

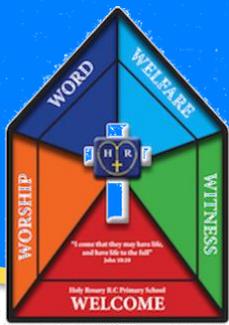
Year 1 - Spring Term



Key Learning

Unit	Stories with Fantasy Settings	Recounts	Poems for Learning by Heart
Outcome	<ul style="list-style-type: none"> A fantasy story featuring their own robot model as the central character. 	<ul style="list-style-type: none"> A first person recount about making a model robot. 	<ul style="list-style-type: none"> Learn a poem by heart for performance.
Duration	<ul style="list-style-type: none"> 2-3 weeks. 	<ul style="list-style-type: none"> 2-3 weeks. 	<ul style="list-style-type: none"> 1-2 weeks.
Key Learning Reading	<ul style="list-style-type: none"> Read words containing -s, -es, -ing, -ed, -er, -est endings. Read more challenging texts using phonics and high frequency word recognition. Develop fluency, accuracy and confidence by re-reading books Listen to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems. Identify and discuss the main events in stories. Identify and discuss the main characters in stories. Use patterns and repetition to support oral retelling. Retell familiar stories in a range of contexts, e.g. <i>small world</i>, <i>role play</i>, <i>storytelling</i>. Make predictions based on what has been read so far. Make basic inferences about what is being said and done. Discuss the title and how it relates to the events in the whole story e.g. <i>Peace at Last</i> by Jill Murphy. 	<ul style="list-style-type: none"> Apply phonic knowledge for reading. Automatically recognise approximately 150 high frequency words. Develop fluency, accuracy and confidence by re-reading books. Listen to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems. Recall specific information in texts. Relate texts to own experiences. Activate prior knowledge. Check that texts make sense while reading and self-correct. Listen to what others say. Take turns. 	<ul style="list-style-type: none"> Spilt two and three syllable words into the separate syllables to support blending for reading. Read words with contractions e.g. <i>I'm</i>, <i>I'll</i>, <i>we'll</i> and understand that the apostrophe represents the omitted letter. Apply phonic knowledge for reading. Automatically recognise approximately 150 high frequency words. Develop fluency, accuracy and confidence by re-reading books. Listen to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems. Recognise and join in with language patterns and repetition. Recite rhymes and poems by heart. Introduce and discuss key vocabulary. Give opinions and support with reasons. Explain clearly their understanding of what is read to them.

Year 1 - Spring Term



Key Learning (Cont)

<p>Key Learning Writing</p>	<ul style="list-style-type: none"> ▪ Say and hold in memory whilst writing, simple sentences which make sense. ▪ Write simple sentences that can be read by themselves and others. ▪ Separate words with finger spaces. ▪ Punctuate simple sentences with capital letters and full stops. ▪ Use capital letters for names of people, places and days of the week. ▪ Identify and use question marks and exclamation marks. ▪ Use simple 'joining words' to link ideas. ▪ Pluralise nouns – build on using '-s' e.g. <i>dog, dogs</i>, as addressed in previous units, to using '-es', e.g. <i>wish, wishes</i>. ▪ Orally compose every sentence before writing. ▪ Re-read every sentence to check it makes sense. ▪ Sequence ideas/events in order. ▪ Use formulaic phrases to open and close texts. ▪ Use familiar plots for structuring the opening, middle and end of their stories. ▪ Read aloud their writing to adults and peers. 	<ul style="list-style-type: none"> ▪ Say and hold in memory whilst writing, simple sentences which make sense. ▪ Write simple sentences that can be read by themselves and others. ▪ Separate words with finger spaces. ▪ Punctuate simple sentences with capital letters and full stops. ▪ Use capital letter for the personal pronoun I. ▪ Use simple joining words to link ideas. ▪ Pluralise nouns using '-s' and '-es' e.g. <i>dog, dogs; wish, wishes</i>. ▪ Add the prefix 'un-' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i>. ▪ Reread every sentence to check it makes sense. ▪ Orally plan and rehearse ideas. ▪ Sequence ideas/events in order. ▪ Write in different forms with simple text type features e.g. recounts. ▪ Discuss their writing with adults and peers. 	<ul style="list-style-type: none"> ▪ Separate words with finger spaces. ▪ Identify and use question marks and exclamation marks. ▪ Add the prefix 'un-' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i>. ▪ Orally plan and rehearse ideas. ▪ Write in different forms with simple text type features e.g. <i>instructions, narratives, recounts, poems, information texts</i>. ▪ Read aloud their writing to adults and peers.
<p>Suggested Texts</p>	<ul style="list-style-type: none"> ▪ No-Bot by Sue Hendra. ▪ The Three Little Aliens and the Big Bad Robot by Margaret McNamara. ▪ The Big Bad Wolf and the Robot Pig by Laura North and Kevin Cross. ▪ Little Robots on the CBeebies website (here). ▪ The Robot Book by Heather Brown. ▪ Harry and the Robots by Ian Whybrow. ▪ Crazy talk app or Talking Faces download from Inclusive Technologies website ▪ Wall-E film (2008). 	<ul style="list-style-type: none"> ▪ Mister Maker clips on the CBeebies website (here). ▪ Robot Dog by Mark Oliver. ▪ Talk for Writing across the Curriculum: How to teach non-fiction writing 5-12 years by Pie Corbett and Julia Strong. 	<ul style="list-style-type: none"> ▪ I'm a little Robot by Robert Hiedbreder on the Rableather website (here). ▪ My Robot poem by Gareth Lancaster on the Fizzy Funny Fuzzy website (here). ▪ Robot Rumpus by Sean Taylor (written in rhyme). ▪ Robots, Robots Everywhere! by Sue Fliess (written in rhyme). ▪ Jumpstart Poetry by Pie Corbett.

