

English Curriculum – Year 1 and Year 2 Autumn

Unit:	Fiction: Stories with familiar settings	Non-Fiction: Poster, labels and signs	Poetry: Songs and repetitive poems	Fiction: Stories involving fantasy	Non-Fiction: Information texts	Poetry: Poems about animals
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	Pupils will learn how to generate ideas and plan a story based on the two books read. Learn how to structure a story and adapt it using different animals and objects. There is a focus on using simple punctuation a beginning, middle and an end.	Pupils will study a range of posters, labels and signs. They will think about their favourite item of clothing and write captions describing this. They will design labels for clothes and look at the picture and symbols used to display signs and write a description phrase for them.	Pupils will read, then memorise a variety of short repetitive funny poems and also write their own verses. Conversation poems are used to stimulate more sustained writing and work on punctuating different forms of sentence. Learn to identify and replace nouns and verbs, internalise and alter familiar poems.	Pupils will learn to explore fantasy narratives through two books. They will begin to organise their writing for a purpose and explore persuasive language.	Pupils will learn features of a non-fiction text (sub-headings, illustrations, facts, captions and labels). They will understand the difference between fiction and non-fictional texts and that non-fiction texts are based on facts.	Pupils will read a range of poems and will think about, what makes a good poem? They will consider rhythm and rhyme in a poem. Study layouts of 'kennings'. Perform poems to an audience using the appropriate intonation, expression and body language.
What We Will Do	Year 1: Pupils will leave finger spaces between words; beginning to punctuate sentences using a capital letter and a full stop. Plan and structure a story containing conjunctions (and, or, but) and adjectives. They will say aloud a sentence before beginning to write it down with support.	Year 1: Pupils will leave finger spaces between words; beginning to punctuate sentences using a capital letter and a full stop. They will recognise and discuss that pictures and signs have meanings and they will be able to create their own label/sign.	Year 1: Pupils will leave finger spaces between words and use capital letters appropriately. Be able to spot rhyming words and understand that words can sound the same but be spelt differently- (homophones) with support they will be able to adapt and write a short poem or verse.	Year 1: Pupils will leave finger spaces between words and use capital letters appropriately. Pupils will discuss persuasive language and plan a structured story using the structure once, then, finally and after that.	Year 1: Pupils will leave finger spaces between words and use capital letters appropriately. Pupils will identify facts and discover the features of a non-fiction text. They will collect information about sharks and polar bears to write factual phrases and sentences about sharks and then to compile a report about polar bears.	Year 1: Pupils will leave finger spaces between words and use capital letters appropriately. Pupils will be able to recognise rhyming words. They will discuss similarities and differences between poems and look at the different layouts of 'kennings' and attempt their own.
	Year 2: Pupils will learn how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command; co-ordination: using conjunctions (and, or, but) to join simple sentences. Plan and structure a story with support containing adjectives.	Year 2: Pupils will learn how to use correct punctuation, including capital letters and full stops, question or exclamation marks; learning how to use sentences with different forms: They will recognise and discuss that pictures and signs have meanings and they will create their own label/sign.	Year 2: Pupils will learn how to use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns in their writing. They will use correct punctuation, including capital letters, full stops, question or exclamation marks. They will use spelling patterns to create rhymes and know what a homophone is. Pupils will use a thesaurus to inform word selection to be able to adapt and create their own verse or poem.	Year 2: Pupils will learn how to use punctuation correctly, including capital letters and full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command. Pupils will plan a structured adventure story using once, then, finally and after that, with persuasive elements.	Year 2: Pupils will learn how to use punctuation correctly, including capital letters and full stops. Pupils will identify features of non-fiction texts. They will collect information about sharks and polar bears to write factual phrases and sentences about sharks and then to compile a report about polar bears.	Year 2: Pupils will learn how to use punctuation correctly, including capital letters and full stops. Pupils will write an effective and imaginative description. They will discuss similarities and differences between poems and look at the different layouts of 'kennings' and attempt their own. Pupils will perform poems to an audience using the appropriate intonation, expression and body language.
Text(s):	The Tiger who comes to tea by Judith Kerr, Dogger by Shirley Hughes, Whatever next by Jill Murphy.	The Favourite T-shirt/clothes Animated Text Boris and the bug - Group Readers. The sad donkey - Group Readers	Move it, Conversation, I'm the youngest in this house by Michael Rosen. A variety of repetitive poems and chants provided	Oil! Get off my Train! and The Magic Bed all by John Burningham plus other books by same author Chicken and Shark - Group Readers	Great white man-eating Shark by Margaret Mahy Rainbow Bear by Michael Morpurgo The Ice Bear by Nicola Davies	Hairy Tales and Nursery Crimes by Michael Rosen The Works edited by Paul Cookson
Skills Learned	Pupils will develop their vocabulary knowledge, sentence structure skills and how to produce a piece of writing with a beginning middle and end. They will be able to sit at a table and hold a pencil correctly.	Pupils will increase in their ability to decode words and have knowledge of the 40+ phonemes. They will develop their sentence structure to form short narratives.	Pupils will recognise and identify simple recurring literary language in poetry and produce a verse/poem. They will develop their confidence in reading aloud and perform their poem to the class.	Pupils will be able to identify persuasive language and sequence sentences to form a short narrative to produce a short story.	Pupils will understand the difference between fiction and non-fiction. They will be able to identify the structure of a non-fiction text and its purpose is to inform.	Pupils will be able to give reasons for their preferred preferences and they should be able to justify them. They will produce a written 'kenning' – animal poem that they can read aloud to further develop their confidence using appropriate intonation.

