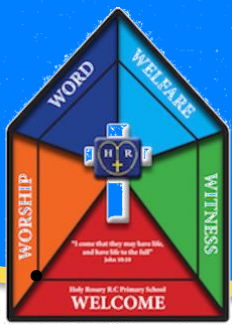
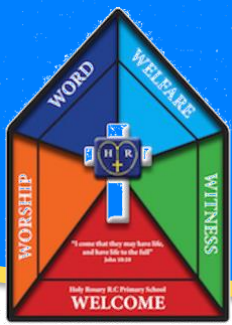


# Year 1 - Autumn Term



Key Learning			
Unit	Stories with Repetitive Patterns	Poems on a Theme	Range of Non-fiction Texts
<b>Outcome</b>	<ul style="list-style-type: none"> <li>Narrative based on model text with innovation of character/s and setting.</li> </ul>	<ul style="list-style-type: none"> <li>Poem based on a theme.</li> </ul>	<ul style="list-style-type: none"> <li>An information book.</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>3-4 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>1-2 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>2-3 weeks.</li> </ul>
<b>Key Learning Reading</b>	<ul style="list-style-type: none"> <li>Make predictions based on what has been read so far.</li> <li>Identify and discuss the main events in stories.</li> <li>Identify and discuss the main characters in stories.</li> <li>Use patterns and repetition to support oral retelling.</li> <li>Make personal reading choices and explain reasons for their choice.</li> <li>Retell familiar stories in a range of contexts e.g. <i>small world, role play, storytelling</i>.</li> <li>Make basic inferences about what is being said and done.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to a range of poems at a level beyond at which they can read independently.</li> <li>Make personal reading choices and explain reasons for their choice.</li> <li>Recognise and join in with language patterns and repetition.</li> <li>Read words containing -ed endings.</li> <li>Use patterns and repetition to support oral retelling.</li> <li>Recite rhymes and poems by heart.</li> <li>Give opinions and supporting with reasons.</li> </ul>	<ul style="list-style-type: none"> <li>Recall specific information in texts.</li> <li>Read aloud books closely matched to their improving phonic knowledge.</li> <li>Introduce and discuss key vocabulary.</li> <li>Activate prior knowledge e.g. <i>what do you know about the Fire of London?</i></li> <li>Explain clearly their understanding of what is read to them.</li> <li>Listen to what others say.</li> <li>Take turns.</li> <li>Demonstrate understanding of texts by answering questions related to who, what, where, when and why.</li> </ul>
<b>Key Learning Writing</b>	<ul style="list-style-type: none"> <li>Use question marks.</li> <li>Use capital letters for names of people.</li> <li>Orally compose every sentence before writing.</li> <li>Re-read every sentence to check it makes sense.</li> <li>Punctuate simple sentences with capital letters and full stops.</li> <li>Say, and hold in memory whilst writing, simple sentences which makes sense.</li> <li>Separate words with finger spaces.</li> <li>Use familiar plots for structuring the opening, middle and end of their stories.</li> </ul>	<ul style="list-style-type: none"> <li>Orally plan and rehearse ideas.</li> <li>Write poems with simple structures.</li> <li>Read aloud their writing to adults and peers.</li> <li>Separate words with finger spaces.</li> <li>Add suffixes to verbs <b>where no spelling change is needed</b> to the root <b>word</b> e.g. <i>help – helped</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Write simple sentences that can be read by themselves and others.</li> <li>Use question marks.</li> <li>Punctuate simple sentences with capital letters and full stops.</li> <li>Write information texts with simple text type features.</li> <li>Discuss their writing with adults and peers.</li> <li>Read aloud their writing to adults and peers.</li> </ul>
<b>Suggested Texts</b>	<ul style="list-style-type: none"> <li>Zog by Julia Donaldson.</li> <li>The Princess and the Dragon by Audrey Wood.</li> <li>George and the Dragon by Christopher Wormell.</li> <li>The Snow Dragon – BBC Learning Zone (<a href="#">here</a>).</li> <li>Princess and the Dragon – YouTube clip (<a href="#">here</a>).</li> </ul>	<ul style="list-style-type: none"> <li>The Great Fire of London – A poem for kids by Paul Perro on the History for Kids website (<a href="#">here</a>).</li> <li>Ladybird, Ladybird fly away home – available on the Poetry Foundation website (<a href="#">here</a>).</li> </ul>	<ul style="list-style-type: none"> <li>Schools Liasion website (<a href="#">here</a>).</li> <li>Beginning History: The Great Fire of London by Liz Gogerly (<a href="#">here</a>).</li> <li>Museum of London – Great Fire of London Game</li> <li>Fire Facts website – information on fire safety</li> </ul>

