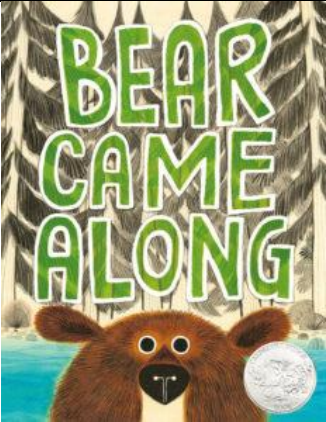



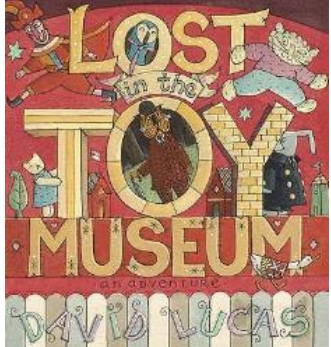

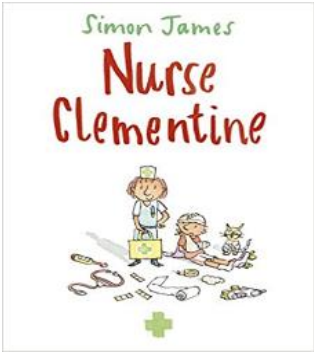





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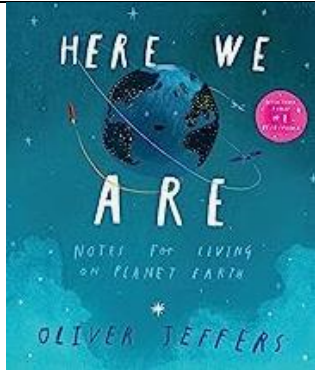
Year 1 Autumn

Core Texts	Written Outcomes	Cross curricular links over the term
 <p>Themes: -Friendship</p>	<p>-Retelling the story orally using a clear, audible voice.</p> <p>-Describing a character by joining words and clauses using 'and', using simple adjectives and spacing between words.</p>	 <p>Childhood (History)</p> <p>Human Senses (Science)</p>
 <p>Themes: -Decision making -Losing something beloved</p>	<p>-To write about real events in a sequence (Chertsey museum workshop) include a simple opening and concluding statement.</p> <p>-Assemble information about a topic by creating a letter about 'toys' drawing on what they already know, background information and vocabulary shared.</p>	 <p>Childhood (History)</p> <p>Human Senses (Science)</p>

<ul style="list-style-type: none"> -Being brave -Working together -Friendship 		
 <p>Themes:</p> <ul style="list-style-type: none"> -Friendship -Helping others -Belonging 	<ul style="list-style-type: none"> -Writing simple sentences about character's feelings using capital letters for names and 'because' within their sentences. -Children will be rereading what they have written to check it makes sense. -Sequencing the 3 parts of the story to form a short narrative. 	 <p>Childhood (History)</p> <p>Human Senses (Science)</p>
 <p>Themes:</p> <ul style="list-style-type: none"> -Having responsibility -Being brave -Helping and caring for others 	<ul style="list-style-type: none"> -Creating a simple character description that considers personality of the character. To include Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper). -To ask questions to a character and apply question marks to my sentences. -Retelling the whole story using time connectives to support sequencing of events. Saying each sentence orally before writing it. -Instructional writing 'How to brush your teeth.' Children will be saying out loud what they are going to write about first. 	 <p>Childhood (History)</p> <p>Everyday Materials (Science)</p>



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Themes:

- Caring for your body
- Diversity of people and animals
- Caring for the planet

-Creating a simple acrostic poem and reading their writing aloud to be heard by peers.

-Use simple adjectives to describe the images from the book (land, space).

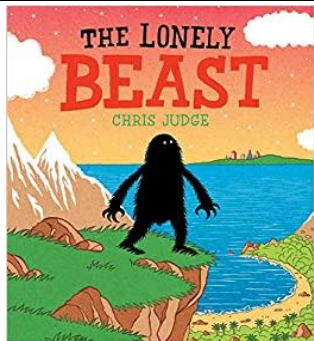


Our Wonderful World (Geography)

Everyday Materials (Science)

Year 1 Spring

Core texts



Themes:

- Loneliness
- Celebrating differences
- Empathy

Written outcomes

- Making simple predictions about what might happen on the basis of what has been read so far.

