

## YEAR 1 AUTUMN ODD YEARS

TERM/ TOPIC	AUTUMN 1 - The Great Fire of London	AUTUMN 2 - The Great Fire of London
Unit	2A/2B – Senses 3A/3B - Recount 4A/ 4B - Non-Chronological	3A – Traditional tales and Fairy tales 3B – Fantasy World 2A/2B – Instructions 2B- Predictable Patterned Language
Core texts	The Midnight Fair – Gideon Sterer (Wordless Picture Book) Vlad and the Great Fire of London – Kate Cunningham Shape/Using Senses Poems – London Burning Song	Traditional Tales – Goldilocks and the Three Bears Goldilocks and just the One Bear – Lee Hodgkinson The Polar Express – Chris Van Allsburg
Range of writing outcomes	<p><b><u>The Midnight Fair</u></b> Use adjectives to describe animals Sequence a story Use verbs to describe what the animals were doing at the fair Use senses to describe what was going on at the fair Write feelings from the animal’s point of view of being at the fair Use subordinating conjunctions to describe why the characters feel that way Write persuasive sentences in the second person – why you should go to the midnight fair Plan and write a persuasive leaflet for a fair</p> <p><b><u>Vlad and the Great Fire of London</u></b> Use adjectives to describe a character Write expanded noun phrases to describe the rat from the story Write a character description of the rat Sequence events of the Great Fire of London in a story Write a diary entry</p> <p><b><u>Shape/Senses Poems</u></b> Describe using senses – escaping the great fire Use adjectives to describe fire Use verbs and adverbs to describe how a fire moves Write a fire poem.</p>	<p><b><u>Goldilocks and the Three Bears/ Goldilocks and just the One Bear</u></b> Retell and order a traditional tell Compare two version of a traditional tale Use verbs to describe what bears are doing Write speech bubbles – what would characters say at different points in the story Plan and write an alternative version of the story – bear in the school</p> <p><b><u>The Polar Express</u></b> Write similes to describe a setting in the story Write adjectives to describe hot chocolate Write imperative verbs Write time conjunctions Write a set of instructions to make hot chocolate Write in first and using conjunctions Write persuasive letters to the North Pole</p>
Unit objectives	<p><b><u>Character/setting description</u></b></p> <ul style="list-style-type: none"> <li>✓ Nouns and adjectives</li> <li>✓ Present tense verbs</li> <li>✓ Full stops</li> <li>✓ Introduce proper nouns and capital letters</li> <li>✓ Determiners</li> <li>✓ Pronouns</li> </ul> <p><b><u>Recount</u></b></p> <ul style="list-style-type: none"> <li>✓ Past tense verbs</li> <li>✓ 3<sup>rd</sup> person pronouns – she/he, pronoun - I</li> <li>✓ Nouns and adjectives</li> <li>✓ Capital letters and full stops</li> </ul> <p><b><u>Poetry</u></b></p> <ul style="list-style-type: none"> <li>✓ Nouns</li> <li>✓ Adjectives</li> <li>✓ Present my words to create a shape</li> </ul>	<p><b><u>Character/setting description</u></b></p> <ul style="list-style-type: none"> <li>✓ Nouns and adjectives</li> <li>✓ Present tense verbs</li> <li>✓ Full stops</li> <li>✓ Introduce proper nouns and capital letters</li> <li>✓ Determiners</li> <li>✓ Pronouns</li> </ul> <p><b><u>Instructions</u></b></p> <ul style="list-style-type: none"> <li>✓ Use of imperative/command sentences</li> <li>✓ Nouns</li> <li>✓ Conjunctions – and, so</li> <li>✓ Headings</li> <li>✓ Layout devices numbers</li> <li>✓ Prepositions</li> </ul>
Outcomes	<p><b><u>Senses</u></b></p> <ul style="list-style-type: none"> <li>✓ Listen to poems and identify words and phrases that describe the 5 senses.</li> <li>✓ Identify details of their sensory experience and start to select suitable words and phrases to describe these.</li> </ul>	<p><b><u>Traditional tales and Fairy tales</u></b></p> <ul style="list-style-type: none"> <li>✓ Identify the main events in traditional tales, sequencing them in chronological order.</li> <li>✓ Retell a familiar traditional story in chronological order using story language.</li> <li>✓ Discuss the appearance, behaviour, characteristics and goals of characters.</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Listen to a recount and ask questions to support their understanding</li> <li>✓ Order events correctly.</li> <li>✓ Identify and explain the main features of a sentence.