


YEAR 1 CURRICULUM OVERVIEW 19/20

	Term 1 (8 Weeks)	Term 2 (7 Weeks)	Term 3 (6 Weeks)	Term 4 (5 Weeks)	Term 5 (6 Weeks)	Term 6 (7 Weeks)
Topic title	Paws, Claws and Whiskers	Dinosaur Planet	Superheroes	Bright Lights, Big City	Moon Zoom	Enchanted Woodland
English (POR Books)	<p>The Snail and the Whale Leaf</p>  <p>15</p> 	<p>Where The Wild Things Are The Puffin Book of Fantastic First Poems WHERE THE WILD THINGS ARE</p>  <p>STORY AND PICTURES BY MAURICE SENDAK</p> 	<p>Traction Man Poems To Perform</p>  	<p>Claude in the City</p> 	<p>Beegu Bob Man on The Moon</p>  	<p>The Story Tree 10 Things I Can Do To Help My World</p>  
Writing	<p>Draft and write by composing and rehearsing sentences orally;</p> <ul style="list-style-type: none"> □ Sequence sentences to form short narratives; □ In narrative create settings, characters and plot; □ Write for different purposes including about fictional personal experiences and fictional narratives; 	<ul style="list-style-type: none"> □ Develop positive attitudes and stamina for writing by writing poetry; □ plan or say out loud what they are going to write about and write down key ideas and words, including new vocabulary □ write for different purposes, including poetry and narratives □ evaluate writing with the teacher and other pupils □ re-read writing to check it makes sense □ use 	<ul style="list-style-type: none"> □ Draft and write by composing and rehearsing sentences orally □ Sequence sentences to form short narratives □ In narrative create settings, characters and plot □ Write for different purposes including about fictional personal experiences and fictional narratives 	<ul style="list-style-type: none"> □ Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally; □ sequence sentences to form short narratives; □ write for different purposes including about fictional personal experiences, poetry, non-fiction and real events; □ reread and evaluate writing to check it makes 	<ul style="list-style-type: none"> □ say out loud what they are going to write about □ compose a sentence orally before writing it □ sequence sentences to form short narratives □ re-read 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 	<ul style="list-style-type: none"> □ draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally; □ sequence sentences to form short narratives; □ write for different purposes including about fictional personal experiences, poetry, non-fiction and real events; □ reread and evaluate writing to check it makes

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		familiar and new punctuation correctly □ use expanded noun phrases to describe	□ Re-read writing to check it makes sense and make simple revisions	sense and make simple revisions; □ read writing aloud with appropriate intonation to make the meaning clear; □ use new and familiar punctuation correctly; □ use sentences in different forms; □ expand noun phrases to describe and specify; □ use past and present tense correctly and consistently; □ use simple conjunctions to link subordinate and co-ordinating clauses.	by their peers and the teacher □ draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally □ sequence sentences to form short narratives □ write for different purposes including about fictional personal experiences, poetry, non-fiction and real events □ reread and evaluate writing to check it makes sense and make simple revisions □ read writing aloud with appropriate intonation to make the meaning clear	sense and make simple revisions; □ read writing aloud with appropriate intonation to make the meaning clear; □ use new and familiar punctuation correctly; □ use sentences in different forms; □ expand noun phrases to describe and specify; □ use past and present tense correctly and consistently; □ use simple conjunctions to link subordinate and co-ordinating clauses.
Spelling	 Y1 NC PoS.docx					
Speaking and Listening	<ul style="list-style-type: none"> □ Participate in discussion about what is read, taking turns and listening to what others say; □ Ask relevant questions to extend their understanding and build vocabulary and knowledge; □ Listen and respond appropriately to adults and peers; □ Articulate and justify answers and opinions; 	<ul style="list-style-type: none"> □ Children use spoken language to develop understanding through imagining and exploring ideas. □ Children participate in discussions, performances, role-play and improvisations □ Children articulate and justify answers, arguments and opinions. □ Children consider and evaluate different viewpoints, attending to and 	<ul style="list-style-type: none"> □ Participate in discussion about what is read, taking turns and listening to what others say □ Listen and respond appropriately to adults and peers □ Articulate and justify answers and opinions □ Speak audibly and fluently with an increasing command of Standard English □ Use spoken language to develop understanding 	<ul style="list-style-type: none"> □ Listen and respond appropriately to adults and peers; □ ask relevant questions to extend knowledge and understanding; □ consider and evaluate viewpoints, attending to and building on the contributions of others; □ participate in discussions, performances, role play, improvisations and debate about what has been read; 	<ul style="list-style-type: none"> □ listen and respond appropriately to adults and peers □ ask relevant questions to extend knowledge and understanding □ consider and evaluate viewpoints, attending to and building on the contributions of others □ participate in discussions, performances, role-play, improvisations and debate about what has been read □ 	<ul style="list-style-type: none"> □ listen and respond appropriately to adults and peers; □ ask relevant questions to extend knowledge and understanding; □ consider and evaluate viewpoints, attending to and building on the contributions of others; □ participate in discussions, performances, role play, improvisations and

