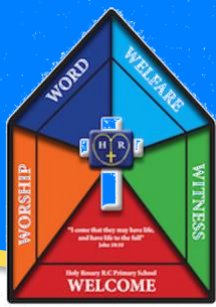


# Year 1 - Summer Term



Key Learning			
Unit	Classic Stories	Instructions	Traditional Rhymes
<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>A simple set of instructions.</li> </ul>	<ul style="list-style-type: none"> <li>A simple rhyme based on a traditional rhyme.</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>2-3 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>2-3 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>1 week.</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>Discuss the title and how it relates to the whole story.</li> <li>Identify and discuss the main events in stories.</li> <li>Identify and discuss the main characters in stories.</li> <li>Apply phonic knowledge when reading.</li> <li>Read words containing <i>-ed</i>, <i>-er</i> and <i>-est</i>.</li> <li>Use patterns and repetition to support oral retelling.</li> <li>Give opinions and support with reasons.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to a range of instructions.</li> <li>Recall specific information in texts.</li> <li>Introduce and discuss key vocabulary.</li> <li>Check that texts make sense while reading and self-correcting.</li> <li>Listen to others.</li> <li>Take turns.</li> <li>Explain clearly their understanding of what is read to them.</li> <li>Read aloud accurately texts that are consistent with their developing phonic knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to a range of poems.</li> <li>Recognise and join in with language patterns and repetition.</li> <li>Recite rhymes and poems by heart.</li> <li>Use patterns and repetition to support oral retelling.</li> <li>Make personal reading choices and explain reasons for choices.</li> <li>Introduce and discuss key vocabulary.</li> <li>Listen to what others say.</li> </ul>
<b>Key Learning Writing</b>	<ul style="list-style-type: none"> <li>Orally compose every sentence before writing.</li> <li>Reread 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>Sequence events in order.</li> <li>Identify and use exclamation marks.</li> <li>Add suffixes to verbs where <b>no spelling change is needed</b> to the root word, e.g. <i>pull – pulled</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Write simple sentences that can be read by themselves and others.</li> <li>Punctuate simple sentences with capital letters and full stops.</li> <li>Reread every sentence to check it makes sense.</li> <li>Orally plan and rehearse ideas.</li> <li>Sequence ideas in order.</li> <li>Write in different forms with simple text features e.g. instructions.</li> <li>Read aloud their writing to adults and peers.</li> </ul>	<ul style="list-style-type: none"> <li>Orally plan and rehearse ideas.</li> <li>Write poems with simple structures.</li> <li>Write simple sentences that can be read by themselves and others.</li> <li>Use capital letters for names of people.</li> <li>Separate words with finger spaces.</li> <li>Use their phonic knowledge when spelling any unfamiliar words.</li> <li>Read aloud their writing to adults and peers.</li> </ul>
<b>Suggested Texts</b>	<ul style="list-style-type: none"> <li>The Enormous Turnip.</li> <li>The Tale of Peter Rabbit by Beatrix Potter.</li> <li>Jack and the Beanstalk.</li> <li>Oliver’s Vegetables by Vivian French.</li> </ul>	<ul style="list-style-type: none"> <li>Instructions for making cress heads from the CBeebies website (<a href="#">here</a>).</li> <li>Instructions for growing a bean plant from The Great Grub Club website (<a href="#">here</a>).</li> <li>Recipes from the CBeebies website</li> <li>A range of instruction texts suitable to Year One.</li> </ul>	<ul style="list-style-type: none"> <li>Mary, Mary Quite Contrary on the Lit2Go website (<a href="#">here</a>).</li> <li>Pat a Cake.</li> <li>Hot Cross Buns.</li> <li>A variety of nursery songs and rhymes from the BBC School Radio website (<a href="#">here</a>).</li> </ul>

# Year 1 - Summer Term



Key Learning			
Unit	Stories with Familiar Settings	Non-fiction Texts: Booklets	Traditional Rhymes
<b>Outcome</b>	<ul style="list-style-type: none"> <li>Narrative based on model text with innovation of character(s) and a familiar setting.</li> </ul>	<ul style="list-style-type: none"> <li>An information booklet</li> </ul>	<ul style="list-style-type: none"> <li>A simple rhyme based on a traditional rhyme.</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>2-3 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>2-3 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>1 week.</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>Explain clearly their understanding of what is read to them.</li> <li>Identify and discuss the main events in stories.</li> <li>Identify and discuss the main characters in stories.</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> <li>Read words containing <i>-s, -es, -ing</i> and <i>-ed</i> endings.</li> <li>Split two and three syllable words into the separate syllables to support blending for reading.</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 camping/the park/our school grounds etc?</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>	<ul style="list-style-type: none"> <li>Listen to a range of poems.</li> <li>Recognise and join in with language patterns and repetition.</li> <li>Recite rhymes and poems by heart.</li> <li>Use patterns and repetition to support oral retelling.</li> <li>Make personal reading choices and explain reasons for choices.</li> <li>Introduce and discuss key vocabulary.</li> <li>Listen to what others say.</li> </ul>
<b>Key Learning Writing</b>	<ul style="list-style-type: none"> <li>Reread every sentence to check it makes sense.</li> <li>Punctuate simple sentences with capital letters and full stops.</li> <li>Add suffixes to verbs where <b>no spelling change is needed</b> to the root word, e.g. <i>help – helping, camp – camping, think-thinking etc.</i></li> <li>Identify and use question marks.</li> <li>Use simple joining words to link ideas e.g. <i>and.</i></li> <li>Use familiar plots for structuring the opening, middle and end of their stories.</li> <li>Discuss their writing with adults and peers.</li> <li>Read aloud their writing to adults and peers.</li> </ul>	<ul style="list-style-type: none"> <li>Write simple sentences that can be read by themselves and others.</li> <li>Punctuate simple sentences with capital letters and full stops.</li> <li>Use question marks.</li> <li>Re-read every sentence to check it makes sense.</li> <li>Use simple joining words to link ideas e.g. <i>and etc.</i></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>	<ul style="list-style-type: none"> <li>Orally plan and rehearse ideas.</li> <li>Write poems with simple structures.</li> <li>Write simple sentences that can be read by themselves and others.</li> <li>Use capital letters for names of places</li> <li>Separate words with finger spaces.</li> <li>Use their phonic knowledge when spelling any unfamiliar words.</li> <li>Read aloud their writing to adults and peers.</li> </ul>
<b>Suggested Texts</b>	<ul style="list-style-type: none"> <li>Goat and Donkey in The Great Outdoors by Simon Puttock and Russell Julian.</li> <li>Maisie Goes Camping by Lucy Cousins.</li> <li>Boris Goes Camping by Carrie Weston.</li> <li>Percy the Park Keeper by Nick Butterworth.</li> <li>The Scarecrows Wedding by Julia Donaldson.</li> <li>Stuck by Oliver Jeffers.</li> </ul>	<ul style="list-style-type: none"> <li>Barnaby Bear big books.</li> <li>At the Seaside big book.</li> <li>My First Camping Book by Dominic Bliss.</li> <li>Let's go camping – Collins Big Cat book.</li> <li>Other information books linked to the theme.</li> </ul>	<ul style="list-style-type: none"> <li>Ring a Ring a Roses.</li> <li>Here we go Round the Mulberry Bush.</li> <li>In and Out the Dusty Bluebells.</li> <li>Oranges and Lemons.</li> <li>London Bridge is Falling Down.</li> </ul>