

English Curriculum – Reception – Year 1B Autumn						
Unit:	Fiction: Stories with repeating patterns	Non-Fiction: Labels, lists, signs	Poetry: Nursery rhymes and traditional rhymes	Fiction: Stories in familiar settings	Non-Fiction: Information texts	Poetry: Pattern and rhyme in poetry
Term:	Autumn 1: 2 Weeks	Autumn 1: 2 Weeks	Autumn 1: 2 Weeks	Autumn 2: 2 Weeks	Autumn 2: 2 Weeks	Autumn 2: 2 Weeks
What We Will Learn	In this unit of work pupils will listen to a range of stories with a repeating pattern theme. They will identify repeating patterns within a story. They will begin to generate ideas and think about repeating patterns. They will be able to tell a familiar story with a repeating pattern.	This unit of work is all about labels, lists and signs. They will create labels, make signs and lists, they will share their ideas. They will begin to understand how labels are used to provide readers with information.	Pupils will read a variety of traditional nursery rhymes, learning some by heart and reciting to the class.	Pupils will listen to a range of stories in a familiar setting. They will be able to identify plot, characters and setting in a text, through group discussion they will share their ideas.	Pupils will discuss Fascinating facts about fabulous food! They will learn to identify and talk about foods that they like and dislike.	Pupils will listen to and explore pattern and rhyme through a variety of poems. They will be able to locate, write and use descriptive rhyming and alliterative phrases to discuss familiar and new characters.
What We Will Do	Pupils join in with repeated refrains and be able to recall key events and phrases in rhymes and stories. Pupils will look at rhyming words within the story. They will begin to check that their sentences begins/ends appropriately and that finger spaces are present between words.	Pupils will explore labels and write a list of their favourite characters, and be able to write a sentence about their favourite character. They will then make an invitation and invite someone to their party/picnic.	Pupils will discuss their favourite traditional rhyme and will be able to give a reason for this. Pupils will 'play with words' and begin to understand the concept of alliteration, they will spot alliterative words in texts and class.	In their writing they will use capital letters when writing proper nouns. Pupils will discuss and find similarities between plot, characters and setting in a text to real life experiences.	Pupils will build upon prior knowledge and they will be able to identify heading, labels, caption, and facts, through a range of reading materials and images. They will look at captions and understand that they provide additional information.	Pupils will identify and locate rhyming words in a text. They will generate a rhyming string and adapt rhyming couplets. With support pupils will compose alliterative/rhyming phrases.
Text(s):	Superworm by Julia Donaldson and Axel Scheffler. The Elephant and the Bad Baby by Elfrida Vipont. The Boy who was Afraid of Spiders by Darrell Wood and Sue Coles (see plan for link)	Winnie-the-Pooh's Giant Lift the Flap Book, Dutton's Children's books. The Teddy Bear's Picnic illustrated by Bruce Whatley. Teddy's Lists - Group Reader	All Join In by Quentin Blake Have You Ever Ever Ever? by Colin McNaughton and Emma Chichester. Hickory Dickory Dock - Group Reader	On Sudden Hill by Linda Sarah and Benji Davies The NEW Small Person by Lauren Child. Boris and Sid are Bad - Group Reader Boris and the Bug Hamilton Group Reader	The Fantastic Fable of Fussy Frank by Ruth Mертens (see plan for link). My First Book About Food by F. Brooks, R. Bonnet and J. Litchfield	Hairy Maclary from Donaldson's Dairy by Lynley Dodd. Scarface Claw by Lynley Dodd. My Cat Likes to Hide in Boxes by Lynley Dodd
Y1 Skills Learned	Pupils will be able to listen to stories with increasing attention and recall. They will be able to continue a rhyming string	Pupils will write their own name, labels and captions and attempt to write short sentences in meaningful contexts.	Pupils will recognise and identify simple recurring literary language. They will develop their confidence in reading aloud and perform their poem to the class.	Pupils will be able to sequence sentences to form a short narrative to produce a short story with support. Pupils will listen to and discuss stories; Link what they read or hear read to their own experiences.	Pupils will understand the difference between fiction and non-fiction. They will be able to identify the structure of a non-fiction text and that its purpose is to inform. They will be able to give opinion about what I like and why?	Pupils will be able to give reasons for their preferred preferences and they should be able to justify them.
ELG/DM Skills Learned	Pupils will join in with repeated refrains and anticipate key events and phrases in rhymes and stories.	Pupils will engage in conversations, learning new vocabulary.	Pupils will use a wider range of vocabulary. Be able to talk about familiar poems and books.	Pupils will be able to respond to ideas expressed by others through discussion.	Pupils will use a wider range of vocabulary. Understand 'Why?' questions. Be able to talk about familiar books.	Pupils will use their phonic knowledge to write words in ways which match their spoken sounds.

