






English Curriculum Year 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Themes and Curricular Focus	Great Britain Grand Tour What's it like in London and the UK? (Geography)	The 'Roarsome Age' How do we know about dinosaurs? (History)	Hailstones and Heatwaves What's the weather like in the United Kingdom? (Geography)	Toys! Toys! Toys! How have toys and games changed? (History)	School Days How was school different in the past? (History)	From Canterbury to Rio What's it like to live in Rio? (Geography)
Science	The Human Body Seasonal Changes: Autumn	Materials Seasonal Changes: Winter	Animals Planting	Caring for the Planet Seasonal Changes: Spring Planting	Plants Planting	Growing and Cooking Seasonal Changes: Summer
Jigsaw PHSE	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Fiction	Core Texts	Core Texts	Core Texts	Core Texts	Core Texts	Core Text
Poetry and Rhyme						
Information/topic-linked texts	Beegu by Alexis Deacon Katie in London by James Mahew Paddington's London Story Treasury by Michael Bond	Oi Dinosaurs by Kes Grey and Jim Field Where the Wild Things are by Maurice Sendak	Ivy and the Lonely Raincloud by Katie Harnett The Storm Whale by Benji Davies Stick man by Julia Donaldson	Traction Man Is Here by Mini Grey Dogger by Shirley Hughes The Orchard Nursery Story Book by Helen Craig	Supertato by Sue Hendra The Friendship Bench by Wendy Meddour	Granddad's Island by Benji Davis The Lonely Beast by Chris Judge On Sudden Hill by Linda Sarah and Benji Davies
Reading Curriculum Year 1 Children develop reading enjoyment, motivation, vocabulary, and understanding by: Listening to and discussing a wide range of texts beyond independent reading level. Connecting reading to personal experiences. Becoming familiar with and retelling key stories and traditional tales. Recognizing and joining in with predictable phrases. Appreciating rhymes and poems; reciting some by heart. Discussing word meanings and linking new words to known vocabulary. Understand texts by: Using prior knowledge and teacher-provided vocabulary. Ensuring comprehension and self-correcting reading errors. Discussing titles and events' significance. Making inferences and predictions based on the text. Participate in discussions by: Taking turns, listening to others, and clearly explaining their understanding.	Supporting Texts and Reading Across the Curriculum	Supporting Texts and Reading Across the Curriculum	Supporting Texts and Reading Across the Curriculum	Supporting Texts and Reading Across the Curriculum	Supporting Texts and Reading Across the Curriculum	
						
	A Walk in London by Salvatore Rubbino Wales by Anita Ganeri Scotland by Anita Ganeri Katie in Scotland by James Mayhew	Stone Girl, Bone Girl by Laurence Anholt (Mary Anning) My First Book of Dinosaurs by Zoe Ingram Katie and the Dinosaurs by James Mayhew	Once Upon a Raindrop by James Carter A Necklace of Raindrops by Joan Aiken	Old Bear by Jane Hissey Toys Around the World by Joanna Brundle Teddy Bears by Judith Miller Toys and Games by Sally Hewitt	Roots, Stems, Leaves and Flowers by Ruth Owen	Here We Are by Oliver Jeffers

Autumn Term

Spring Term

Summer Term

<p>Poetry</p> <p>Acrostic</p> <p>Free Verse</p> <p>List Poems</p> <p>Riddles</p> <p>Performance poetry</p>	 <p>Performance poetry</p> <p>When We Were Very Young by A. A. Milne</p>	<p>A Pocket Full of Pie – anthology selected by Morag Styles</p> <p>Classic poetry</p> <p>Firework Night by Enid Blyton</p> <p>Acrostic poems</p> <p>Friends by John P. Read</p> <p>B is for Birthday by Erika L. Shields</p> <p>Funny Poems by Luke J. Fine</p>	 <p>Free Verse</p> <p>Out and About by Shirley Hughes</p>	 <p>A First Poetry Book by Pie Corbett</p> <p>Riddles</p> <p>Kenn Nesbitt</p> <p>Poetry 4kids.com</p>	  <p>Performance Poetry</p> <p>I Heard It In the Playground by Allan Ahlberg</p> <p>Please Mrs Butler by Allan Ahlberg</p>	<p>List poems</p> <p>Sick by Shel Silverstein</p> <p>Question Time by Julia Donaldson</p>
Decoding/Word Reading Spelling	FFT Success For All Phonics Autumn Term	FFT Success For All Phonics Autumn Term	FFT Success For All Phonics Spring Term	FFT Success For All Phonics Spring Term	FFT Success For All Phonics Summer Term	FFT Success For All Phonics Summer Term
Possible Writing Outcomes	Letter Lost poster Speech bubbles Character description	Character description Poetry Recount Information text	Information Narrative: character, feelings, description Sentence structure Rhyming Postcard			Narrative Diary Letter Performance

Year 1 Statutory Spelling Curriculum – Common Exception Words Year 1

the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our

N.B. These are taught in the reception phonics curriculum (with an emphasis on reading). Children learn how to SPELL them in Year 1.

Year 1 Writing Curriculum

<p>Transcription - Spelling</p> <p>Spell: Words containing each of the 40+ phonemes already taught; Common exception words; The days of the week</p> <p>Name the letters of the alphabet: naming the letters of the alphabet in order; use letter names to distinguish between alternative spellings of the same sound</p> <p>Add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs; using the prefix un- ; using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p> <p>Apply simple spelling rules and guidance, as listed in English Appendix 1 (taught through FFT Success for All Phonics)</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Transcription - Handwriting</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>Composition</p> <p>Write sentences by:</p> <p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>
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Writing – Vocabulary, Grammar and Punctuation taught discretely through *Literacy Shed* and applied within writing genres as appropriate

Word	Punctuation	Sentence	Text	Statutory Terminology For pupils
Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes)	Separation of words with spaces	How words can combine to make sentences	Sequencing sentences to form short narratives	letter Capital letter Sentence
Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)	Introduction to capital letters, full stops, question marks to demarcate sentences	Joining words and joining clauses using and		Word Singular Plural
How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)	Capital letters for names and for the personal pronoun I			Punctuation Full stop Question mark Exclamation mark