

YEAR 1 SPRING EVEN YEARS

TERM/ TOPIC	SPRING 1 - Frozen Planet	SPRING 2 - Frozen Planet
Unit	4A / 4B Significant authors	2A / 2B Instructions 1A / 1B Labels, lists, captions & Information 4A / 4B Non-chronological
Core texts	Superworm – Julia Donaldson Lost and Found – Oliver Jeffers	Emperor’s Egg – Martin Jenkins Making Pancakes – Instructions Poetry – Penguins – I’m a little Penguin/ Penguin Parade/ The Penguin
Range of writing outcomes	<p>Superworm Write rhyming strings Ask questions to a character Compare characters Character description Plan their own version of the story and write it</p> <p>Lost and Found Make predictions Using verbs to describe how to get to the South Pole Write conjunctions for coordination to describe where the penguin had come from Write similes to describe the setting Describe character feelings at different parts of the story Plan and write their own version of a story – how the penguin got from the South Pole to the boy’s house Write sentences using subordinating conjunctions to describe feelings Plan and write a letter from the boy to his mum</p>	<p>Emperor’s Egg Write captions and labels – for an emperor penguin Find information from a text – answer questions by pulling out facts Write subheadings (from facts) Using time conjunctions to describe the life cycle of a penguin Plan and write a fact file about a penguin life cycle</p> <p>Making Sandwiches/Pancakes Use imperative verb to write precise instructions Use adverbs in instructions to describe verbs Use time conjunctions to order instructions Write a set of instructions on how to make a pancake Write a list of ingredients Edit sets of instructions to improve – making them more specific</p> <p>Poetry Perform poetry Collect vocabulary (verbs and adjectives) from poems Identify syllables Write a poem to describe how a penguin moves (non-rhymes)</p>
Unit objectives	<ul style="list-style-type: none"> ✓ Determiners the, a, an ✓ Nouns & plural nouns ✓ Adjectives ✓ Present tense verbs ✓ Past tense verbs ✓ Capital letters ✓ Spaces ✓ Full stops ✓ Prepositions ✓ 3rd person pronouns ✓ Conjunctions – and 	<ul style="list-style-type: none"> ✓ Determiners the, a, an ✓ Nouns & plural nouns ✓ Adjectives ✓ Present tense verbs ✓ Past tense verbs ✓ Prepositions ✓ 3rd person pronouns ✓ Conjunctions – and ✓ Commas in a list
Outcomes	<p>Significant Authors</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>Instructions</p> <ul style="list-style-type: none"> ✓ Write a caption for an object or picture in a complete sentence with a capital letter and full stop. ✓ Write at least two instructions in a well-rehearsed sequence independently. ✓ Write simple labels, applying phonic knowledge. ✓ Say what the purposes of lists and labels in the classroom are. ✓ Give a complete sentence as a caption for an object or picture. ✓ Give one step in a sequence of instructions audibly and clearly <p>Labels, lists, captions & Information/ Non-Chronological</p> <ul style="list-style-type: none"> ✓ Say what the purposes of lists and labels in the classroom are. ✓ Give a complete sentence as a caption for an object or picture. ✓ Write a caption for an object or picture in a complete sentence with a capital letter and full stop. ✓ Use knowledge of the alphabet to locate words in simple dictionaries. ✓ Ask simple questions.

				<ul style="list-style-type: none"> ✓ Identify a contents page and an index in an information text. They can use these to find the right page to answer simple questions, for example <i>Where would I find out about kittens?</i> ✓ Say what the key structural features of a simple information text are. ✓ Say whether a sentence is in an appropriate style for an information text. ✓ Write sentences for an information text in an appropriate style. <p>Poetry</p> <ul style="list-style-type: none"> ✓ Read and compare a variety of poems on a similar theme. ✓ Use interesting words to list ideas linked to a theme. ✓ Read, learn and perform poems. ✓ Use a given structure to write new lines / verses. ✓ Write their own poem using descriptive language. 	
Composition	<p>Pupils should be taught to write sentences by:</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>Pupils should be taught to:</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>Word Year 1 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>Sentence Year 1 How words can combine to make sentences. Joining words and joining clauses using and.</p>	<p>Text Year 1 Sequencing sentences to form short narratives.</p>	<p>Punctuation Year 1 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>Terminology Year 1 letter capital letter word singular plural sentence punctuation full stop question mark exclamation mark</p>
Handwriting	<p>By the end of year 1 Pupils should be taught to:</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. 				