English Curriculum – Reception – Year 1B Spring

Unit:	Fiction: Fantasy Stories	Non-Fiction: Instructions	Poetry: Riddles and questions	Fiction: Imaginary Worlds	Non-Fiction: Non-chronological reports	Poetry: Old-fashioned poems
Term:	Spring 1: 2 Weeks	Spring 1:2 Weeks	Spring 1: 2 Weeks	Spring 2: 2 Weeks	Spring 2: 2 Weeks	Spring 2: 2 Weeks
What We Will Learn	Fantasy stories are the stimulus for this unit. Pupils will plan their own short fantasy story with a beginning middle and end. They will be able to organise their writing for a purpose.	This unit of work is based around giving instructions. Pupils will learn that Instructions are necessary to do things you don't know how to do and they will organise their writing for a purpose. They will learn what makes a bossy instructions.	Pupils will read and recite a range of humorous riddles before then looking in detail at more sustained 'question' poems. There will be a focus on using question marks in writing. Through these they will develop their skills with rhyme, alliteration and the use of powerful descriptive vocabulary.	In this unit of work pupils will make links between a new story and others that they have read or heard before. They will read/listen to a range of books. They will focus on character descriptions and introduce an exclamation mark. They will learn that an exclamation mark enhances mood and effect.	This unit of work focuses on non-chronological reports, pupils will identify the features of non-fiction texts. They will use Storm Whale and Big Blue Whale to learn the differences between fiction and non-fiction. They will learn how to select and retrieve information to answer questions.	In this unit, children focus on learning a selection of old-fashioned poems. They develop the skills of oral performance and working collaboratively to read and appreciate new and unfamiliar texts.
What We Will Do	The children make predictions about plot; they create and describe settings and work collaboratively to plan their own fantasy story. They will extend their sentences using conjunctions to join two ideas together into one sentence.	Pupils will listen/read the story about The Queen's Hat. Pupils will learn how to use prepositions in the correct context like "in, at, on, of and to." when giving instructions. Pupils will follow sets of instructions to make and design a hat and then write a set of instructions for others to follow.	Pupils will locate rhyme in a verse and discuss and suggest different alternatives. Pupils will replace initial sounds and recognise that they will produce the same rhyming sounds. They will begin to punctuate sentences correctly, using a capital letter at the start and a full stop at the end. They will be read poems with questions and they will be able to identify a question mark.	Pupils will create verbal and written profiles for characters in a new story. They will be able to identify similarities in different books/texts. They will build up their fluency in ready and will use visual clues from the story to help them infer what is happening and what a character is like.	Pupils will build upon prior learning and they will write questions, draw labelled illustrations, write captions and write statements. They will create their own non-chronological report, and contribute to a group non-fiction book, which they will present to an audience.	Pupils will work In a small group, to learn an old-fashioned poem off-by-heart. Through the adaptation of well-known poems children compose their own humorous interpretations and improve their skills of presentation to publish their own texts.
Text(s):	This book just ate my dog by Byrne, R The Way to the Zoo by Burningham, J	The Queen's Hat by Anthony, S Being Bossy – Group Reader	<i>Provided with plan</i>	I Really Want to Eat a Child by Sylviane Donnio and Dorotheé Monfried. What the Jackdaw Saw by Julia Donaldson and Nick Sharratt The Something by Rebecca Cobb	The Storm Whale by Davies, B Big Blue Whale by Davies, N Whale Words – Group Reader	Tiny Tim – Group Reader
Y1 Skills Learned	Pupils will develop their writing structure using simple sentences which can be read by themselves and others.	Pupils will increase in their ability to decode words using phonics. They will develop their sentence structure to form short narratives.	Pupils will develop their vocabulary knowledge, they will compare and discuss riddles with question poems and be able to structure a question poem	Pupil's confidence in reading and writing will increase.	Pupils will be introduced to non-fiction books and will learn that they can be structured in different ways. Pupils will learn key words, including new vocabulary.	Pupils will listen to and discuss a wide range of poems at a level beyond that at which they can read independently developing their knowledge and vocabulary skills.
ELG/DM Skills Learned	Pupils will be able to attempt to write short sentences and meaningful contexts.	Pupils will understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences and use new vocabulary.	Pupils will demonstrate an understanding when talking with others about what they have read.	Pupil's confidence will grow and they will begin to read words and simple sentences.	Pupils will develop their writing skills to produce a simple sentence which can be read by themselves and to others.	Pupils will be able to listen to poems with increasing attention and recall.