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	<ul style="list-style-type: none"> Use spoken language to develop understanding; Speak audibly and fluently with an increasing command of Standard English; Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama. 	<p>building on the contributions of others.</p>	<p>through imagining and exploring ideas in discussion, role-play and drama</p>	<ul style="list-style-type: none"> use spoken language to develop understanding through imagining and exploring ideas. 	<p>use spoken language to develop understanding through imagining and exploring ideas</p>	<p>debate about what has been read;</p> <ul style="list-style-type: none"> use spoken language to develop understanding through imagining and exploring ideas.
<p>Book Study</p>	<p>Kenya Mammals Red Foxes</p>  <p>Increase familiarity with a range of books;</p> <ul style="list-style-type: none"> Explain and discuss understanding of books; Discuss the sequence of events in books; Answer and ask questions; Predict what might happen on the basis of what has been read; Draw inferences on the basis of what is being said and done; Express views and opinions about reading. Reread writing to check it makes sense and make simple revisions. 	<p>The Incredible Book Eating Boy The Way Back Home</p>   <ul style="list-style-type: none"> Retell a story in sequence Discuss the sequence of events in books and how items of information are related Become increasing familiar with and retell a wide range of stories Discuss favourite words and phrases 	<p>The Day The Crayons Quit The Day The Crayons Came Home</p>   <ul style="list-style-type: none"> Increase familiarity with a range of books Explain and discuss understanding of books Discuss the sequence of events in books Answer and ask questions Predict what might happen on the basis of what has been read 	<p>London Great Fire of London</p>  <ul style="list-style-type: none"> Listen to, discuss and express views about books at a level beyond that which they can read independently; discuss the significance of the title and events; link what they hear or read to own experiences; explain understanding of what is read; discuss the sequence of events in books and how items of information are related; discuss favourite words and phrases; 	<p>How To Catch a Star Stuck The Great Paper Caper</p>    <ul style="list-style-type: none"> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which 	<p>A Sunflower's Life Cycle Flowers Planting Seeds</p>  <ul style="list-style-type: none"> listen to, discuss and express views about books at a level beyond that which they can read independently; discuss the significance of the title and events; link what they hear or read to own experiences; explain understanding of what is read; discuss favourite words and phrases; answer and ask questions; draw inferences on the basis of what is being said and done;

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		<p>draw inferences on the basis of what is being said and done</p> <ul style="list-style-type: none"> □ Listen to, discuss and express views about stories and poems at a level beyond that at which they can read independently □ Participate in discussions about books, taking turns and listening □ Learning to appreciate rhymes and poems □ Become very familiar with key stories and consider their particular characteristics □ Discuss the significance of the title and events □ Link what is read to their own experiences □ recognise and join in with predictable phrases in poems and to recite some by heart; 	<ul style="list-style-type: none"> □ Draw inferences on the basis of what is being said and done □ Express views and opinions about reading 	<ul style="list-style-type: none"> □ answer and ask questions; □ predict what might happen on the basis of what has been read; □ draw inferences on the basis of what is being said and done; 	<p>they can read independently</p> <ul style="list-style-type: none"> □ being encouraged to link what they read or hear read to their own experiences □ becoming very familiar with key stories, retelling them and considering their particular characteristics □ recognising and joining in with predictable phrases □ discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> □ participate in discussion about what is read, taking turns and listening to others; □ express views about reading.
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