

LOXWOOD ENGLISH CURRICULUM FOR YEAR ONE – 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Discover On your marks...Get set go!		Explore A Walk on the Wild Side!		Create Make a Splash!	
Key Texts	<p>Mr Gumpy's Motor Car</p> <p>The Gingerbread Man</p> <p>The Journey By Neil Griffiths</p>	<p>Whatever Next! Firework Poem By James Carter from (Zim Zam Zoom)</p> <p>Mrs Armitage on Wheels By Quentin Blake</p> <p>Taking Flight - The History of The Wright Brothers.</p>	<p>Lost and Found By Oliver Jeffers</p> <p>The Way Home for Wolf By Rachel Bright</p> <p>The Dark By Lemony Snicket</p>	<p>Meerkat Mail By Emily Gravett</p> <p>Information texts about Africa</p> <p>Handa's Surprise! By Eileen Browne</p>	<p>Tad By Benji Davies</p> <p>The Lighthouse Keeper's Lunch By David Armitage</p> <p>The Snorgh and the Sailor By Will Buckingham</p>	<p>Somebody Swallowed Stanley By Sarah Roberts</p> <p>Storm Whale By Benji Davies</p> <p>The Owl and the Pussycat By Edward Lear</p>
Supporting Texts	<p>Duck in a Truck - Jez Alborough</p> <p>The Gingerbread Man Loose in School</p>	<p>Concrete poetry - Rocket By Daniel Henshaw</p> <p>Information texts on the history of air travel.</p>	<p>Beware By James Carter (Kennings poem)</p>	<p>A Place to Call Home By Alexis Deacon</p> <p>Mama Panya's Pancakes By Richard Chamberlin</p>	<p>A Place to Call Home By Alexis Deacon</p>	<p>Cinquain poetry examples</p> <p>'My Shell' By Matt Goodfellow https://clpe.org.uk/poetry/poems/my-shell</p>
Speaking & Listening	<ul style="list-style-type: none"> • Listen and respond appropriately to adults and peers • Compose a sentence orally before writing. • Say out loud what they are going to write about • Discuss what they have written with a teacher or peer. • Read aloud their writing clearly enough to be heard by their peers and teacher. 					
Phonics	Read Write Inc. - children grouped according to phonic assessment.					

Spelling	Recap Year R CEW spellings. Test and send home to learn.	Recap Year R CEW spellings. Retest. Begin Year 1 CEW spellings.	Year 1 CEW spellings. Test and send home to learn.			Year 1 CEW spellings. Test and send home to learn. Retest.
	<ul style="list-style-type: none"> - Days of the week. - Sounds f, l, s, z and k spelt ff, ll, ss, zz and ck - The /n/ sound spelt n before k - tch 	<ul style="list-style-type: none"> - The /v/ sound at the end of words - Adding s and es to words (plural of nouns and the third person singular of verbs) 	<ul style="list-style-type: none"> - Division of words into syllables - Words ending -y - New consonant spellings ph and wh - Using k for the /k/ sound 	<ul style="list-style-type: none"> - Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word. - Adding -er and -est to adjectives where no change is needed to the root word 	<ul style="list-style-type: none"> - Adding the prefix -un - Compound words 	<ul style="list-style-type: none"> - Recap all Year 1 Spelling patterns - Naming the letters of the alphabet in order - Using letter names to distinguish between alternative spellings of the same sound
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far						
Punctuation & Grammar	The Gingerbread Man The Journey Mr Gumpy's Motor Car <ul style="list-style-type: none"> - Sequencing sentences to form short narratives. - Separation of words with spaces. - Introduction to capital letters and full stops. 	Mrs Armitage on wheels <ul style="list-style-type: none"> - Sequencing sentences to form short narratives. - Joining words and joining clauses using and. - Separation of words with spaces. Whatever Next! <ul style="list-style-type: none"> - Introduction to exclamations marks. 	Lost and Found <ul style="list-style-type: none"> - Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun. The Way home for Wolf <ul style="list-style-type: none"> - Introduce using a question mark. The Dark <ul style="list-style-type: none"> - Sequencing sentences to form short narratives. 	Meerkat Mail <ul style="list-style-type: none"> - Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) Information texts about Africa Handa's Surprise! <ul style="list-style-type: none"> - Capital letters for names and for the personal pronoun I. A Place to Call Home <ul style="list-style-type: none"> - Using question marks and exclamation marks. 	Tad The Lighthouse Keeper's Lunch/ Grace Darling <ul style="list-style-type: none"> - Sequencing sentences to form short narratives. - Joining words and joining clauses using and. The Snorgh and the Sailor <ul style="list-style-type: none"> - How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]. 	Somebody Swallowed Stanley <ul style="list-style-type: none"> - Sequencing sentences to form short narratives. - Joining words and joining clauses using and. Storm Whale <ul style="list-style-type: none"> - Writing questions.

