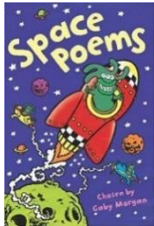
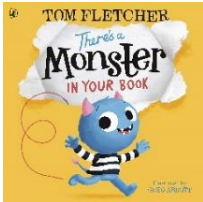
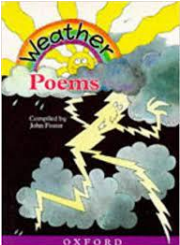
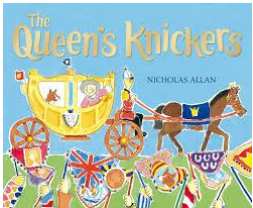
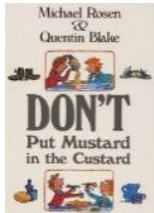

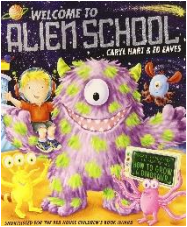
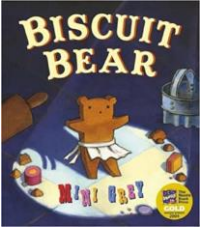
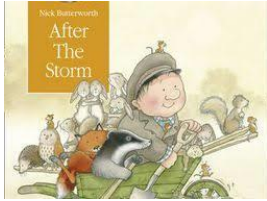
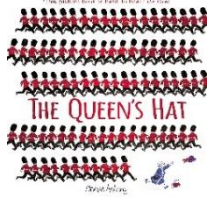
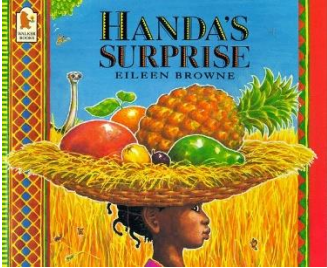
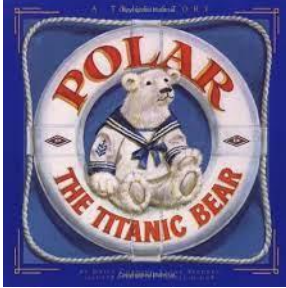
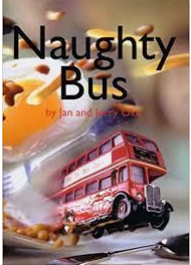

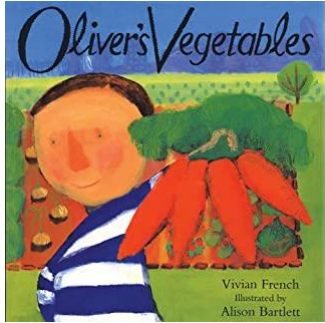



Year 1 Long Term Overview (Cycle A)

