

# LOXWOOD ENGLISH CURRICULUM MAP FOR YEAR ONE – 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Discover</b>  On your marks...Get set go!		<b>Explore</b>  A Walk on the Wild Side!		<b>Create</b>  Make a Splash!	
<b>Key Texts</b>	Mr Gumpy's Motor Car  The Gingerbread Man  The Journey By Neil Griffiths	Whatever Next! Firework Poem By James Carter from (Zim Zam Zoom)  Mrs Armitage on Wheels By Quentin Blake  Taking Flight - The History of The Wright Brothers.	Lost and Found By Oliver Jeffers  The Way Home for Wolf By Rachel Bright  The Dark By Lemony Snicket	Meerkat Mail By Emily Gravett  Information texts about Africa  Handa's Surprise! By Eileen Browne	Tad By Benji Davies  The Lighthouse Keeper's Lunch By David Armitage  The Snorgh and the Sailor By Will Buckingham	Somebody Swallowed Stanley By Sarah Roberts  Storm Whale By Benji Davies  The Owl and the Pussycat By Edward Lear
<b>Supporting Texts</b>	Duck in a Truck - Jez Alborough  The Gingerbread Man Loose in School	Concrete poetry - Rocket By Daniel Henshaw  Information texts on the history of air travel.	Beware By James Carter (Kennings poem)	A Place to Call Home By Alexis Deacon  Mama Panya's Pancakes By Richard Chamberlin	A Place to Call Home By Alexis Deacon	Cinquain poetry examples  'My Shell' By Matt Goodfellow <a href="https://clpe.org.uk/poetry/poems/my-shell">https://clpe.org.uk/poetry/poems/my-shell</a>
<b>Speaking &amp; Listening</b>	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and peers</li> <li>• Compose a sentence orally before writing.</li> <li>• Say out loud what they are going to write about</li> <li>• Discuss what they have written with a teacher or peer.</li> <li>• Read aloud their writing clearly enough to be heard by their peers and teacher.</li> </ul>					
<b>Phonics</b>	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"> <li>- Days of the week.</li> <li>- Sounds f, l, s, z and k spelt ff, ll, ss, zz and ck</li> <li>- The /n/ sound spelt n before k</li> <li>- tch</li> </ul>	<ul style="list-style-type: none"> <li>- The /v/ sound at the end of words</li> <li>- Adding s and es to words (plural of nouns and the third person singular of verbs)</li> </ul>	<ul style="list-style-type: none"> <li>- Division of words into syllables</li> <li>- Words ending -y</li> <li>- New consonant spellings ph and wh</li> <li>- Using k for the /k/ sound</li> </ul>	<ul style="list-style-type: none"> <li>- Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word.</li> <li>- Adding -er and -est to adjectives where no change is needed to the root word</li> </ul>	<ul style="list-style-type: none"> <li>- Adding the prefix -un</li> <li>- Compound words</li> </ul>	<ul style="list-style-type: none"> <li>- Recap all Year 1 Spelling patterns</li> <li>- Naming the letters of the alphabet in order</li> <li>- Using letter names to distinguish between alternative spellings of the same sound</li> </ul>
	- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far					
Punctuation & Grammar	<b>The Gingerbread Man</b> <b>The Journey</b> <b>Mr Gumpy's Motor Car</b> <ul style="list-style-type: none"> <li>- Sequencing sentences to form short narratives.</li> <li>- Separation of words with spaces.</li> <li>- Introduction to capital letters and full stops.</li> </ul>	<b>Mrs Armitage on wheels</b> <ul style="list-style-type: none"> <li>- Sequencing sentences to form short narratives.</li> <li>- Joining words and joining clauses using and.</li> <li>- Separation of words with spaces.</li> </ul> <b>Whatever Next!</b> <ul style="list-style-type: none"> <li>- Introduction to exclamations marks.</li> </ul>	<b>Lost and Found</b> <ul style="list-style-type: none"> <li>- 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.</li> </ul> <b>The Way home for Wolf</b> <ul style="list-style-type: none"> <li>- Introduce using a question mark.</li> </ul> <b>The Dark</b> <ul style="list-style-type: none"> <li>- Sequencing sentences to form short narratives.</li> </ul>	<b>Meerkat Mail</b> <ul style="list-style-type: none"> <li>- Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</li> </ul> <b>Information texts about Africa</b> <b>Handa's Surprise!</b> <ul style="list-style-type: none"> <li>- Capital letters for names and for the personal pronoun I.</li> </ul> <b>A Place to Call Home</b> <ul style="list-style-type: none"> <li>- Using question marks and exclamation marks.</li> </ul>	<b>Tad</b> <b>The Lighthouse Keeper's Lunch/ Grace Darling</b> <ul style="list-style-type: none"> <li>- Sequencing sentences to form short narratives.</li> <li>- Joining words and joining clauses using and.</li> </ul> <b>The Snorgh and the Sailor</b> <ul style="list-style-type: none"> <li>- How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat].</li> </ul>	<b>Somebody Swallowed Stanley</b> <ul style="list-style-type: none"> <li>- Sequencing sentences to form short narratives.</li> <li>- Joining words and joining clauses using and.</li> </ul> <b>Storm Whale</b> <ul style="list-style-type: none"> <li>- Writing questions.</li> </ul>

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

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