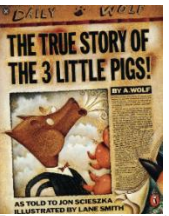


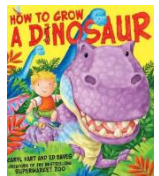

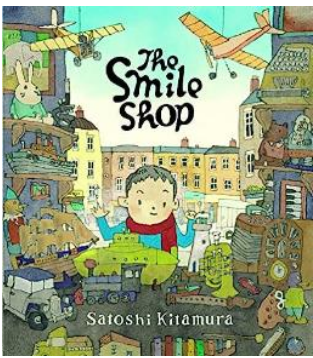


Year 1 Long Term Overview (Cycle B)

Autumn 1: ONCE UPON A TIME IN THE DEEP DARK WOOD How can you tell wrong from right?	Autumn 2: LONDON'S BURNING <i>Why did London Burn?</i>	Spring 1: TOADS IN TROUBLE <i>Is it our responsibility to protect the Natterjack Toad?</i>	Spring 2: DISCOVERING DINOSAURS <i>Should we remember Mary Anning?</i>	Summer 1: COMMOTION IN THE OCEAN <i>Does the ocean matter?</i>	Summer 2: ST MATTHEW'S DETECTIVES <i>What makes the place we live in special?</i>
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	One Book, Several Outcomes
<p>Text: <i>Honestly, Red Riding Hood was Really Rotten</i> by Trisha Speed Shaskan</p>  <p>Purpose: To Entertain Outcome: Narrative telling the story of LRRH Audience: Year 4 Buddies</p>	<p>Text: <i>The Great Fire of London</i> by Ways into History</p>  <p>Purpose: To recount Outcome: A diary entry about the great Fire of London. Audience: Paddington's Suitcase <i>(Sight of Application: Narrative about a child in the fire)</i></p>	<p>Text: <i>Tadpole to Frog</i> by Life Cycles</p>  <p>Purpose: To inform Outcome: To write an informative leaflet about Natterjack Toads and how to save them Audience: Distributed to the local community. <i>(Sight of Application: To describe frogs and toads)</i></p>	<p>Text: <i>The Fossil Girl</i> by Catherine Brighton</p>  <p>Purpose: To inform Outcome: (Looking for people to help find fossils for Mary Anning's Museum) Chronological report to inform others about how to find fossils. Audience: Buddies in Year 4 <i>(Sight of Application: Narrative about Mary Anning)</i></p>	<p>Poetry/Text: <i>Commotion in the Ocean</i> by Giles Andreae</p>  <p>Purpose: To entertain Outcome: To write a rhyming poem about the ocean and present it with music. Audience: Parents <i>(Sight of Application: To inform: Write a non-chronological report about a sea creature)</i></p>	<p>Text: <i>Welcome to Alien School</i> by Caryl Hart</p>  <p>Outcome 1 Purpose: To describe Outcome: To re-write the story in your own School from the perspective of an alien Audience: Special Friends</p> <p>Outcome 2 Purpose: To instruct Outcome: Instructions for meeting new aliens Audience: People attending Alien school</p>
Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	
<p>YR: Begins to break the flow of speech into words.</p> <p>Choose stories with repeated refrains, - What big teeth/ears/eyes you have. All the better for...</p> <p>Provide activities which help children to learn to distinguish differences in sounds, word patterns and rhythms.</p> <p>Plan to encourage correct use of language by telling repetitive</p>	<p>YR: Help children to identify the main events in a story and to enact stories, as the basis for further imaginative play.</p> <p>Provide word banks and writing resources for both indoor and outdoor play.</p> <p>Provide for, initiate and join in imaginative play and role-play, encouraging children to talk about what is happening and to act out the scenarios in character (Samuel Pepys)</p>	<p>Y1: Simple adjectives</p> <p>Some awareness of where to place capital letters and full stops</p> <p>A simple opening or closing phrase (often formulaic) may be used</p> <p>Spell common exception words</p> <p>Write a simple sentence with straight forward subject/ verb agreement</p> <p>question marks</p>	<p>Y1: beginning to punctuate sentences using a capital letter and a full stop</p> <p>Prepositions</p> <p>Sequencing sentences to form short narratives</p> <p>A simple opening or closing phrase (often formulaic) may be used</p>	<p>Y1: read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Simple adjectives</p> <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>Begins to organise ideas/events using simple time related words, numbers, ordering of pictures/captions</p>	