</li> <li>✓ Use knowledge of the alphabet to locate words in simple dictionaries.</li> <li>✓ Write at least three simple sentences in the past tense, use some time conjunctions.</li> </ul> <p><b><u>Non-Chronological</u></b></p> <ul style="list-style-type: none"> <li>✓ Ask simple questions.</li> <li>✓ identify a contents page and an index in an information text. Use these to find the right page to answer simple questions, for example <i>Where would I find out about kittens?</i></li> <li>✓ Say what the key structural features of a simple information text are.</li> <li>✓ Say whether a sentence is in an appropriate style for an information text.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Write a profile of a character using visual and written text.</li> <li>✓ Identify the main events in traditional tales, sequencing them in chronological order.</li> </ul> <p><b><u>Fantasy World</u></b></p> <ul style="list-style-type: none"> <li>✓ Predict possible events in a narrative based on their experience of other texts.</li> <li>✓ Orally tell an adventure narrative during role-play with the events organised sequentially into problem and resolution.</li> <li>✓ Compose complete sentences correctly demarcated by capital letters and full stops.</li> <li>✓ Write a short story with the events organised sequentially into problem and resolution.</li> </ul> <p><b><u>Instructions</u></b></p> <ul style="list-style-type: none"> <li>✓ Write simple labels, applying phonic knowledge.</li> <li>✓ Say what the purposes of lists and labels in the classroom are.</li> <li>✓ Give a complete sentence as a caption for an object or picture.</li> <li>✓ Write a caption for an object or picture in a complete sentence with a capital letter and full stop.</li> <li>✓ Give one step in a sequence of instructions audibly and clearly</li> <li>✓ Write the next in a sequence of instructions, with the support of a partner (teacher feedback).</li> <li>✓ Write at least two instructions in a well-rehearsed sequence independently</li> </ul> <p><b><u>Predictable Patterned Language</u></b></p> <ul style="list-style-type: none"> <li>✓ Recognise language patterns and repeated words and phrases in a text and discuss their effect.</li> <li>✓ Work as part of a group, taking turns sharing ideas, listening to others and reporting their findings.</li> <li>✓ Write simple sentences using patterned language, words and phrases taken from familiar stories.</li> </ul>			
Composition	<p><b><u>Pupils should be taught to write sentences by:</u></b></p> <ul style="list-style-type: none"> <li>✓ Saying out loud what they are going to write about.</li> <li>✓ Composing a sentence orally before writing it.</li> <li>✓ Sequencing sentences to form short narratives.</li> <li>✓ Re-reading what they have written to check that it makes sense.</li> <li>✓ Discuss what they have written with the teacher or other pupils.</li> <li>✓ Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>				
Grammar	<p><b><u>Pupils should be taught to:</u></b></p> <ul style="list-style-type: none"> <li>✓ Leave spaces between words.</li> <li>✓ Join words and join clauses using and.</li> <li>✓ Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> <li>✓ Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</li> </ul>				
Content NC Appendix 2	<p><b><u>Word Year 1</u></b></p> <p>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.</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper).</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p>	<p><b><u>Sentence Year 1</u></b></p> <p>How words can combine to make sentences.</p> <p>Joining words and joining clauses using and.</p>	<p><b><u>Text Year 1</u></b></p> <p>Sequencing sentences to form short narratives.</p>	<p><b><u>Punctuation Year 1</u></b></p> <p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I.</p>	<p><b><u>Terminology Year 1</u></b></p> <p>letter</p> <p>capital letter</p> <p>word</p> <p>singular</p> <p>plural</p> <p>sentence</p> <p>punctuation</p> <p>full stop</p> <p>question mark</p> <p>exclamation mark</p>
Handwriting	<p><b><u>By the end of year 1 Pupils should be taught to:</u></b></p> <ul style="list-style-type: none"> <li>✓ Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>✓ Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>✓ Form capital letters.</li> <li>✓ Form digits 0-9.</li> <li>✓ Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>				