<p>Reading</p> <p>Phonics and decoding skills.</p> <p>Common exception words.</p> <p>Fluency</p> <p>Understanding and correcting inaccuracies.</p>	<p>Gingerbread man</p> <ul style="list-style-type: none"> - Develop pleasure in reading, motivation to read and understanding. - Recognise and joining in with predictable phrases. - Becoming very familiar with traditional tales, retelling them and considering their particular characteristics. <p>The Journey</p> <ul style="list-style-type: none"> - Predict what might happen on the basis of what has been read so far. - Explain clearly their understanding of what is read to them. 	<p>Whatever Next!</p> <ul style="list-style-type: none"> - Predict what might happen on the basis of what has been read so far. <p>Mrs Armitage on wheels</p> <ul style="list-style-type: none"> - Develop pleasure in reading, motivation to read and understanding - Predict what might happen on the basis of what has been read so far. <p>Taking Flight - The History of The Wright Brothers.</p> <ul style="list-style-type: none"> - Discussing word meanings linking new meaning to those already known. - Draw on what they already know or background/vocab provided. - Listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. <p>Rocket Poem/ Firework Poem</p> <ul style="list-style-type: none"> - Recite a poem Learning to appreciate rhymes and poems and learning some by heart. 	<p>The Way home for Wolf</p> <ul style="list-style-type: none"> - Learning to appreciate rhymes and poems and learning some by heart. - Discuss word meanings, linking new meanings to those already known. <p>Lost and Found</p> <ul style="list-style-type: none"> - Predict what might happen on the basis of what has been read so far. <p>The Dark</p> <ul style="list-style-type: none"> - Link what they read or hear read to their own experiences - Make inferences on the basis of what is being said and done - Predict what might happen on the basis of what has been read so far. 	<p>Meerkat Mail</p> <ul style="list-style-type: none"> - To begin to make simple inferences. - To predict what might happen on the basis of what has been read so far. <p>Information texts about Africa</p> <ul style="list-style-type: none"> - Listen to and discuss a wide range of fiction and non-fiction at a level beyond that at which they can read themselves. - Explain clearly their understanding of what is read to them. <p>Handa's Surprise!</p> <ul style="list-style-type: none"> - To retell stories with increasing detail. <p>A Place to Call Home</p> <ul style="list-style-type: none"> - To join in with discussions about a text, taking turns and listening to what others have to say. 	<p>Tad</p> <ul style="list-style-type: none"> - Listen to and discuss a wide range of fiction and non-fiction at a level beyond that at which they can read themselves. <p>The Lighthouse Keeper's Lunch/ Grace Darling</p> <ul style="list-style-type: none"> - Listen to and discuss a wide range of fiction and non-fiction at a level beyond that at which they can read themselves. - Explain clearly their understanding of what is read to them. <p>The Snorgh and the Sailor</p> <ul style="list-style-type: none"> - To join in with discussions about a text, taking turns and listening to what others have to say. - Discuss word meaning and link new meanings to those already known. 	<ul style="list-style-type: none"> - Somebody Swallowed Stanley To begin to make simple inferences. <p>Storm Whale</p> <ul style="list-style-type: none"> - To discuss the significance of title and events. <p>The Owl and the Pussycat</p> <ul style="list-style-type: none"> - Listen to and discuss a wide range of fiction and non-fiction at a level beyond that at which they can read themselves.