Autumn 1: To Boldly Go	Autumn 2: What's in the Toybox?	Spring 1: Whatever the weather	Spring 2: Long Live the Queen	Summer 1: Take One Picture! (plants)	Summer 2: I've Got a Sinking Feeling!
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	One Book Several Outcomes
<p>Text: <i>Space poems</i> by Gabby Morgan (<i>Space Counting Rhyme</i>)</p>  <p>Audience: To the class Purpose: To entertain Outcome: To write a rhyme about space.</p>	<p>Text: <i>There's a Monster in Your Book</i> by Tom Fletcher</p>  <p>Audience: Readers of other book in the library Purpose: To recount Outcome: Write a diary entry recalling a journey Site of Application: To entertain</p>	<p>Text: <i>Poetry Paint Box: Weather Poems</i> by John Foster (<i>I left my Footprint in the Rock</i>)</p>  <p>Audience: Sent to BBC weather Purpose: To describe Outcome: Imagine what the storm was like at sea. Write a description of a stormy scene. Site of Application: To entertain</p>	<p>Text: <i>The Queen's Knickers</i></p>  <p>Audience: To Apple Class animals Purpose: To Describe Outcome: Create a washing line of all the different types of knickers from the book and more. Write descriptions for each. Write a letter to the Queen advising her on the most appropriate choice of pants for a visit to your school. Site of Application: To entertain</p>	<p>Text: <i>Poetry: Don't</i> by Michael Rosen</p>  <p>Audience: School Library Purpose: To Entertain Outcome: To write a poem in the style of 'don't' about how not to plant a seed (e.g. don't plant it in the toilet) Site of Application: To entertain</p>	<p>Text: <i>Little Boat</i> (Literacy Shed Animation)</p>  <p>ONLY SHOW TO 1.30 THEN 2 MINS ONWARDS https://www.literacyshed.com/little-boat.html</p> <p>To incorporate the key End of Year Learning Objectives: Bare in mind EOY expectations</p> <p>Outcome 1:</p> <p>Purpose: To describe Audience: Someone along the journey Outcome: Description of the boat to help others to look out for it.</p> <p>Outcome 1:</p> <p>Purpose: To entertain Audience: Special Friends Outcome: A narrative about the journey of the boat.</p>
Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements
<p>EYES Resource role-play areas with listening and writing equipment (recap) Continues a rhyming string. (recap)</p> <p>Year 1: Spell words containing each of the 40+ phonemes already taught. (always ongoing)</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly. (always ongoing)</p> <p>Leaving spaces between words. (new)</p> <p>Join words using 'and' (new)</p>	<p>EYES: Help children to identify the main events in a story and to enact stories, as the basis for further imaginative play. (recap)</p> <p>Year 1: Spell words containing each of the 40+ phonemes already taught (ongoing)</p> <p>To use a capital letter for the personal pronoun 'I'. (new)</p> <p>Leaving spaces between words (recap and ongoing)</p> <p>Begin to punctuate sentences using a capital letter and a full stop (recap)</p>	<p>Year 1: To select basic ideas and content linked to the purpose of the task (adjectives and nouns)</p> <p>To spell the days of the week (new)</p> <p>To use a capital letter for the days of the week (new)</p> <p>To punctuate sentences with a capital letter and full stop. (recap)</p> <p>To join clauses using 'and'. (recap)</p>	<p>Year 1: To use simple prepositions (new)</p> <p>Adding -er and -est to adjectives where no change is needed to the root word (new)</p> <p>To use simple noun phrases (recap)</p> <p>To write reliably formed simple and compound sentences (new)</p> <p>To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (recap)</p>	<p>Year 1: To use simple noun phrases (recap)</p> <p>To use the prefix 'un' (new)</p> <p>To write reliably formed simple and compound sentences (recap)</p> <p>To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (recap)</p>	

Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	One Book Several Outcomes
<p>Text: <i>Welcome to Alien School</i> by Carl Hart</p>  <p>Audience: Albie Purpose: To describe Outcome: Create an identification book for Albie, describing the aliens and how to identify them.</p>	<p>Text: <i>Biscuit Bear</i> by Mini Grey</p>  <p>Audience: To Rainbows Purpose: To instruct Outcome: Write a set of instructions on how to make biscuits (gingerbread men) to give to rainbows for their DT. Write a list of all the ingredients and label all the equipment needed. Site of Application: To recount</p>	<p>Text: <i>After the Storm</i> (Percy the Park keeper)</p>  <p>Audience: To Apple Class animals Purpose: To inform. Outcome: Write information sentences about the animals who live in the wood/park. Create an animal fact file of a woodland animal of their choice. Site of Application: To describe</p>	<p>Text: <i>The Queen's Hat</i> by Steve Anthony</p>  <p>Audience: Sent to the Queen Purpose: To entertain Outcome: To write a narrative about the Queen (e.g. Queen's bag, Queen's knickers) Then the queens knickers flew over big ben – landmarks Site of Application: To describe</p>	<p>Text: <i>Handers Suprise</i></p>  <p>Audience: School Purpose: To entertain Outcome: To write a narrative about someone different stealing fruit Site of Application: To describe</p>	<p>Text: <i>Polar the Titanic Bear</i> by Margaretta Corning Spedden</p>  <p>To incorporate the key End of Year Learning Objectives: Bare in mind EOY expectations</p> <p>Outcome 1:</p> <p>Purpose: To inform Audience: People wanting to go onto the Titanic. Outcome: Write an information leaflet for the Titanic</p> <p>Outcome 2:</p> <p>Purpose: To recount Audience: Polar bear's family Outcome: Recount of his trip.</p>
Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	
<p>EYFS: Begins to break the flow of speech into words. (recap)</p> <p>Provide activities which help children to learn to distinguish differences in sounds, word patterns and rhythms. (recap)</p> <p>Year 1: Spell words containing each of the 40+ phonemes already taught (ongoing)</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly (ongoing)</p> <p>Leaving spaces between words. (recap)</p> <p>Compose a sentence orally before writing it down. (new)</p> <p>To use a capital letter for names (new)</p>	<p>Year 1: Spell words containing each of the 40+ phonemes already taught (ongoing)</p> <p>Some awareness of where to place capital letters and full stops. (recap)</p> <p>Compose a sentence orally before writing it down. (recap)</p> <p>To begin to punctuate sentences using a question mark. (new)</p> <p>To join clauses using 'and' (new)</p>	<p>Year 1: To use the spelling rule for adding 's' or 'es' as the plural marker for nouns. (new)</p> <p>To punctuate sentences using an exclamation mark (new)</p> <p>To punctuate sentences using a question mark (recap).</p> <p>To punctuate sentences with a capital letter and full stop. (recap)</p> <p>To join clauses using 'and'. (recap)</p>	<p>Year 1: To sequencing sentences to form short narratives (recap)</p> <p>To write reliably formed simple and compound sentences (recap)</p> <p>To organise events using simple time related words. (new)</p> <p>To use simple noun phrases (recap)</p> <p>To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (recap)</p>	<p>Year 1: To write reliably formed simple and compound sentences (recap)</p> <p>To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (recap)</p> <p>To organise events using simple time related words. (recap)</p> <p>To use simple noun phrases (recap)</p>	