Year 1 - Spring Term



Key Learning

Unit	Traditional Tales	Recounts
Outcome	<ul style="list-style-type: none"> An innovated story, based on model text, to entertain children. 	<ul style="list-style-type: none"> Recount of a family event.
Duration	<ul style="list-style-type: none"> 2-3 weeks. 	<ul style="list-style-type: none"> 2-3 weeks.
Key Learning Reading	<ul style="list-style-type: none"> Listen to a range of texts (traditional tales) at a level beyond that at which they can read independently. Make predictions based on what has been read so far. Identify and discuss the main events in stories. Identify and discuss the main characters in stories. Make basic inferences about what is being said and done. Apply phonic knowledge when reading. Use patterns and repetition to support oral retelling. Retelling familiar stories in a range of contexts e.g. <i>small world, role play, storytelling</i>. Give opinions and supporting with reasons. 	<ul style="list-style-type: none"> Listen to a range of non-fiction (recounts). Listen to others. Activate prior knowledge. Recall specific information in texts. Relate texts to own experiences. Discuss key vocabulary. Check that texts make sense while reading and self-correcting. Read aloud texts using that are consistent with their developing phonic knowledge. Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.
Key Learning Writing	<ul style="list-style-type: none"> Orally compose every sentence before writing. Reread every sentence to check it makes sense. Punctuate simple sentences with capital letters and full stops. Use simple connectives to link ideas e.g. <i>and, but, or, so</i>. Say, and hold in memory whilst writing, simple sentences which makes sense. Sequence events in order. Add the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i>. 	<ul style="list-style-type: none"> Write simple sentences that can be read by themselves and others. Punctuate simple sentences with capital letters and full stops. Reread every sentence to check it makes sense. Use capital letter for the personal pronoun 'I'. Use capital letters for people, places and days of the week. Orally plan and rehearse ideas. Sequence ideas/events in order. Write in different forms with simple text features e.g. <i>recounts</i>. Read aloud their writing to adults and peers.
Suggested Texts	<ul style="list-style-type: none"> Rapunzel., Aladdin and the Lamp, Rumpelstiltskin, Snow White and the Seven Dwarfs, The Little Mermaid, Little Red Riding Hood. Hop-Toads and Pearls – a retelling of story from Charles Perrault in Children's Classic Stories: Fairytales, Fables & Folktales by Belinda Gallagher available from Google Books (here). The Wolf and the Seven Young Kids by the Brothers Grimm. Hansel and Gretel. The Cat, the Dog, Little Red, Exploding Eggs, the Wolf and Grandma by Diane Fox. 	<ul style="list-style-type: none"> Books which recount family events such as: <ul style="list-style-type: none"> Baptisms / Christenings. Birthdays / family anniversaries. Storybook weddings, such as: <ul style="list-style-type: none"> Prince Charming and Cinderella. Beauty and the Beast. Snow White and the Prince. Aladdin and the Princess.