

YEAR 1 SPRING ODD YEARS

TERM/ TOPIC	SPRING 1 - On Safari	SPRING 2 - On Safari
Unit	4B- Non-Fiction – Non-Chronological Reports 3A – Traditional Tales 3B – Recounts	4B – Significant Author 2B – Poetry – Pattern and Rhyme
Core texts	Meerkat Mail - Emily Gravett Tinga- Tinga Tales – How the Elephant got its trunk/why the giraffe has a long neck	The Tunnel - Anthony Browne Animal Riddles (African Animals) – teacher made examples
Range of writing outcomes	<p><u>Meerkat Mail</u> Write a postcard back home Write a character description about Sunny Non-Chronological report – Meerkats</p> <p><u>Tinga- Tinga Tales</u> Retell a story Compare two different tales Write their own version of a Tinga-Tinga Tale</p>	<p><u>The Tunnel</u> Balance argument – going down the tunnel Character comparison (Rose and Jack) Describe a setting Write an alternative ending – how he gets turned to stone</p> <p><u>Animal Riddles</u> Sentences with alliteration Recount of trip – Cotswold Wildlife Park / Leaflet</p>
Unit objectives	<p><u>Character & setting description</u></p> <ul style="list-style-type: none"> ✓ Determiners the, a, an ✓ Nouns & plural nouns and adjectives ✓ Present and past tense verbs ✓ 3rd person pronouns ✓ Conjunctions – and ✓ Commas in a list <p><u>Information text</u></p> <ul style="list-style-type: none"> ✓ Determiners the, a, an ✓ Nouns and adjectives ✓ Present tense verbs ✓ 3rd person pronouns ✓ Conjunctions – and, because, so ✓ Commas in a list 	<p><u>Character & setting description</u></p> <ul style="list-style-type: none"> ✓ Determiners the, a, an ✓ Nouns & plural nouns and adjectives ✓ Present and past tense verbs ✓ 3rd person pronouns ✓ Conjunctions – and <p><u>Riddles</u></p> <ul style="list-style-type: none"> ✓ To be able to use adjectives to describe a noun ✓ Use a question mark correctly ✓ Use a question to address the audience
Outcomes	<p><u>Non-Chronological</u></p> <ul style="list-style-type: none"> ✓ Ask simple questions. ✓ 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> ✓ 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. <p><u>Traditional Tales</u></p> <ul style="list-style-type: none"> ✓ 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>Recounts</u></p> <ul style="list-style-type: none"> ✓ Listen to 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. 	<p><u>Poetry – Pattern and Rhyme</u></p> <ul style="list-style-type: none"> ✓ Identify and produce rhyming words ✓ relate rhymes to spelling patterns ✓ listen to and recite a simple repetitive poem ✓ create own verses using a simple structure and repetitive language. ✓ write a simple two-line rhyming couplet based on one read. <p><u>Significant Author</u></p> <ul style="list-style-type: none"> ✓ 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.

	<ul style="list-style-type: none"> ✓ Write at least three simple sentences in the past tense and use some time conjunctions in a recount. 				
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. 				