English Curriculum – Year 1 and Year 2 Spring

Unit:	Fiction: Traditional Tales from different cultures	Non-Fiction: Instructions	Poetry: Playing with language	Fiction: Stories involving family setting	Non-Fiction: Recounts	Poetry: The Sound collector
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	Pupils will listen to and read a traditional and modern dragon story. They will structure and compose a story together with repetitive language they will compare and contrast characters.	Pupils will have the opportunity to learn about the features of instructions, they will write short simple instructions using bossy language. Discuss and plan instructions.	Pupils will listen to a range of tongue twisters and poems. Identify and experiment with words. They will be able to compose their own nonsense/tongue twister poem.	Pupils will discuss the story, compare characters and illustrations in detail. They will predict what might happen and plan and write a story.	Pupils will read and discuss the story farmer duck, learn how to extend their sentences Write sentences from someone else's point of view. Learn about the structure of recounts, plan and write using time conjunctions.	Pupils will recite a poem from heart. They will look at a variety of poems which take the five senses as their inspiration.
What We Will Do	Year 1: Pupils will begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark. Pupils will be able to extend a sentence using because, when and if. They will plan and write a story with a character description using adjectives.	Year 1: Pupils will discuss what makes a bossy sentence. They will begin to punctuate sentences correctly, using a capital letter at the start and a full stop at the end.	Year 1: Pupils will Identify and experiment with words of the same initial/vowel sound and create a word bank. They will begin to punctuate sentences correctly, using a capital letter at the start and a full stop at the end.	Year 1: Pupils will plan a story using story pegs using a familiar structure. Share and talk through planning ideas Writing, leaving spaces between words; forming lowercase letters correctly; beginning to punctuate sentences correctly, using capital letters at the start and full stops at the end	Year 1: Pupils will write sentences and take notes for a list of events with support. Look at vocabulary that expresses the passing of time. Beginning to punctuate sentences using capital letters for the names of people, places and days of the week.	Year 1: Pupils will use a writing frame to write a poem. They will write ideas in note form. Pupils will discuss and evaluate their own work and perform to peers and adults. They will punctuate sentences in a poem correctly.
	Year 2: Pupils will learn how to use punctuation correctly, capital letters, full stops, question or exclamation marks. Pupils will be able to extend a sentence using because, when and if. They will discuss and describe characters using a range of adjectives. They will plan a story and use their plan to write and structure their story.	Year 2: Pupils will discuss what makes a bossy sentence and make notes to organise and write a list and instruction demonstrating the correct layout. They will use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command; use grammatical terminology	Year 2: Pupils will use adjectives and enjoy exploring the effect of verbs. They will experiment with expanded noun phrases to describe and specify, e.g. adjectives to describe nouns; learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; beginning to use present and past tenses correctly	Year 2: Pupils will plan a story using story pegs using a familiar structure. Using adjectives to modify nouns; create expanded noun phrases; learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks. Plan a story using story pegs using a familiar structure. Share and talk through planning ideas transfer notes into paragraphs.	Year 2: Pupils will learn how to plan a recount, learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; co-ordination: using conjunctions (and, or, but) to join simple sentences; subordination: using a variety of conjunctions to create subordinate clauses; using past tense correctly in recounts then write a recount about their day.	Year 2: Pupils will use a writing frame to write a poem. They will write ideas in note form. Pupils will discuss and evaluate their own work and perform to peers and adults. They will punctuate sentences in a poem correctly. They will write a descriptive sentence, including an adjective or noun phrase.
Text(s):	The Dragon Machine by Helen Ward Sunilla and the dolphins - Group Readers	Thad Gets to the Moon - Animated Text Stop that sound - Group Readers	The Works Chosen by Paul Cookson Walking the bridge of your nose Selected by Michael Rosen The Works Key Stage 1 chosen by Pie Corbett, A variety of poems and chants provided	The Whales' Song by Dylan Sheldon and Gary Blythe	Farmer Duck by Martin Waddell and Helen Oxenbury The Animals' Outing - Group Readers	The Works Chosen by Paul Cookson. The Works 3 Chosen by Paul Cookson. Read Me First Chosen by Louise Bolongaro
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 be able to Identify features and the structure of a set of instructions. They will be able to create an end product.	Pupils will develop their vocabulary knowledge, they will compare and contrast nursery rhymes. Pupils will produce a tongue twister and a nonsense poem.	Pupils will explore conversation between two characters. They will produce a structured story.	Pupils will develop their vocabulary knowledge, sentence structure skills in the form of a recount and how to produce a piece of writing with a beginning middle and end.	Pupils will further develop their confidence in reading aloud and perform their poem to the class. Pupils will be able to give reasons for their preferred preferences and they will be able to justify them.