# Year 1 - Autumn Term



## Key Learning

Unit	Stories by the Same Author	Non-Chronological Reports	Poems on a Theme
<b>Outcome</b>	<ul style="list-style-type: none"> <li>Narrative based on model text with innovation of character/s and setting.</li> </ul>	<ul style="list-style-type: none"> <li>Information poster or booklet.</li> </ul>	<ul style="list-style-type: none"> <li>Poem based on a model text.</li> <li>Oral presentation of a poem.</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>2-3 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>1-2 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>1-2 weeks.</li> </ul>
<b>Key Learning Reading</b>	<ul style="list-style-type: none"> <li>Making predictions based on what has been read so far.</li> <li>Identify and discuss the main events in stories.</li> <li>Identify and discuss the main characters in stories.</li> <li>Use patterns and repetition to support oral retelling.</li> <li>Relate texts to own experiences.</li> <li>Retell familiar stories in a range of contexts e.g. <i>small world, role play, storytelling</i>.</li> <li>Make basic inferences about what is being said and done.</li> </ul>	<ul style="list-style-type: none"> <li>Recall specific information in texts.</li> <li>Introduce and discuss key vocabulary.</li> <li>Activate prior knowledge e.g. <i>what do you know about this animal?</i></li> <li>Explain clearly their understanding of what is read to them.</li> <li>Demonstrate understanding of texts by answering questions related to who, what, where, when and why.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to a range of poems at a level beyond at which they can read independently.</li> <li>Recognise and join in with language patterns and repetition.</li> <li>Use patterns and repetition to support oral retelling.</li> <li>Recite rhymes and poems by heart.</li> <li>Giving opinions and supporting with reasons.</li> </ul>
<b>Key Learning Writing</b>	<ul style="list-style-type: none"> <li>Orally compose every sentence before writing.</li> <li>Re-read every sentence to check it makes sense.</li> <li>Punctuate simple sentences with capital letters and full stops.</li> <li>Use formulaic phrases to open and close texts.</li> <li>Use familiar plots for structuring the opening, middle and end of their stories.</li> </ul>	<ul style="list-style-type: none"> <li>Write simple sentences that can be read by themselves and others.</li> <li>Use simple connectives to link ideas e.g. <i>and</i>.</li> <li>Identify and use question marks.</li> <li>Punctuate simple sentences with capital letters and full stops.</li> <li>Write information texts with simple text type features.</li> </ul>	<ul style="list-style-type: none"> <li>Orally plan and rehearse ideas.</li> <li>Write poems with simple structures.</li> <li>Plurals – adding s to nouns.</li> </ul>
<b>Suggested Texts</b>	<ul style="list-style-type: none"> <li>Lost and Found by Oliver Jeffers.</li> <li>Up and Down by Oliver Jeffers.</li> <li>The Perfect Pet by Fiona Robertson.</li> <li>The Perfect Present by Fiona Robertson.</li> </ul>	<ul style="list-style-type: none"> <li>Range of information texts.</li> <li>Kidzone website (<a href="#">here</a>).</li> <li>Penguin information and facts.</li> </ul>	<ul style="list-style-type: none"> <li>Range of poems linked to animals, penguins etc.                             <ul style="list-style-type: none"> <li>Teaching First</li> <li>Kidzone website</li> <li><i>The Animals Went in Two by Two</i> - traditional poem.</li> </ul> </li> </ul>