Learning Journey 3	Learning Journey 3	Learning Journey 3		Learning Journey 3	One Book Several Outcomes
<p>Text: <i>Whatever Next!</i> By Jill Murphy</p>  <p>Audience: To Mrs PH Purpose: To entertain Outcome: Write the next part of the story Site of Application: To describe (describe the rocket or the moon) Write and label the list of food, drink and other items for the picnic on the moon. Write a list of what they would take to the moon.</p>	<p>Text: <i>Naughty Bus</i></p>  <p>Audience: Special Friends Purpose: To entertain Outcome: Write a story about a naughty vehicle. Site of Application: To instruct</p>	<p>Text: <i>A cloudy lesson (literacy shed animation)</i></p>  <p>Audience: Parents Purpose: To entertain Outcome: Sequence the stills from the animation. Write a short simple narrative to accompany the film. Site of Application: To inform</p>		<p>Text: <i>Oliver's Vegetables</i></p>  <p>Audience: To Mr Purpose: To inform Outcome: Write an invitation to the picnic on the moon Outcome: Write a recount of Oliver's week with his grandparents, using the days of the week as a structure.</p>	<p>Text: 'Something Fishy' (Literacy Shed Animation)</p>  <p>www.literacyshed.com/something-fishy.html</p> <p>Outcome 1: Purpose: To entertain Audience: people in the laundrette Outcome: A narrative of what happened</p> <p>Outcome 2: Purpose: To describe Audience: The shark Outcome: A description of what the imaginary sea was like.</p>
<p>NC Statements</p>	<p>NC Statements</p>	<p>NC Statements</p>		<p>NC Statements</p>	
<p>EYES: Help children to build their vocabulary by extending the range of their experiences. (recap)</p> <p>Year 1: Use simple word choice that helps to convey ideas. (new)</p> <p>Compose a sentence orally before writing it down. (recap)</p> <p>Begin to punctuate sentences using a capital letter and a full stop (new)</p> <p>To use 'ing' and 'ed' where no change is needed in the spelling of root words (new)</p> <p>Sequencing sentences to form short narratives (new)</p>	<p>Year 1: Sequencing sentences to form short narratives (recap)</p> <p>Write a simple sentence starting with a noun/proper noun (new)</p> <p>Write a simple sentence starting with a personal pronoun (new)</p> <p>To join clauses using 'and' (recap)</p> <p>To punctuate sentences using a capital letter and a full stop (recap)</p> <p>To use 'ing' and 'ed' where no change is needed in the spelling of root words (recap)</p>	<p>Year 1: To write simple sentences with straight forward subject verb agreement (new)</p> <p>To join clauses using 'and'. (recap)</p> <p>To use simple noun phrases (new)</p> <p>To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (recap)</p>		<p>Year 1: To spell the days of the week (recap)</p> <p>To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (recap)</p> <p>To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' (recap)</p> <p>To use the spelling rule for adding 's' and 'es' as a plural marker for nouns. (recap)</p>	

Objectives to be taught through all learning journeys:

Transcription:

Spell:

- words containing each of the 40+ phonemes already taught (taught through Little Wandle – applied to writing)
- common exception words (taught through Little Wandle – applied during writing)
- using letter names to distinguish between alternative spellings of the same sound (taught through Little Wandle – applied during writing)

Composition:

write sentences by:

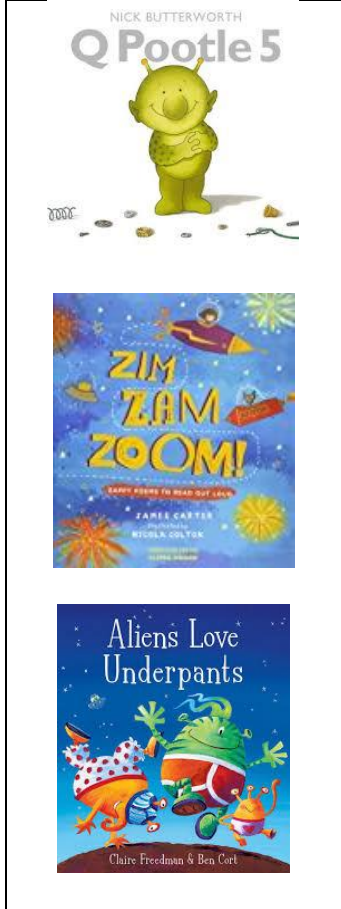
- saying out loud what they are going to write about
- composing a sentence orally before writing it
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

Guided Reading to be taught through small group work using Little Wandle. Books chosen depending on the level of phonic knowledge for the child.

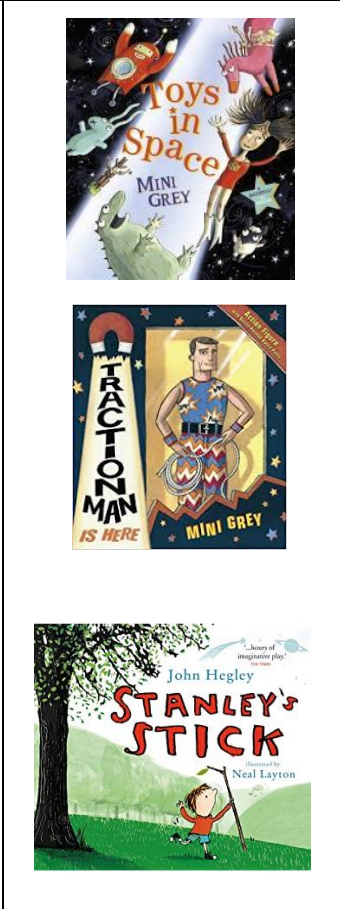
Books below can be shared with the class as whole class readers and books within the book corners.

Handwriting objectives to be taught through 'Penpals'.

Linked Reading



Linked Reading



Linked Reading

Splash, Splash, Splish
 By James Carter

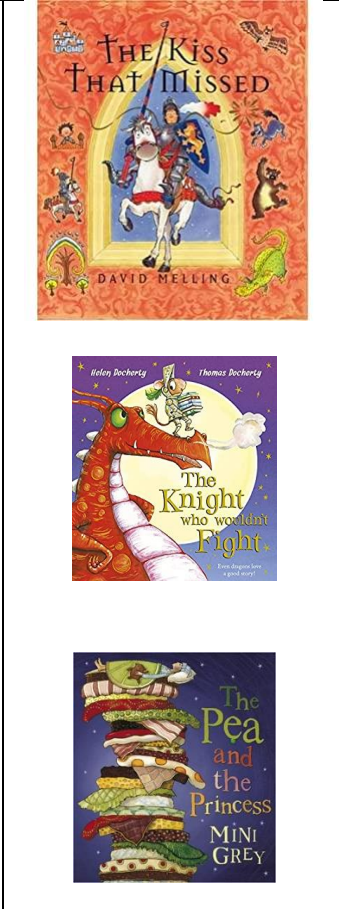
Bubbles in the bath do it
 Puddles on the path do it
 Grannies for a laugh do it
 Splish Splash Splish!

Dirty welly boots do it
 Dainty little shoes do it
 Drippy doggies too do it
 Splish Splash Splish!

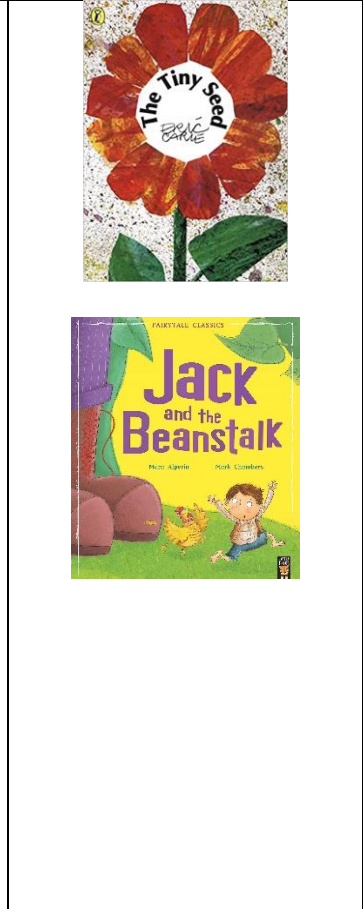
Waterfalls and waves do it
 Giant killer whales do it
 Little fishes tails do it
 Splish Splash Splish!

Buses rushing past do it
 Rivers flowing fast do it

Linked Reading



Linked Reading



Linked Reading