English Curriculum – Reception – Year 1B Summer

Unit:	Fiction: Stories by the same author	Non-Fiction: Non-chronological reports	Poetry: Nonsense Poetry	Fiction: Stories about feelings	Non-Fiction: Letters and Postcards	Poetry: Poetry for the very young
Term:	Summer 1: 2 Weeks	Summer 1:2 Weeks	Summer 1: 2 Weeks	Summer 2: 2 Weeks	Summer 2: 2 Weeks	Spring 2: 2 Weeks
What We Will Learn	This unit Pupils will read stories linked with Beatrix Potter and learn about classic fiction. They will plan a new version of a piece of classic fiction. Pupils will discuss the language used in these books and they will be able compare the language to other recent stories.	This unit of work will compare and contrast the features of fiction and non-fiction texts. They will explore sentence and textual features of information texts to read for purpose and write for pleasure.	This unit of work is based around nonsense poems, pupils will use the texts Oi Frog, and use it as a model for rhymes about animals and chairs. This unit of work will incorporate lists, question marks and exclamation marks building upon prior learning.	In this unit of work pupils will explore their feeling and make links and comparisons between Anthony Browne books.	Focus on independently write a letter and postcard, understand why people write to each other and be able to write statements, questions and exclamations. Pupils will discuss texts and making links between what they have read and what they have experienced.	Using 'A Great Big Cuddle' by Michael Rosen young children enjoy poetry specifically written for them. Children will learn many rhyming poems by-heart and use them to help write their own verses or versions of familiar poems. Practise rhyming words and continue a rhyming string. To write additional lines for a familiar poem and write an alternative verse for a familiar poem
What We Will Do	Pupils will work together to develop descriptive writing and narrative skills, composing new versions of some of the tales and reciting them to a small audiences. Pupils will leave finger spaces and have correct punctuation for capital letters and full stops in their writing.	Pupils will compose a non-chronological report about a particular kind of reptile and work collaboratively to publish those reports as a non-fiction book. They will extend their sentences using 'and or because'	Pupils will also read You Can't Take an Elephant on the Bus, drawing on the text to create newspapers containing humorous verse about creatures and vehicles. Pupils will plan for writing a new version of a familiar text, using a writing frame.	Pupils will be able to say what worries them and write down their worries using a writing frame. Pupils will explore party invitations and a thank you letter.	Pupils will discuss texts and share thoughts and opinions with their peers. They will identify the similarities and differences between postcards and letters. Pupils will discuss a journey that they have been on with someone special. They will write sentences using time connectives to be able to sequence a journey.	Pupils will read and listen to a range of poems they will write and extend verse to a familiar poem. They will use 'and, or, but' to join two simple sentences together. They will proof read and edit their writing and publish own poem.
Text(s):	Beatrix Potter The Tale of Peter Rabbit, The Tale of Mrs Tiggy-Winkle, The Tale of Johnny Town-Mouse, The Tale of Mr Jeremy Fisher, The Tale of Tom Kitten, The Tale of Two Bad Mice.	Dangerous by Tim Warner Reptiles by Catriona Clarke	Oi Frog! By Kes Gray and Jim Field Dogs eat Frogs – Hamilton Group Reader You Can't Take an Elephant on the Bus by Patricia Cleveland-Peck and David Tazzyman	Silly Billy by Anthony Browne What If...? by Anthony Browne Through the Magic Mirror by Anthony Browne Window by Jeannie Baker	The Sea Tiger by Turnbull, V Dear Dad – Group Reader	A Great Big Cuddle by Rosen, M and Riddle, C
Y1 Skills Learned	Pupils will be able to identify the difference between traditional and modern characters. They will develop their vocabulary knowledge, sentence structure skills and how to produce a piece of writing with a beginning middle and end.	Pupils will develop their writing skills by being able to select and retrieve information from non-fiction texts. Pupils will be textual features of non-fiction books.	Pupils will learn to appreciate rhymes and poems, and to recite some by heart. Pupils will develop their confidence in reading aloud and perform their verse/poem to the class.	Pupils will say out loud what they are going to write about, they will sequence sentences to form short narratives. They will re-read what they have written to check that it makes sense.	Pupils will be introduced to non-fiction books and will learn that they can be structured in different ways. Pupils will learn key words, including new vocabulary.	Pupils will listen to and discuss a wide range of poems at a level beyond that at which they can read independently developing their knowledge and vocabulary skills.
ELG/DM Skills Learned	Pupils will develop their writing skills.	Pupils will develop their listening skills. They will be able to recognise the structure of a non-fiction text.	Pupils will develop their writing skills to be able to structure a poem in a familiar style.	Pupils will develop their speaking and listening skills. They will read simple sentences themselves and check that some words are spelt correctly and others are phonetically plausible.	Pupils will develop their writing skills to produce a simple sentence which can be read by themselves and to others.	Pupils will develop their confidence in speaking and listening to be able to perform to an audience and receive constructive feedback.