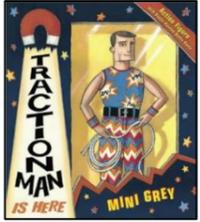
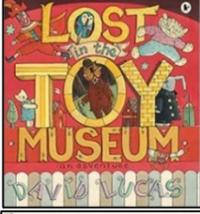
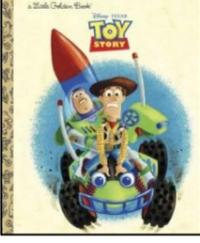
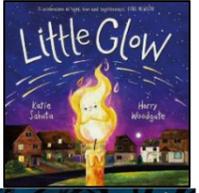
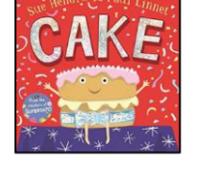
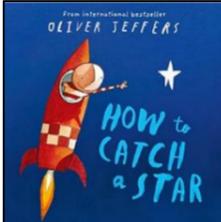
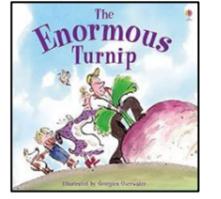
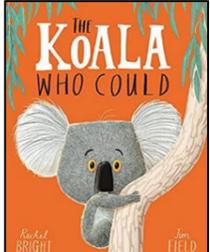
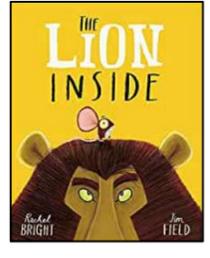
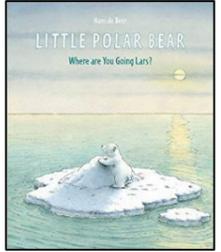
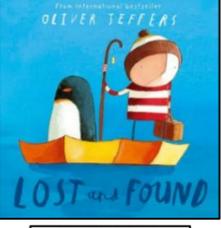
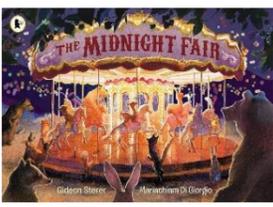
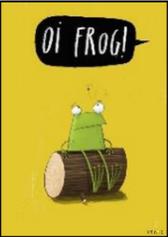


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Feelings Changes in Living Memory (Toys)	Celebrations Seasons	Space Plants		PSHE - Being My Best Animals	Oceans and Seas
Main Text	  	  	 	 	 	  
Additional texts						
Why this why now?	This story links to the children's historical learning about toys and their development over time. A selection of stories to support children's transition into Year 1.	This story introduces celebrations through a birthday party with a twist.	This story links with children's learning about Space and Plants in Science.	This story features some of the oceans and seas that the children will be studying in their geography learning.	This story links with children's learning about Animals in Science.	This story introduces the children to hot/cold areas of the world so supports their learning in geography.
Writing Outcomes from entire unit	<p><b>Toy Story</b> Purpose: To label a character Audience: N/A Form: Poster</p> <p><b>Toy Story</b> Purpose: To write a simple sentence Audience: N/A Form: Re-telling</p> <p><b>Lost in the Toy Museum</b> Purpose: To describe the lost toy Audience: People at the museum Form: Lost poster</p> <p><b>Lost in the Toy Museum</b> Purpose: To describe the lost toy Audience: Bunting's friends Form: Clues</p> <p><b>Traction Man</b> Purpose: To retell a story Audience: Year 1 children Form: Narrative</p> <p><b>Traction Man</b></p>	<p><b>It Was a Cold Dark Night</b> Purpose: To describe feelings Audience: Other animals Form: A re-telling</p> <p><b>Little Glow</b> Purpose: To write a party invitation Audience: Little Glow's friends Form: Invitation</p> <p><b>Cake</b> Purpose: To instruct children how to decorate a cake Audience: Cake makers! Form: Instructions</p> <p><b>Cake</b> Purpose: To persuade people to buy my cake Audience: Customers Form: An advert</p>	<p><b>The Enormous Turnip</b> Purpose: To persuade someone to help pull out the turnip Audience: Somebody strong! Form: An advert</p> <p><b>The Enormous Turnip</b> Purpose: To re-tell a story Audience: Year 1 children Form: A narrative</p> <p><b>How to Catch a Star</b> Purpose: To inform Audience: Children learning about stars Form: Fact file</p> <p><b>How to Catch a Star</b> Purpose: To entertain Audience: Children in our school Form: Acrostic Poem</p>	<p><b>Whole School Text: The Midnight Fair</b> Purpose: To re-tell a story Audience: Animals who didn't go to the fair Form: A postcard</p> <p><b>Errol's Garden</b> Purpose: To ask questions about gardening Audience: A professional gardener Form: A letter</p> <p><b>Errol's Garden</b> Purpose: To instruct children how to plant a flower Audience: Gardening novices Form: Instructions</p> <p><b>Somebody Swallowed Stanley</b> Purpose: To inform the world about dangers of plastic in the ocean Audience: The whole world! Form: An information leaflet</p>	<p><b>Lion Inside</b> Outcome: To write a character profile-description of the mouse and the lion Purpose: To describe Audience: Year 1 children Form: A description</p> <p><b>The Koala who could:</b> Recipe for a good friend Purpose: inform Audience: Form: instructions</p> <p><b>Oi Frog</b> Outcome: Rhyming Purpose: entertain Audience: Form: Simple sentences</p>	<p><b>Lost and Found</b> Purpose: To describe Audience: Arctic animals Form: A lost poster</p> <p><b>Lost and Found</b> Purpose: To write a story Audience: Other children in school Form: A narrative</p> <p><b>Little Polar Bear</b> Purpose: To inform Audience: Form: A non-chronological report</p> <p><b>Outcome:</b> fact file on polar bears/ arctic animals. <b>Purpose:</b> inform <b>Audience:</b> <b>Form:</b> information text</p>



