

YEAR 1 AUTUMN EVEN YEARS

TERM/ TOPIC	AUTUMN 1 - Ourselves	AUTUMN 2 - Ourselves
Unit	4A / 4B -Significant authors 5A/5B – Explanation	3A -Traditional and Fairy Tales 2A -Stories with predictable patterned language
Core texts	Toys in Space – Mini Grey The Lion Inside – Rachel Bright Explanation Text – linked to D.T	The Suitcase by Chris Nailor-Ballesteos or Flat Stanley Traditional Tales -The True Story of the Three Little Pigs - Jon Scieszka Non-Fiction Unit Christmas Letter Writing – Letter for Father Christmas
Range of writing outcomes	<p><u>Toys in Space</u> Using adjectives to describe characters Write expanded noun phrases Describe a setting Describe feelings of characters Using conjunctions for coordination and subordination to describe how a character feels Writing questions about the lost toys Using verbs to describe how toys move at the party Character descriptions - lost toy poster.</p> <p><u>The Lion Inside – Rachel Bright</u> Writing adjectives and noun phrases to describe the mouse Writing speech, using speech bubbles Write a character description Plan and write a short narrative based on the text</p>	<p><u>The Suitcase</u> Making written predictions Writing a poem about the home Describe characters Writing lists Balanced argument – should they trust the animal or not? Using adjectives to describe objects Write an apology letter – breaking the tea cups.</p> <p><u>Three Little Pigs/ The True Story of the Three Little Pigs</u> Retell the tale using time conjunctions Ask question – the wolf Compare two versions of the story Compare characters from the two versions of the story (pigs / wolf) Planning and writing their own version Letter to Father Christmas</p>
Unit objectives	<p><u>Character / setting description</u></p> <ul style="list-style-type: none"> ✓ Nouns ✓ Adjectives ✓ Present tense verbs ✓ Full stops ✓ Introduce proper nouns (places linked to geography) and capital letters ✓ Pronoun – it 	<p><u>Character / setting description</u></p> <ul style="list-style-type: none"> ✓ Nouns ✓ Adjectives ✓ Present tense verbs ✓ Full stops ✓ Introduce proper nouns (places linked to geography) and capital letters ✓ Determiner – this ✓ Pronoun – it
Outcomes	<p><u>Significant author</u></p> <ul style="list-style-type: none"> ✓ Write their own version of a story about a familiar character with events organised into beginning, middle and end, using complete sentences. ✓ Identify the main events in a story, sequencing them in chronological order. ✓ Retell a familiar story in chronological order using story language. ✓ Discuss the appearance, behaviour, characteristics and goals of characters. ✓ Write a profile of a character using visual and written text. <p><u>Explanation</u></p> <ul style="list-style-type: none"> ✓ Produce a simple non-chronological report by writing sentences to describe aspects of the subject and supporting them with pictures. ✓ Use the word ‘because’ to extend thinking. ✓ Start to recognise connectives and how they can be used to join sentences together. ✓ Recognise some simple features of explanations texts. ✓ Write simple sentences to explain. 	<p><u>Traditional tales</u></p> <ul style="list-style-type: none"> ✓ Write their own version of a traditional story with events organised into beginning, middle and end, using complete sentences ✓ Identify the main events in traditional tales, sequencing them in chronological order. ✓ Retell a familiar traditional story in chronological order using story language. ✓ Discuss the appearance, behaviour, characteristics and goals of characters. ✓ Identify the main events in traditional tales, sequencing them in chronological order. <p><u>Predictable patterned language</u></p> <ul style="list-style-type: none"> ✓ Write one or more complete sentences based on an example of patterned language from reading ✓ Recognise language patterns and repeated words and phrases in a text and discuss their effect on a reader. ✓ Work as part of a group, taking turns sharing ideas, listening to others and reporting their findings. ✓ Write simple sentences using patterned language, words and phrases taken from familiar stories.

Composition	<p><u>Pupils should be taught to write sentences by:</u></p> <ul style="list-style-type: none"> ✓ Saying out loud what they are going to write about. ✓ Composing a sentence orally before writing it. ✓ Sequencing sentences to form short narratives. ✓ Re-reading what they have written to check that it makes sense. ✓ Discuss what they have written with the teacher or other pupils. ✓ Read aloud their writing clearly enough to be heard by their peers and the teacher. 				
Grammar	<p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> ✓ Leave spaces between words. ✓ Join words and join clauses using and. ✓ Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. ✓ Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. 				
Content NC Appendix 2	<p><u>Word Year 1</u> Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun. Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper). How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p>	<p><u>Sentence Year 1</u> How words can combine to make sentences. Joining words and joining clauses using and.</p>	<p><u>Text Year 1</u> Sequencing sentences to form short narratives.</p>	<p><u>Punctuation Year 1</u> Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I.</p>	<p><u>Terminology Year 1</u> letter capital letter word singular plural sentence punctuation full stop question mark exclamation mark</p>
Handwriting	<p><u>By the end of year 1 Pupils should be taught to:</u></p> <ul style="list-style-type: none"> ✓ Sit correctly at a table, holding a pencil comfortably and correctly. ✓ Begin to form lower-case letters in the correct direction, starting and finishing in the right place. ✓ Form capital letters. ✓ Form digits 0-9. ✓ Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. 				