

YEAR 1 SUMMER EVEN YEARS

TERM/ TOPIC	SUMMER 1 - Transport	SUMMER 2 - Transport
Unit	3A – Traditional Tales 3B - Fantasy Worlds	3A / 3B Recount 2A/2B – Pattern and Rhyme 1A/1B – Familiar Settings
Core texts	Traditional Tales -Little Red Riding Hood The Wolf’s story – what really happened to Little Red Riding Hood – Toby Forward Man on the Moon – a day in the life of Bob – Simon Bartram	British Motor Museum Trip recount The Day the Crayons quit – Drew Daywalt Kennings - Animals
Range of writing outcomes	<p><u>Little Red Riding Hood/ The Wolf’s Story</u> Role on the Wall – Little Red Riding Hood Write a character description of the wolf Write questions to ask the wolf – court room setting Plan and write a first-person narrative as Little Red Riding Hood</p> <p><u>Man on the Moon</u> Write questions to Bob Write answers to questions Write expanded noun phrases to describe the moon Write a recount of a trip to the moon Use apostrophes for possession – related to Bob’s souvenir Recount of the moon landing as a child in 1969.</p>	<p><u>British Motor Museum Trip recount</u> Time conjunctions to order events Write emotions – how you felt when at the museum Write a travel brochure (leaflet) for the museum, using heading and subheadings Write in the second person (leaflet) Write a recount of a holiday</p> <p><u>The Day the Crayons Quit</u> Write emotions of characters using subordinating conjunctions Find synonyms for colours Write an informal letter in the role of a crayon Reply to a letter from a crayon – alternative point of view Plan and write a narrative based on the story – e.g the day the glue stick/sharpener quit.</p> <p><u>Kennings – Animals</u> Write verbs and synonyms for verbs for things that animals can do Write sentences using adjectives and verbs Plan and write a Kenning’s poem about an animal</p>
Unit objectives	<p><u>Character interview</u></p> <ul style="list-style-type: none"> ✓ Questions and question marks ✓ 1st person pronouns ✓ Past tense verbs ✓ Conjunctions – and so & because <p><u>Information text</u></p> <ul style="list-style-type: none"> ✓ Third person and present tense / past tense ✓ Questions can be used to form titles ✓ Use of conjunctions, e.g. So, because... ✓ Organised into simple sections ✓ Adjectives ✓ Use of exclamation marks 	<p><u>Recount</u></p> <ul style="list-style-type: none"> ✓ Past tense ✓ Conjunctions and, so because ✓ Chronological order ✓ Adverbs – first, next, then, finally ✓ Prepositions ✓ First person – pronoun I <p><u>Information text</u></p> <ul style="list-style-type: none"> ✓ Third person and present tense / past tense ✓ Questions can be used to form titles ✓ Use of conjunctions, e.g. So, because... ✓ Organised into simple sections ✓ Adjectives
Outcomes	<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. ✓ Write a profile of a character using visual and written text. ✓ Identify the main events in traditional tales, sequencing them in chronological order. <p><u>Fantasy Worlds</u></p> <ul style="list-style-type: none"> ✓ Compose complete sentences correctly demarcated by capital letters and full stops. Write a short story set in a fantasy setting with the events organised sequentially into problem and resolution. 	<p><u>Recount</u></p> <ul style="list-style-type: none"> ✓ Write simple first-person recounts linked to personal experience ✓ Listen to a recount and ask questions to support their understanding ✓ Order events correctly. ✓ Identify and explain the main features of a sentence. ✓ Use knowledge of the alphabet to locate words in simple dictionaries. ✓ Write at least three simple sentences in the past tense and use some time connectives in a recount. <p><u>Pattern and Rhyme</u></p> <ul style="list-style-type: none"> ✓ Identify and produce rhyming words – for challenge of HA ✓ Relate rhymes to spelling patterns = for challenge for HA ✓ Listen to and recite a simple repetitive poem.

	<ul style="list-style-type: none"> ✓ Predict possible events in a narrative based on their experience of other texts. ✓ Orally tell an adventure narrative during role-play with the events organised sequentially into problem and resolution. ✓ Compose complete sentences correctly demarcated by capital letters and full stops. ✓ Write a short story with the events organised sequentially into problem and resolution. 	<ul style="list-style-type: none"> ✓ Create their own verses using a simple structure and repetitive language. ✓ Write a simple two-line rhyming couplet based on one read. <p>Familiar Settings</p> <ul style="list-style-type: none"> ✓ Write three simple sentences to tell a story. ✓ Write three simple sentences to retell events based on personal experience. ✓ Identify the main character and setting in a story using evidence from the illustrations and text. ✓ Re-enact a story, sequencing the main events and using phrases from the text. 			
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. 				