Year 1 Long Term Overview (Cycle B)

<p>stories, and playing games which involve repetition of words or phrases.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Attempts to write short sentences in meaningful contexts</p> <p>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p>	<p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Y1:</p> <p>Spell words containing each of the 40+ phonemes already taught</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Spell common exception words that have been taught</p> <p>Say out loud what they are going to write about</p>	<p>Select basic ideas and content linked to the purpose of a task</p>			
<p>Learning Journey 2</p>	<p>Learning Journey 2</p>	<p>Learning Journey 2</p>	<p>Learning Journey 2</p>	<p>Learning Journey 2</p>	<p>One Book Several Outcomes</p>
<p>Text: The True Story of the 3 Little Pigs! by Jon Scieszka</p>  <p>Purpose: To describe</p> <p>Outcome: Description of the wolves</p> <p>Audience: School leaflets (Site of Application: To retell part of the story of the three little pigs)</p>	<p>Poetry: Shape Poems: Poems about fire by Andrew Fusek Peters</p>  <p>Purpose: To entertain</p> <p>Outcome: To write a shape poem about fireworks.</p> <p>Audience: Parents (Sight of Application – To Describe fireworks)</p>	<p>Text: Superfrog by Michael Foreman</p>  <p>Purpose: To entertain</p> <p>Outcome: Write a new story about Super Tadpole?</p> <p>Audience: Parents at the Natterjack Toad Extravaganza (Sight of Application: To write information about Superfrog.)</p>	<p>Text: How to Grow a Dinosaur by Caryl Hart</p>  <p>Purpose: To entertain</p> <p>Outcome: To write a story how to FIND a dinosaur</p> <p>Audience: Published at the local library (Link with next text) (Sight of Application: To describe the dinosaur in the book)</p>	<p>Text: The Lonely Beast by Chris Judge</p>  <p>Purpose: To describe</p> <p>Outcome: To describe a journey across the sea bed including drama</p> <p>Audience: Assembly (Sight of Application: To write a story about the lonely beast)</p>	 <p>Outcome 1: Purpose: To describe Outcome: Speech bubble or thought bubble of the boy looking through the window. Audience: To boy's parents.</p> <p>Outcome 2: Purpose: To inform</p>
<p>Key NC Statements</p>	<p>Key NC Statements</p>	<p>Key NC Statements</p>	<p>Key NC Statements</p>	<p>Key NC Statements</p>	
<p>YR:</p> <p>Gives meaning to marks they make as they draw, write and paint.</p>	<p>YR:</p> <p>Continues a rhyming string.</p> <p>Plan fun activities and games that help children create rhyming strings</p>	<p>Y1:</p> <p>A simple opening or closing phrase (often formulaic) may be used</p> <p>Spell common exception words</p>	<p>Y1:</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>Y1:</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	

Year 1 Long Term Overview (Cycle B)

<p>Writes own name and other things such as labels, captions.</p> <p>Resource role-play areas with listening and writing equipment</p> <p>Ensure that role-play areas encourage writing of signs with a real purpose.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Attempts to write short sentences in meaningful contexts</p> <p>Y1: Spell words containing each of the 40+ phonemes already taught</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p>	<p>of real and imaginary words, eg Maddie, daddy, baddie, laddie.</p> <p>Provide a range of opportunities to write for different purposes about things that interest children.</p> <p>Y1: Spell words containing each of the 40+ phonemes already taught</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>leaving spaces between words</p> <p>Compose a sentence orally before writing it</p> <p>Has an awareness that ideas can be organised into a sequence</p> <p>Write a simple sentence starting with a noun/proper noun</p>	<p>Some awareness of purpose with basic ideas and content usually linked to the task, e.g. a formulaic opening/ending for a story, a phrase or sentence of information to label a picture, simple commands to give instructions</p> <p>Regular plural noun suffixes -s or -es</p> <p>Sequencing sentences to form short narratives</p>	<p>discuss what they have written with the teacher or other pupils</p> <p>Joining words and clauses using 'and'</p> <p>Spell common exception words</p>	<p>discuss what they have written with the teacher or other pupils</p> <p>Joining words and clauses using 'and'</p> <p>Re-reading what they have written to check that it makes sense</p> <p>Begins to organise ideas/events using simple time related words, numbers, ordering of pictures/captions</p>	<p>Outcome: Information poster about a different type of shop (e.g. The worry shop)</p> <p>Audience: Upcoming Oak class</p>
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Year 1 Long Term Overview (Cycle B)

Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3	One Book Several Outcomes
<p>Text: <i>The Ghanaian Goldilocks!</i> by Dr Tamara Pizzoli</p>  <p>Purpose: To describe Outcome: To produce a short production for Rainbows Audience: Rainbows</p> <p>(Site of Application: To inform the bears about what happened)</p>	<p>LINK TO CHRISTMAS/RE WEEK/FLAMES Text: <i>The Story of Hanukkah</i> by David A. Adler</p>  <p>Purpose: To inform Outcome: To produce a piece of informative writing to link with RE studies Audience: Peers in Class</p> <p>(Site of Application: To retell the story)</p>	<p>Poetry: <i>Ode to a Toad The Secret Poem</i> by Pie Corbett</p>  <p>Purpose: To describe Outcome: To write a descriptive poem about the school's pond Audience: ARC Trust</p>	<p>Text: <i>How the Dinosaur Got to the Museum</i> by Jessie Hartland</p>  <p>Purpose: To instruct Outcome: To write a instructions on how to make an artificial fossil Audience: Published at the local library (Link with previous text) (Site of Application: information about the fossil)</p>	<p>Text: <i>The Pirates Next Door</i> by Johnny Duddle</p>  <p>Purpose: To describe Outcome: To re-write the story in your own neighbourhood Audience: The children's next door neighbour (Sight of Application: Descriptions of pirates from Pirate Poems)</p>	 <p>Outcome 1: Purpose: To inform Outcome: A postcard back home Audience: Family – really send them off in the post.</p>
NC Statements	NC Statements	NC Statements	NC Statements	NC Statements	
<p>YR: Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Provide story boards and props which support children to talk about a story's characters and sequence of events.</p> <p>Help children to build their vocabulary by extending the range of their experiences.</p>	<p>YR: Demonstrate writing so that children can see spelling in action.</p> <p>Talk to children about the letters that represent the sounds they hear at the beginning of their own names and other familiar words.</p> <p>Attempts to write short sentences in meaningful contexts</p> <p>Y1: Form capital letters</p> <p>Question Marks</p> <p>Spell words containing each of the 40+ phonemes already taught</p>	<p>Y1: Simple adjectives</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p>	<p>Y1: Spell common exception words</p> <p>Some awareness of purpose with basic ideas and content usually linked to the task, e.g. a formulaic opening/ending for a story, a phrase or sentence of information to label a picture, simple commands to give instructions</p> <p>Adding –er and –est to adjectives where no change is needed to the root word – make the biggest fossil, you can make it better by...</p>	<p>Y1: beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Regular plural noun suffixes –s or –es</p>	

Year 1 Long Term Overview (Cycle B)

<p>Y1: Spell words containing each of the 40+ phonemes already taught</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p>	<p>leaving spaces between words</p> <p>Compose a sentence orally before writing it</p> <p>Has an awareness that ideas can be organised into a sequence</p> <p>Write a simple sentence starting with a noun/proper noun</p>				
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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.