-Describing a character and setting applying vocabulary from the text and what they already know.

-Composing speech bubbles and punctuating sentences with exclamation marks.

-Planning and creating newspaper articles.

Cross curricular links over the term



School Days (Geography and History)

Plant Parts (Science)



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Themes:

- Courage
- Making decision

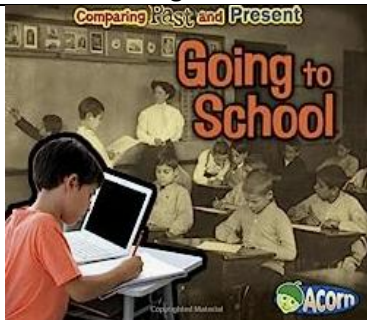
-Create a story map and use this to retell the story to a friend.

-Plan and write a story (with an alternative ending) which includes strong characterisation for example, good and bad characters. Include accurate punctuation within their story and fairy tale language.



School Days (Geography and History)

Plant Parts (Science)



Themes:

- Change

- Use and identify features of a non-fiction book.

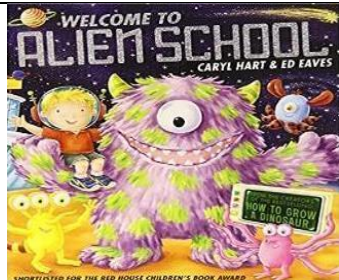
- Use comparative language to compare school now to the past.

-To write in first person using the pronoun I about their week in school and using capital letters for the days of the week.



School Days (Geography and History)

Plant Parts (Science)



Themes:

- Friendship
- Motivation

- To create simple labels for a backpack to space and discuss what they have written with a peer or adult.

- Compare Wellington School to the alien school.

- To create a post card using the pronoun I.



School Days (Geography and History)

Plant Parts (Science)

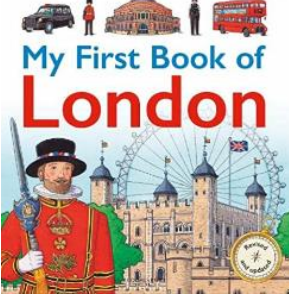







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 <p>The Poem 'Once'</p> <p>Themes: -Being brave</p>	<p>-Creating their own nonsense word poems and reading them aloud to a peer.</p>	 <p>School Days (Geography and History)</p> <p>Seasonal Change (Science)</p>
Year 1 Summer		
Core texts	Written outcomes	Cross curricular links over the term
 <p>Themes: -Exploration -Overcoming anxiety</p>	<p>-Create a character description using simple adjectives.</p> <p>-Creating their own story with new characters from previously taught texts (e.g. Cinderella in London). Making accurate use of punctuation and applying accurate spellings taught at year 1.</p>	 <p>Bright Lights, Big City (Geography)</p> <p>Seasonal Change (Science)</p>
 <p>Themes: -Exploration</p>	<p>-Create a description of Buckingham palace using rich adjectives.</p>	 <p>Bright Lights, Big City (Geography)</p> <p>Seasonal Change (Science)</p>



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 <p>My First Book of London</p> <p>Themes: -Exploration -British Values</p>	<p>-Assemble information about a topic by creating a fact file about 'London' using taught organisational devices (headings, subheadings, numbered points etc.), choose technical language, show an awareness of the difference between fact and opinion.</p>	 <p>Bright Lights, Big City (Geography)</p> <p>Animals (Science)</p>
 <p><i>the</i> LEAF THIEF</p> <p>Themes: -Coping with change</p>	<p>-Describe how the tree changes across the 4 seasons.</p>	 <p>Bright Lights, Big City (Geography)</p> <p>Animals (Science)</p>
 <p>WHERE THE WILD THINGS ARE</p> <p>STORY AND PICTURES BY MAURICE SENDAK</p> <p>Themes: -Celebrating differences -Survival -Growth - Imagination</p>	<p>-Character description using comparative language to compare different wild things.</p> <p>- Answer simple comprehension questions about what they have read so far.</p> <p>-Creating invitations (Wild Rumpus Day) ensuring sentences are punctuated using capital letters, full stops, a question mark or exclamation mark.</p> <p>- Write about real events using the pronoun I (Wild Rumpus Day in School)</p>	 <p>Bright Lights, Big City (Geography)</p> <p>Animals (Science)</p>



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