# English MTP Year 1

	<p><b>Purpose:</b> To write my own story  <b>Audience:</b> Year 1 children  <b>Form:</b> Narrative</p>					
<p><b>Grammar Opportunities</b></p>	<p>leave spaces between words</p> <p>write simple labels and captions</p> <p>use personal pronoun I</p> <p>beginning to punctuate sentences using a capital letter and a full stop</p> <p><b>letter, capital letter word sentence punctuation, full stop, identify and use adjectives</b></p>	<p>sequence sentences to form short narratives</p> <p>punctuate sentences using a capital letter and a full stop</p> <p>using the spelling rule for adding -s</p> <p>leave spaces between words</p> <p>use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p><b>letter, capital letter word sentence punctuation, full stop, singular, plural, identify and use adjectives time adverbs imperative verbs</b></p>	<p>punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Introduction to capital letters, full stops, question marks / exclamation marks to demarcate sentences</p> <p><b>letter, capital letter word sentence punctuation, full stop, singular, plural question mark, exclamation mark suffix identify and use adjectives</b></p>	<p>join words and clauses using and</p> <p>use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>use -ing, -ed, where no change is needed in the spelling of root words</p> <p>use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p><b>letter, capital letter word sentence punctuation, full stop, singular, plural question mark, exclamation mark suffix clauses</b></p>	<p>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</p> <p>use -er -est where no change is needed in the spelling of root words</p> <p>use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>use -ing, -ed, where no change is needed in the spelling of root words</p> <p>join words and clauses using and</p> <p>How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p> <p><b>letter, capital letter word sentence punctuation, full stop, singular, plural question mark, exclamation mark suffix clauses prefix</b></p>	<p>use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>use -ing, -ed, where no change is needed in the spelling of root words</p> <p>join words and clauses using and</p> <p>How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p> <p><b>letter, capital letter word sentence punctuation, full stop, singular, plural question mark, exclamation mark clauses suffix prefix</b></p>



## English MTP Year 1

Spoken  
language  
statements

**Listen and respond appropriately to adults and their peers**

- Concentrate on the person talking and to ignore background noise and movement which is not relevant to the situation.
- Understand 2-3 part instructions that may include time concepts, e.g. using 'first', 'before', 'after' or 'when'

**Ask relevant questions to extend their understanding and knowledge**

- Ask questions to find out things using 'how' and 'why' when prompted
- Be aware when they haven't understood something and is able to say, for example, 'I don't understand' (with no further elaboration).

**Use relevant strategies to build their vocabulary**

- Able to group and name members of categories and to suggest possible category names
- Able to guess the word from clues, or give others clues using shape, size, function, etc. with support

**Articulate and justify answers, arguments and opinions**

- Use language consistently to express likes and dislikes

**Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings**

- Able to use early 'story language' e.g. 'Once upon a time ...'; 'One day, ...'
- Use language to talk through a series of steps for example for simple problem solving
- Able to join sentences using 'and'

**Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments**

- Maintain attention and participate in conversation and small groups providing there are minimal external distractions. Attention and participation in larger groups is sustained for most of the activity

**Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas**

- Use language to talk self through steps required in simple problem solving

**Speak audibly and fluently with an increasing command of standard English**

- Produce speech that is clear and easy to understand, with only a few immaturities
- Able to say words accurately with 3 syllables or less
- Able to blend 3 or 4 phonemes to make a word, and segment words into individual sounds
- Able to use appropriate tenses and word order

**Participate in discussions, presentations, performances, role play, improvisations and debates**

- Remember their words and speak clearly in presentations, performances and role play

**Gain, maintain and monitor the interest of the listener(s)**

- Able to initiate a conversation with a class visitor by using prepared questions

**Consider and evaluate different viewpoints, attending to and building on the contributions of others**

- Respond to points of interest when listening to contributions of others

**Select and use appropriate registers for effective communication**

- Imitate popular language