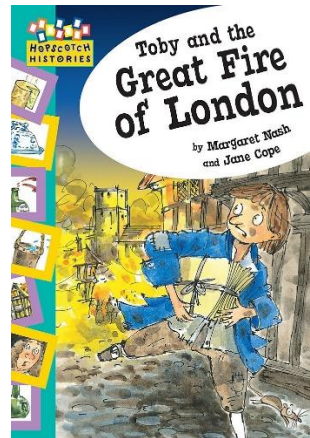
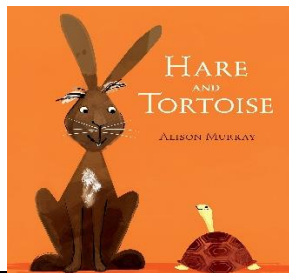
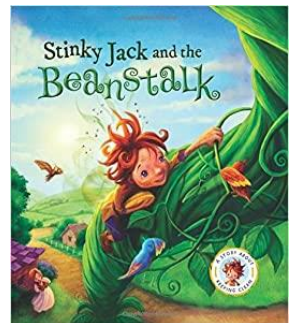
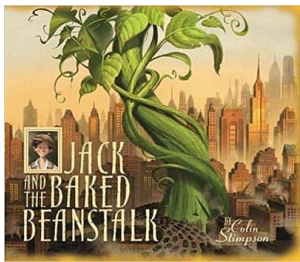
Year 1 Long Term Overview (Cycle B)

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

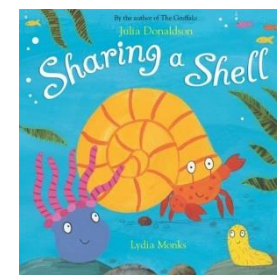
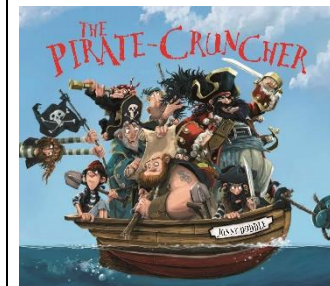
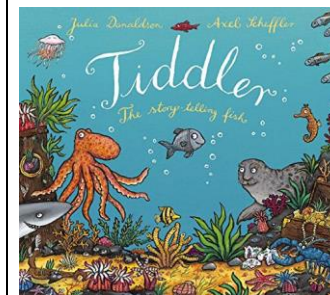
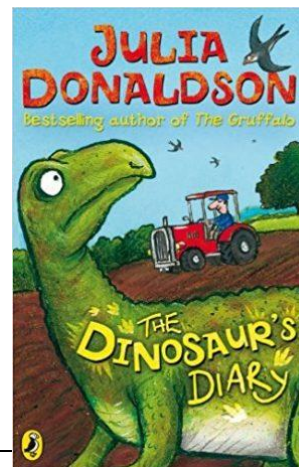
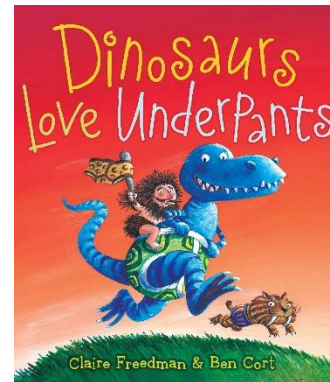
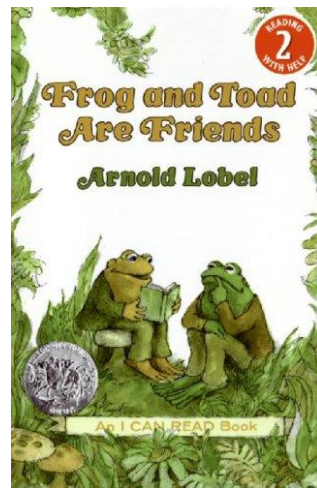
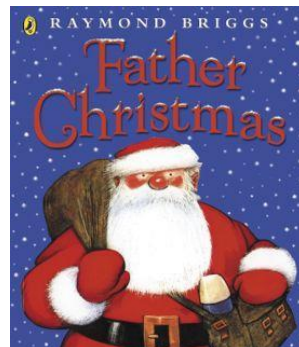
Books below can be shared with the class as whole class readers and books within the book corners.

Handwriting objectives to be taught through 'Penpals'.

Linked Texts



Christmas Texts:



Year 1 Long Term Overview (Cycle B)