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<p>Writing</p>	<p>Gingerbread man Create a poster using labels and captions. (Saying out loud what they are going to write about.)</p> <p>Mr Gumpy's Motor Car Write a caption for a picture of a journey they have been on. (Composing a sentence orally before writing it.)</p> <p>The Journey By Neil Griffiths Write a recount/ sequence the story. (Sequencing sentences to form short narratives.)</p>	<p>Mrs Armitage on Wheels Write instructions for how to ride a bike using captions and labels. (Saying out loud what they are going to write about.)</p> <p>Taking Flight - The History of The Wright Brothers. Write questions to ask Wright brothers. Write a simple biography. (Composing a sentence orally before writing it.)</p> <p>Whatever Next! / Rocket Concrete poem/ Fireworks Poem Write a shape poem/ sentence. (Re-reading what they have written to check that it makes sense.)</p>	<p>The Way home for Wolf Poetry - kennings poem describing an arctic animal (Saying out loud what they are going to write about.)</p> <p>Lost and Found Explore characters points of view. (Composing a sentence orally before writing it.)</p> <p>The Dark Write a description Using simple descriptive vocabulary (Sequencing sentences to form short narratives.)</p>	<p>Meerkat Mail Write a letter/ postcard to Sunny about the UK (Sequencing sentences to form short narratives.)</p> <p>Information texts about Africa Non- Chronological report. (Re-reading what they have written to check that it makes sense.)</p> <p>Handa's Surprise! Story map / Retell story (Sequencing sentences to form short narratives.)</p>	<p>Tad Explanation text for Tad. (Saying out loud what they are going to write about.)</p> <p>The Lighthouse Keeper's Lunch/ Grace Darling Diary Entry for Grace Darling. (Composing a sentence orally before writing it.)</p> <p>The Snorgh and the Sailor Character descriptions (Re-reading what they have written to check that it makes sense.)</p>	<p>Somebody Swallowed Stanley Draw and write the next page in the book. (Re-reading what they have written to check that it makes sense.)</p> <p>Storm Whale Sequence the events of the story. (Sequencing sentences to form short narratives.)</p> <p>The Owl and the Pussycat Perform a poem</p> <p>Shell Poem Write a senses poem (Re-reading what they have written to check that it makes sense.)</p>
<p>Handwriting</p>	<ul style="list-style-type: none"> - Sit correctly at the table holding the pencil comfortably and correctly. - Begin to form lower case letters in the correct direction starting and finishing at the right place. - Form capital letters - Form digits 0-9 					
<p>Terminology we want the children to know</p>	<p>Spelling - noun, verb,</p> <p>Phonics - phonemes, digraph, trigraph, split vowel digraph.</p> <p>Punctuation and grammar - capital letter, full stop, time adverbial.</p> <p>Writing - sentence, clause</p> <p>Handwriting - ascender, descender.</p>		<p>Spelling - syllables consonant, plural, singular.</p> <p>Punctuation and grammar - suffix, question mark exclamation mark.</p>		<p>Spelling - prefix, root word, adjectives, compound words.</p> <p>Punctuation and grammar - conjunction.</p>	

<p>Links to other subjects</p>	<p><u>History</u> Mr Gumpy's Motor Car The history of the Motor Car - How cars have changed over time. (Changes within living memory.)</p> <p><u>Science</u> Mr Gumpy's Motor Car Identify and compare the suitability of everyday materials. Compare properties of materials and classify. (Link to how transport has changed over time.)</p> <p>The Gingerbread Man/ What happens if the Gingerbread Man falls into a different liquid?</p>	<p><u>History</u> Taking Flight Learn about the lives of significant individuals. Events beyond living memory.</p> <p><u>DT</u> Whatever Next! Make own moving vehicle Design purposeful functional, appealing products (car/wheeled vehicle) Explore and use mechanisms. Explore and evaluate</p>	<p><u>Geography</u> Lost and found Name the seven continents and five oceans.</p> <p><u>Science</u> Lost and found Habitats</p> <p><u>Art</u> Lost and found Sculpture - clay animals</p>	<p><u>Geography</u> Meerkat Mail Compare a part of the UK to a non-European country. Make simple maps</p> <p><u>Science</u> Meerkat Mail Habitats</p> <p><u>DT</u> Handa's Surprise! Tropical fruit salad</p> <p><u>Art</u> Handa's Surprise Kente cloth and weaving</p>	<p><u>History</u> Grace Darling Learn about the lives of significant individuals.</p> <p><u>Science</u> Tad Life Cycles</p> <p><u>Art</u> Tad Watercolour techniques</p>	<p><u>Geography</u> Somebody Swallowed Stanley Name the five oceans.</p> <p><u>DT</u> Somebody Swallowed Stanley Design and make a Fish kite</p>
<p>Stunning start or fabulous finish</p>	<p>SS - bring in a scooters, bikes, roller-skates etc...</p>	<p>FF - visit Amberley Working Museum.</p>	<p>SS - make a clay penguin.</p>	<p>FF - invite parents in to share the children's fruit salad.</p>	<p>SS - beach themed picnic (at school)</p>	<p>FF - fly fish kites out on the field.</p>
<p>Visits or Visitors</p>	<p>Visit from a vintage car. Grandparents Day.</p>	<p>Trip to Amberley Working Museum.</p>	<p>Walk around Loxwood.</p>	<p>Tilgate Nature Centre</p>	<p>Trip to the beach 'Lifeboat Station.</p>	<p>Fire Service Visit</p>