





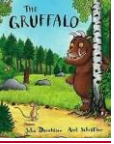

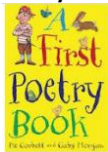








## Woodlands Park Primary School – Curriculum Map English Year 1 (2020-2021)

Term 1		Term 2		Term 3	
	Objectives		Objectives		Objectives
<b>The Colour Monster</b> 	<b>Early learning goals:</b> Develop an understanding of the world around them Develop a sense of awareness of their surroundings and use language to describe these to another person.  <b>Writing:</b> Use basic phase 2 phonemes to write words that link to colour/feelings in the book.	<b>How to Wash a Woolly Mammoth</b>  <b>/The Gingerbread Man</b>  <b>NB: Gingerbread man taught during Lockdown from January 2021.</b>	<b>Reading:</b> -To identify nouns, adjectives and verbs in our daily reading. -spot the 'ed' suffix in our reading books for the past tense.  <b>Grammar focus-</b> <b>Writing:</b> -To understand and apply verbs into our writing. -To identify and apply suffixes. -To write in past and present tense and to understand the different grammatical features these tenses have.-To apply a minimum of Phase 5 phonics to our reading and writing across the board.	<b>The Gigantic Turnip</b> 	<b>Reading:</b> - To identify new vocabulary and verbs in our daily reading - to add and spot the ed and ing suffixes in our verbs when read aloud.  <b>Writing:</b> - to understand the structure of a story mountain - to place parts of the story into the correct parts of the story mountain - to innovate their own story by changing key characters from the text <u>and using the structure of the story mountain to help their writing.</u>
<b>Smartest Giant in Town</b> 	<b>Early Learning goals:</b> To empathise and understand the feelings of those around them as they would their own To build their vocabulary by listening and observing the story through active role play  <b>Writing:</b> To write words using all phase 2 and 3 phonemes To form numbers 0-20	<b>Neil Armstrong Non-Chronological Report</b>  <b>Taught during lockdown.</b>	<b>Reading:</b> -To understand the difference between fiction and non-fiction texts and to identify features of both of these. -To understand what a question mark is, and when to use it by learning about statements and questions.  <b>Writing:</b> -To present factual non-fiction text in an interesting way (newsreport/poster/documentary) -To understand the job of a conjunction and to be able to use 'and', 'but', 'because' and 'so' effectively. -To learn what a plan <u>is</u> , and how we can use text-mapping as a tool for structured writing.	<b>The Gruffalo</b> 	<b>Reading:</b> - <u>To look into the author's texts and compare the books written by the same person.</u> - <u>To think about imaginative exploration from the author's point of view. How can we think like an author?</u> - <u>To look at different story settings</u> ----- <b>Writing:</b> - <u>To make links with real life experiences through the class trip to Long Timber Woods</u> - <u>To write a recount of their experience of a setting using conjunctions and adjectives.</u> - <u>To check their writing makes sense and respond to teacher feedback</u>

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<b>Firework Poetry</b> 	<b>Writing:</b> To understand calligrams and write some using every day objects around them (applying phase 2/3 and 5a phonemes) Planning and saying what they would like to talk about Performing their poem at the end	<b>Poetry</b>  <b>Taught during lockdown.</b>	<b>Reading:</b> - To read and explore a wide range of poetry and rhyme. -Using the key text to differentiate between types poems -applying this into daily reading for example spotting rhyming words in other books/stories - Kennings – exploring and identifying two word noun phrases -Alliteration – exploring phonemes and graphemes and how they work in alliterations -Can two different graphemes make same phonemes? Do they alliterate? - Use of range of texts in daily reading to explore alliteration and their formats.	<b>Underwater Explorers</b> 	<b>Reading:</b> <a href="#">-To read a variety of non fiction texts to explore about sea creatures.</a> <a href="#">-To identify new vocabulary</a>
<b>Man on the moon fiction story writing</b> 	<b>Reading:</b> identifying nouns and adjectives in a text.	<b>Recovery Curriculum WB 8<sup>th</sup> March</b> 	<b>Reading:</b> Miscues for all children to re-assess book bands and guided reading groups.	<b>Someone Swallowed Stanley</b> 	<b>Reading:</b> <a href="#">-To read a variety of non fiction texts to explore about sea creatures.</a> <a href="#">-To identify new vocabulary</a>
	<b>Writing:</b> Develop a sentence writing checklist Use this checklist to write a sentence understand nouns through a sensory walk Use nouns to describe and apply adjectives	<b>Writing:</b> Re-teaching all year 1 objectives taught so far: -Writing sentences with capital letters, full stops and finger spaces -Writing sentences using nouns, adjectives and		<b>Writing:</b> <a href="#">To identify the features of a leaflet</a> <a href="#">To produce and design a leaflet about 'saving the seas'</a> <a href="#">To actively campaign for the cause of 'saving our seas' using persuasion in their writing.</a> <a href="#">To always use the writer's toolkit.</a>	

	and then write a sentence using nouns and adjectives.		verbs -Extending/challenging children to use appropriate suffixes for verb tense in sentences.		
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