

## YEAR 1 SUMMER ODD YEARS

TERM/ TOPIC	SUMMER 1 - Seaside	SUMMER 2 - Seaside
Unit	1B – Familiar settings 5B – Explanation 1B – Captions and information	1B - Poetry - Using Senses 1B – Familiar settings
Core texts	The Storm Whale – Benji Davies Making Ice-Cream – Explanation Lighthouse Keeper Lunch – David and Ronda Armitage Grace Darling – Newspaper Reports	Captain Flinn and the Pirate Dinosaurs - Giles Andreae Somebody Swallowed Stanley - Sarah Roberts Sea Poetry
Range of writing outcomes	<p><b><u>The Storm Whale</u></b> Explore emotions of the characters Describe how characters feel Use prepositional language to describe a setting Continuing a story Describe a setting using adjectives Plan and write a narrative -what might happen to the Whale</p> <p><b><u>Making Ice-Cream – Explanation</u></b> Write lists using bullet points and imperative verbs Make a glossary Write an explanation of how to make ice-cream Character description</p> <p><b><u>Lighthouse Keeper Lunch - David and Ronda Armitage</u></b> Character description – Mr Grinling Commas in lists – what can go in a lunch Write speech bubbles Explore and use synonyms Order the events in a story Diary entry</p> <p><b><u>Grace Darling – Newspaper Reports</u></b> Newspaper report</p>	<p><b><u>Captain Flinn and the Pirate Dinosaurs</u></b> Use adjectives to describe captain T-Rex Write verbs to describe actions of the T-Rex Write a character description Write a letter from Flinn to his mum Plan a pirate adventure Write a pirate adventure in the third person</p> <p><b><u>Somebody Swallowed Stanley</u></b> Write thought bubbles using conjunctions Write a persuasive text- why we should be more careful with plastic Create a new character in the story Plan and write own version of a litter story</p> <p><b><u>Sea Poetry</u></b> Write a descriptive poem.</p>
Unit objectives	<p><b><u>Character &amp; setting description</u></b></p> <ul style="list-style-type: none"> <li>✓ Imitate a repetitive story.</li> <li>✓ Capital letters, finger spaces, correct letter formation and full stops.</li> <li>✓ Adjectives and prepositions.</li> <li>✓ Determiners the, a, an.</li> <li>✓ Nouns &amp; plural nouns.</li> <li>✓ Present tense or past tense verbs.</li> <li>✓ First or third person pronouns.</li> <li>✓ Conjunctions – and.</li> <li>✓ Commas in a list</li> <li>✓ Events are sequenced to create texts that make sense.</li> <li>✓ The main participants are human or animal and use story language.</li> <li>✓ Question marks and exclamation marks.</li> </ul> <p><b><u>Information text</u></b></p> <ul style="list-style-type: none"> <li>✓ Third person / present tense / past tense.</li> <li>✓ Questions can be used to form titles.</li> <li>✓ Use of conjunctions, e.g. so, because...</li> <li>✓ Organised into simple sections</li> <li>✓ Adjectives</li> </ul>	<p><b><u>Character &amp; setting description</u></b></p> <ul style="list-style-type: none"> <li>✓ Imitate a repetitive story.</li> <li>✓ Capital letters, finger spaces, correct letter formation and full stops.</li> <li>✓ Adjectives and prepositions.</li> <li>✓ Determiners the, a, an.</li> <li>✓ Nouns &amp; plural nouns.</li> <li>✓ Present tense or past tense verbs.</li> <li>✓ First or third person pronouns.</li> <li>✓ Conjunctions – and.</li> <li>✓ Commas in a list.</li> <li>✓ Events are sequenced to create texts that make sense.</li> <li>✓ The main participants are human or animal and use story language.</li> <li>✓ Question marks and exclamation marks.</li> </ul> <p><b><u>Poetry</u></b></p> <ul style="list-style-type: none"> <li>✓ Nouns</li> <li>✓ Adjectives</li> <li>✓ Think about what my words will look like</li> </ul>

Outcomes	<p><b><u>Familiar Settings</u></b></p> <ul style="list-style-type: none"> <li>✓ Write three simple sentences to tell a story.</li> <li>✓ Write three simple sentences to retell events based on personal experience.</li> <li>✓ Identify the main character and setting in a story using evidence from the illustrations and text.</li> <li>✓ Re-enact a story, sequencing the main events and using phrases from the text.</li> </ul> <p><b><u>Explanation</u></b></p> <ul style="list-style-type: none"> <li>✓ Produce a simple non-chronological report by writing sentences to describe aspects of the subject and supporting them with pictures.</li> <li>✓ Use the word 'because' to extend thinking.</li> <li>✓ Start to recognise connectives and how they can be used to join sentences together.</li> <li>✓ Recognise some simple features of explanations texts.</li> <li>✓ Write simple sentences to explain.</li> </ul> <p><b><u>Captions and information</u></b></p> <ul style="list-style-type: none"> <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>✓ Use knowledge of the alphabet to locate words in simple dictionaries.</li> </ul>		<p><b><u>Using 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>Familiar Settings</u></b></p> <ul style="list-style-type: none"> <li>✓ Write three simple sentences to tell a story.</li> <li>✓ Write three simple sentences to retell events based on personal experience.</li> <li>✓ Identify the main character and setting in a story using evidence from the illustrations and text.</li> <li>✓ Re-enact a story, sequencing the main events and using phrases from the text.</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> 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><b><u>Sentence Year 1</u></b> How words can combine to make sentences Joining words and joining clauses using and</p>	<p><b><u>Text Year 1</u></b> Sequencing sentences to form short narratives</p>	<p><b><u>Punctuation Year 1</u></b> 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><b><u>Terminology Year 1</u></b> letter, capital letter word, singular plural sentence punctuation, full stop, question mark, 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> </ul>				

	<ul style="list-style-type: none"><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>
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