning by heart</b></p> <p><b>Outcome</b> Learn a poem by heart for a performance.</p> <p><b>Reading</b> Split two and three syllable words into the separate syllables to support blending for reading. Read words with contractions 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 rereading 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.</p> <p><b>Writing</b></p>



**Aughton Christ Church English Curriculum Map 2022 - 2023**

**Year Group 1**

	<p>understanding of what is read to them.          Identify and discuss the main characters in stories.          Identify and discuss main events in stories.          Demonstrate understanding of texts by answering questions related to who, what, where, when, why and how.          Introduce and discuss key vocabulary, linking meaning of new words to those already known.          Make basic inferences about what is being said and done.          Orally retell familiar stories in a range of contexts.</p> <p><b>Writing</b>          Orally compose a sentence and hold it in memory before attempting to write it.          Begin to recognise and know there needs to be a space between words in simple sentences.          Write simple sentences that can be read by themselves and others.          Use talk to organise, sequence and clarify ideas, feelings and events.          Use capital letter for the personal pronoun I.          Use punctuation to demarcate simple sentences (full stops).          Use the joining word 'and' to link ideas.          Discuss their writing with adults and peers.          Read aloud their writing audibly to adults and peers.          Say and hold in memory whilst writing, simple sentences which make sense.</p>	<p>letters and full stops.          Identify and use question marks.</p>				<p>Separate words with finger spaces.          Identify and use question marks and exclamation marks.          Add the prefix un- to verbs and adjectives to change the meaning.          Orally plan and rehearse ideas.          Write in different forms with simple text type features.          Read aloud their writing to adults and peers.</p>
<b>Enrichments</b>	Class trip to Blue Planet Aquarium.		Class Assembly		Class Trip to Southport	



## Aughton Christ Church English Curriculum Map 2022 - 2023

## Year Group 1

<b>Eg trips/role play/visits/assembly</b>	Toys from the past workshop. Christmas Production.	Grow Cress Heads	
<b>Spelling Focus</b>	Letters and Sounds Phonics targeted at child's attainment phase.		
<b>Handwriting</b>	Children follow the Nelson handwriting scheme, and from Year 1 children are taught to use a cursive style.		