English Curriculum – Year 1 and Year 2 Summer						
Unit:	Fiction: Fairy stories	Non-Fiction: Letters	Poetry: Poems on a theme: The Sea	Fiction: Classic contemporary fiction	Non-Fiction: Information texts: Mini beasts	Poetry: Traditional poems:
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	Pupils will discuss and read a range of traditional fairy tales. Discuss language and features of a fairy tale and look at problems and solutions. They will Structure a story using a story map/story board.	Pupils will learn that letters and post cards convey information. Locating features of letters. Know that letters can ask for information. Writing a letter to ask a question. Write a reply to share information.	Pupils will compare poems about similar themes. They will Identify and discuss a range of emotions. Pupils will be able to Identify the similarities and differences between poems. Talk about own experiences and special memories.	Pupils will discuss a book and be able to ask questions about the story, they will write descriptive words and phrases about a setting and explore characters feelings.	Pupils will discuss features of an information text. They will research animal facts using ICT. They produce their own information leaflet.	Pupils will write their own poem to retell a known story, They will be able to answer a question in the form of a poem using rhyming couplets and with the use of an exclamation mark.
What We Will Do	Year 1: Discuss and summarise a plot, write information about a character focusing on language and structure of a traditional story. Pupils will use a capital letter and a full stop, question or exclamation marks correctly within their sentences and extend their sentences using joining words	Year 1: Pupils will look at structure and format of a post card/letter. They will discuss the type of information on the letter, they will write a question and be able to respond to a letter using the correct punctuation.	Year 1: Pupils will talk about their own experiences. They will focus on emotions and how they make you feel. As a class we will identify rhyming words and discuss their meaning. Pupils will write a verse based off a seaside theme linking it to their emotions.	Year 1: Pupils will learn how to plan a story using story pegs. They will explore different emotions and feelings. They will use descriptive words to describe a setting.	Year 1: Pupils will look at a range of information texts, focus on layout/features and learn how to spot key features of an information text such as heading, sub-heading, picture and information.	Year 1: Pupils will be able to share their reasons and opinions, they will use adjectives to describe a toy. They will discuss and write down rhyming couplets. They will perform their poem.
	Year 2: Discuss and summarise a plot, write information about a character focusing on language and structure of a traditional story. Pupils will punctuation correctly, incl. capital letters, full stops, question or exclamation marks; using present and past tenses correctly and consistently; using apostrophes for contracted forms; using the grammar for Year 2	Year 2: Pupils will look at structure and format of a post card/letter. They will discuss the type of information on the letter, they will write a question and be able to respond to a letter using the correct punctuation. They will be able to locate and select facts and write sentences with more than one clause.	Year 2: Pupils will talk about their own experiences. They will focus on emotions and how they make you feel. As a class we will identify rhyming words and discuss their meaning. Pupils will write a short poem based off a seaside theme linking it to their emotions. Pupils will practice editing their writing before producing a final draft.	Year 2: Pupils will learn how to plan a story using a structured plan. They will explore different emotions and feelings. They will use descriptive words to describe a setting.	Year 2: Pupils will look at a range of information texts, focus on layout/features and learn how to spot key features of an information text such as heading, sub-heading, picture and information, key information and caption.	Year 2: Pupils will be able to share their reasons and opinions, they will use adjectives to describe a toy. They will discuss and write down rhyming couplets. They will perform their poem.
Text(s):	Hansel and Gretel by Anthony Browne Hansel and Gretel - Group Reader Rapunzel by Sarah Gibb	Dear Zoo by Rod Campbell Dear Greenpeace by Simon James. Letters from the Zoo - Group Reader	Where the forest meets the sea by Jeannie Baker. Poems by Celia Warren (provided in resources) A variety of poems and chants provided	The Sand Horse by Ann Turnbull and Michael Foreman Jo Jo The Melon Donkey by Michael Morpurgo. Chicken and Shark – G.R	Yucky Worms by Vivian French (optional). A variety of books on Minibeasts. Worms - Animated Tale	Winnie the Pooh, When we were very young, Now we are six All by A.A. Milne
Skills Learned	Pupils will become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics developing their vocabulary skills. They will produce their own version of a traditional fairy story containing a problem and solution.	Pupils will be able to develop their writing skills by responding to points in a letter, to enhance understanding of letters being an alternative form of communication. Pupils will be able to understand the format of a letter/postcard	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.