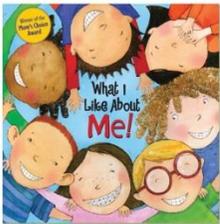
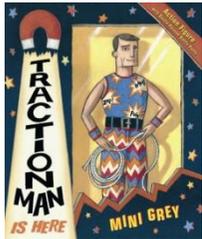
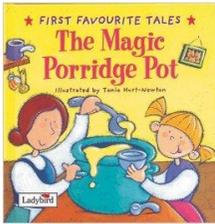
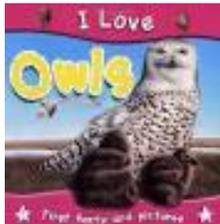
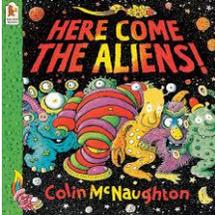
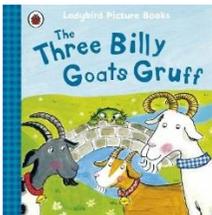
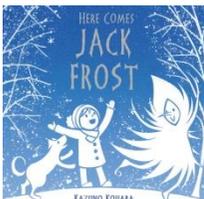
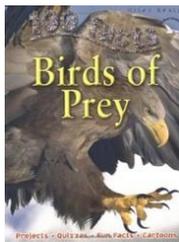
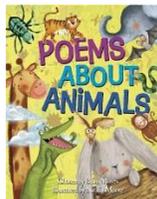
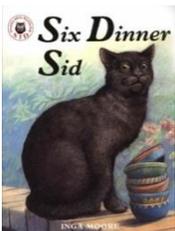


Year 1 Long Term Overview

Persuade

Inform

Entertain

Autumn 1 – Amazing Me	Autumn 2 – Toys Past and Present	Spring 1 – It’s Cold Outside	Spring 2 – Awesome Animals	Summer 1 – My World and Me	Summer 2 – Heroes and Heroines
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>Text: ‘What I like about Me’ by Allia Zobel-Nolan</p>  <p style="color: green; text-align: center;">Outcome: Information Page about themselves with a focus on simple sentence structure (I)</p>	<p>Text: ‘Traction Man’ by Mini Grey ‘Toys in Space’ by Mini Grey</p>  <p style="color: green; text-align: center;">Outcome: Instructions on how to play a game (I)</p>	<p>Text: ‘The Magic Porridge Pot’ by The brothers Grimm</p>  <p style="color: red; text-align: center;">Outcome: Narrative fairy tale writing following story pattern (E)</p>	<p>Text: ‘I love Owls’ by Steve Parker</p>  <p style="color: green; text-align: center;">Outcome: Non-fiction information page on Owls and Eagles (I)</p>	<p>Text: ‘Here Come the Aliens’ by Colin McNaughton. ‘The Kiss that missed’ by David Melling ‘My Alien and Me’ Smriti Prasad –Halls</p>  <p style="color: red; text-align: center;">Outcome: Fantasy settings and story writing (E)</p>	<p>Text: ‘Florence Nightingale’ by Lucy Lethbridge ‘Hoorah for Mary Seacole’ by Trish Cooke</p>  <p style="color: blue; text-align: center;">Outcome: Write a persuasive letter for who should win the Heroine award (P)</p>
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
<p>Text: Traditional tales Little Red Hen, Three little pigs, Billy Goats Gruff</p>  <p style="color: red; text-align: center;">Outcome: Children create their own version of a traditional story (E)</p>	<p>Text: ‘Jack Frost’ by Kazuno Kohara</p>  <p style="color: red; text-align: center;">Outcome: Poetry Using the senses (E)</p>	<p>Text: ‘Library Award’ Titles to be announced</p>  <p style="color: green; text-align: center;">Outcome: New and exciting stories to engage the reader (E/I/P)</p>	<p>Text: ‘Birds of prey’ by Usborne</p>  <p style="color: green; text-align: center;">Outcome: Non-fiction facts on their own bird of prey (I)</p>	<p>Text: Poetry ‘Poems about Animals’ by Brian Moses</p>  <p style="color: red; text-align: center;">Outcome: Write their own animal poem and make comparisons with other poems (E)</p>	<p>Text: ‘Six Dinner Sid’ by Inga Moore</p>  <p style="color: blue; text-align: center;">Outcome: To write a persuasive letter to encourage Sid to visit their house for dinner (P)</p>

