

Cycle B

Year ½ Curriculum Overview : Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Would you go down in the woods today?	Toy Story	Awesome Animals	Man on the Moon	Fe Fi Fo Fum!	Iceberg Ahead!
Key text driver	Little Red Wolves- Emily Gravett	Lost in the Toy Museum	The Cow that Laid an Egg	Bob the Man on the Moon Man on the Moon (NF)	Jack & the Beanstalk	Samson's Titanic Journey
Other texts		The Old Toy Room Toys in Space Traction man	Click Clack Moo	Beegu The Great Explorer Smeds and the Smoos	Jack & the Incredibly meanstalk	Charles' Grand Adventure Titanic (Usborne book)
		Seasonal links: The Leaf Thief The Squirrels who Squabbled Little acorn Life cycles conker to oak tree	Seasonal links: Cubs First Winter One Snowy Night	Seasonal links: Busy Spring-nature wakes up		
Writing	Fiction Retelling a story Inform Labels/ captions	Fiction Description of toys Inform Recount	Fiction Setting description Inform Non chron report Poetry	Fiction Character description Persuade Visit the Moon	Fiction Openings/ Endings Inform Instructions (How to grow a magic beanstalk)	Inform Explanation (How did the Titanic sink) Poetry
Grammar and punctuation.	How words can combine to make sentences (SVO structure) using personal pronoun or noun. Spaces between words. Name letters of the alphabet. Know lower and upper case form of letters. Begin to use capital letters and full stops including capital letter for pronoun I.	SVO sentences with Simple noun phrases (appropriate adjectives to add detail). Joining sentences with 'and' Capital letters for names: people, places and days of the week How words can combine to make sentences (SVO structure) including those beginning with proper noun. Organise writing using simple prepositions of time.	Some sentences demarcated with capital letters and full stops Question marks / exclamation marks Past and present verbs used	Commas in lists Joining sentences with 'and' 'because' Some sentences demarcated with capital letters and full stops Begins to use expanded noun phrases to add description.	Joining sentences with and/but/ so/ because. (*if understanding of compound sentences with 'and' is secure) Most sentences demarcated with capital letters and full stops	Securely demarcating sentences with capital letters and full stops. Other end stop punctuation and commas in lists emerging with increasing consistency. Joining sentences with and/ but/ so/or. Use of subordination including when and because. May be using some simple adverbs such as really, quickly, slowly Some edits to adjective choices for expanded noun phrases.

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Composition						
Phonics- ELS	<p>Assess and review week Y1:1</p> <p>Review week Y1:2</p> <p>Revise: /ai/ /ow/ /igh/ /ee/</p> <p>Revise: /oi/ /ur/ /yoo/ /or/</p> <p>Assess and review week Y1:3</p> <p>Revise: /w/ /f/ /yoo/ /oa/</p>	<p>Revise: /or/ /ee/ /ai/ /ee/</p> <p>Revise: /igh/ /oa/ /yoo/ /s/</p> <p>/ee/ <y></p> <p>/or/ <a></p> <p>(walk)</p> <p>Review week Y1:4</p> <p>Review week Y1:5</p> <p>Assess and review week Y1:6</p> <p>Review week Y1:7</p>	<p>Review week Y1:8</p> <p>/ai/ (acorn) /ai/ (they) /ai/ (great) /ai/ (weight) /ar/ (father) /ee/ (he) /igh/ (find) /igh/ (by)</p> <p>/oa/ (go) /o/ (was) /oo/ (push) /y+/oo/ (music) /c/ (school) /sh/ (chef) /e/ (head)</p> <p>/ur/ (world) /ur/ (learn) /oo/ (soup) /oa/ (shoulder) /ee/ (brief) /v/ (have) /i/ (gym)</p> <p>Assess and review week Y1:9</p> <p>/air/ (care) /air/ (there) /air/ (pear) /ch/ (catch)</p>	<p>/u/ (brother) Review week Y1:10</p> <p>/j/ (gem) /j/ (fringe) /j/ (bridge) /s/ (listen)</p> <p>/s/ (fence) /s/ (house) /n/ (sign) /n/ (knee) /r/ (wrap) /m/ (lamb)</p> <p>/z/ (cheese) /z/ (freeze) /ear/ (cheer) /ear/ (here)</p> <p>/sh/ (patient) /sh/ –tion (station)</p> <p>Assess and review week Y1:11</p> <p>/ar/ (half) /or/ (caught)</p> <p>/sh/ (session) /zh/ (vision) /sh/ –tious (scrumptious) /sh/ (delicious) –ous, –ion, –ian</p>	<p>Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs (see Appendix ii).</p>	<p>Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs (see Appendix ii).</p>
Spelling	<p>Regular plural noun suffixes –s or –es</p> <p>Spell HRS words (*YR ELS)</p>	<p>Words ending in suffixes –ing,</p> <p>Spell HRS words (*YR ELS) + Y1 ELS HRS words please/once/any/many/ again/who/whole/ where/ two</p>	<p>Words ending in suffixes –ed /ed/, –ed /t/, –ed /d/,</p> <p>Spell HRS words YR + Y1ELS + here/ sugar/ friend/ because</p>	<p>Compound words</p> <p>Words ending in suffixes –er, –est</p> <p>Spell HRS words YR + Y1 ELS + today/ school/ full/ our</p>	<p>Prefix un</p> <p>Spell days of week correctly.</p> <p>Spell HRS words taught from YR/ Y1 ELS + Y1 NC</p>	<p>Spell HRS words taught from YR/ Y1 ELS + Y1 NC</p> <p>Begin to spell words with contracted forms</p>
Handwriting	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p>		<p>Recognise which “families” letters belong to support correct letter formation</p> <p>Forms a wider range of lower case letters in the correct direction, starting and finishing in the right place</p>		<p>Lower case letters formed consistently.</p> <p>Forms Capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Joining strokes emerging.</p>	

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