

Collingwood Primary School English Curriculum Overview: Year 1

Year 1	Autumn Term: Wonderful World-Ourselves and Where We Live				
Context: entitlement & enrichment	In Reception, children will have been introduced to rhyming stories by Julia Donaldson which will be built upon and developed further through our focus in poetry and our author Dr. Seuss. Throughout this year they have been introduced to sequencing and retelling of stories, this will be developed further by the focus on specific story genres. As part of this topic we dive deeper into subject specific vocabulary and drama. This will be supported by looking at their world and where they live in topic.			In Reception, children will have been introduced to a variety of adventure stories which will be built upon and developed further through our focus on classic literature and our author Michael Bond. As part of this topic we dive deeper into subject specific vocabulary and drama. This will be supported by looking at their world and where they live in topic along with reading a range of adventure stories during this time.	
Genre	Traditional Tales: Non-fiction instruction	Traditional Tales: conquering the monster	Poetry	Non Chronological Reports Assessment: Meerkat report	Classic literature: Adventure Story
Linked texts	T4W Goldilocks	Three Little Pigs T4W Three Little Wolves and the Big Bad Plg	Dr. Seuss: Oh the places you will go	Animal fact file- Meerkat Mail	Paddington
Key objectives: writing	<ul style="list-style-type: none"> Ideas grouped in sentences in time sequence Written in the imperative e.g. <i>sift the flour</i> Use of numbers to signal order Simple conjunctions used to construct simple sentences e.g. <i>and, but, then, so</i> 	<ul style="list-style-type: none"> Stories follow a simple structure: <ul style="list-style-type: none"> ➤ Beginning ➤ Middle ➤ End The beginning of the story introduces the characters and setting. The middle needs a problem, what has 	<ul style="list-style-type: none"> Know what rhyme means. List words and phrases with a repeating pattern. Be able to recite a poem from memory. Rhythm Patterns that make things easier to remember 	<ul style="list-style-type: none"> Ideas grouped together for similarity. Attempts at third person Writing e.g. <i>The man was run over.</i> Written in the appropriate Tense e.g. <i>Sparrow's nest... Dinosaurs were...</i> 	<ul style="list-style-type: none"> Stories follow a simple structure: <ul style="list-style-type: none"> ➤ Beginning ➤ Middle ➤ End The beginning of the story introduces the characters and setting. The middle needs a problem, what has gone wrong? The ending explains how the problem got fixed and how the story finished Settings are described simply using one or two adjectives.

		<p>gone wrong?</p> <ul style="list-style-type: none"> The ending explains how the problem got fixed and how the story finished <p>Characters are described simply using one or two adjectives.</p> <p>Start to use a range of adjectives to make their story more interesting.</p>		<ul style="list-style-type: none"> Simple conjunctions are used to construct simple sentences e.g. <i>and, but, then, so.</i> Begin to use and punctuate questions 	<ul style="list-style-type: none"> It is evident which setting is being described The time of day is described. Use simple action verbs to describe a character's movement e.g. <i>ran, jumped</i> <p>Tell the reader how a character reacts to situations e.g. <i>Tom was laughing.</i></p>
	<ul style="list-style-type: none"> To compose a sentence orally before writing 			<ul style="list-style-type: none"> To sequence sentences to form short narratives 	
Key objectives: grammar	<ul style="list-style-type: none"> To leave spaces between words 	<p>To leave spaces between words.</p> <p>To begin to punctuate sentences using a full stop.</p>	<ul style="list-style-type: none"> To leave spaces between words To begin to punctuate sentences using a full stop. 	<ul style="list-style-type: none"> To begin to punctuate sentences using a capital letter and full stop. Begin to use and punctuate questions To join words and clauses using 'and' 	
Key objectives: handwriting	<ul style="list-style-type: none"> To hold a pencil comfortably and correctly To begin to form lower case letter in the correct direction To form capital letters 				
Key objectives: reading	<ul style="list-style-type: none"> To apply phonic knowledge and skills as a route to decode words. Respond speedily with the correct sound. Listening to and discussing a wide range of poems, stories and non- 	<ul style="list-style-type: none"> To apply phonic knowledge and skills as a route to decode words. Respond speedily with the correct sound. Listening to and discussing a wide range of poems, stories and non-fiction Becoming familiar with 	<ul style="list-style-type: none"> To apply phonic knowledge and skills as a route to decode words. Respond speedily with the correct sound. Listening to and discussing a wide range of poems, stories and non-fiction Becoming familiar with key stories and traditional tales, 	<ul style="list-style-type: none"> Listening to and discussing a wide range of poems, stories and non-fiction To make inferences on the basis of what is being said and done. 	<ul style="list-style-type: none"> Listening to and discussing a wide range of poems, stories and non-fiction To make inferences on the basis of what is being said and done.

	fiction	<p>key stories and traditional tales, retelling them and considering their particular characteristics.</p> <ul style="list-style-type: none"> ● To join in with predictable phrases. 	<p>retelling them and considering their particular characteristics.</p> <ul style="list-style-type: none"> ● To join in with predictable phrases. 		
Key objectives: S & L	<p>To listen and respond appropriately.</p> <p>To ask relevant questions</p> <p>To maintain attention and participate actively.</p>	<ul style="list-style-type: none"> ● To listen and respond appropriately. ● To ask relevant questions ● To maintain attention and participate actively. 	<ul style="list-style-type: none"> ● To listen and respond appropriately. ● To ask relevant questions ● To maintain attention and participate actively. 	<ul style="list-style-type: none"> ● To listen and respond appropriately. ● To ask relevant questions ● To maintain attention and participate actively. ● To participate in discussions 	<ul style="list-style-type: none"> ● To listen and respond appropriately. ● To ask relevant questions ● To maintain attention and participate actively. ● To participate in discussions