<p>Key writing skills:</p> <ul style="list-style-type: none"> • Use letter names to distinguish between alternative spellings of the same sound. • Naming the letters of the alphabet in order. • Sit correctly at a table holding a pencil comfortably and correctly. • Beginning to form lower case letters in the correct direction starting and finishing in the right place. • Has an awareness that ideas can be organised into a sequence. • Use capital letter for the personal pronoun I. • Say out loud what they are going to write about. • Compose a sentence orally before writing it. • Write a simple sentence starting with a personal pronoun. • Leaves spaces between words. • Use simple word choice that helps to convey information and ideas eg story or topic related vocabulary. • Begin to punctuate sentences using a capital letter and a full stop. 	<p>Key writing skills:</p> <ul style="list-style-type: none"> • Use ing and ed where no change is needed in the spelling of the root words. • Forming capital letters. • Understand which letters belong to which handwriting families. • Discuss what they have written with the teacher and pupils. • Spell common exception words that they have been taught. • Write a simple sentence with a noun and proper noun. • To join words using 'and'. • Re-read what they have written to check that it makes sense. • Begin to punctuate sentences using a capital letter and a full stop. • Spell words containing the 44 phonemes already taught. 	<p>Key writing skills:</p> <ul style="list-style-type: none"> • Using capital letters for names. • Spelling rules for adding 's' or 'es' as the plural marker for Nouns and the third person singular marker for verbs. (He runs, She jumps etc) • Begin to spell words using contracted forms (I'm, you're, wouldn't, can't) • Select basic ideas and content linked to the purpose of a task. • Sequence sentences to form short narratives. • Write a simple sentence with straight forward subject verb agreement. • To join clauses using 'and'. • Use a capital letter for the days of the week. • Spell days of the week. • Begin to punctuate sentences using a question mark and exclamation mark. 	<p>Key writing skills:</p> <ul style="list-style-type: none"> • Begins to punctuate sentences with a question mark. • Spell words containing the 44 phonemes already taught. • Use Prefix 'Un' and Suffixes using 'er' 'est' where no change is needed in the spelling of root words. • Write from memory simple sentences dictated by the teacher that include words using the GPC's and common exception words taught. • Use simple prepositions (Over, under, beneath, beside, next to, in between) • Write reliably formed simple and compound sentences. • Begin to punctuate sentences using an exclamation mark. • Use simple noun phrases. 	<p>Key writing skills:</p> <ul style="list-style-type: none"> • Begin to organise ideas/events using simple time related words numbers ordering of pictures /captions. • Can use the following terminology from appendix 2 to discuss their writing. (Letter/capital letter/word/ singular/plural/ sentence/ punctuation/full stop/question mark/exclamation mark.) 	<p>Key writing skills:</p> <ul style="list-style-type: none"> • Begins to punctuate sentences with a question mark. • Spell words containing the 44 phonemes already taught. • Use Prefix 'Un' and Suffixes using 'er' 'est' where no change is needed in the spelling of root words. • Write a simple sentence with straight forward subject verb agreement. • To join clauses using 'and'. • Discuss what they have written with the teacher and pupils. • Spell common exception words that they have been taught. • Write a simple sentence with a noun and proper noun.
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Site of Application Opportunities	Site of Application Opportunities	Site of Application Opportunities	Site of Application Opportunities	Site of Application Opportunities	<u>Transition Unit</u>
Write their own ending of a traditional story (E)	Instructions for Santa to get ready for Christmas (I)	Recount Morrisons Trip Letter (I)	Factual sentences about how to care for a pet (I)	Persuade children which book is the best Library award book to vote for giving reasons why (P)	Diary entry from the view of Florence (I)