

English Curriculum Map – Squirrel Class – 2020/2021

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
8 weeks	7 weeks	6 weeks	5 weeks	7 weeks	5 ½ weeks
Topic: Penguins, Possums and Pigs	Topic: Fire! Fire!	Topic: Family Album	Topic: Growth and Green Fingers	Topic: The Great Outdoors	Topic: Robots
Texts:	Texts:	Texts:	Texts:	Texts:	Texts:
<p><i>Stories by the same author: Oliver Jeffers – Lost and Found/Up and Down</i></p> <p><i>Range of information texts</i></p>	<p><i>Stories with repetitive patterns e.g. Zog by Julia Donaldson</i></p> <p><i>Information texts: The great fire of London</i></p>	<p><i>Traditional Tales: Rapunzel. Aladdin and the Lamp. Rumpelstiltskin. Hop-Toads and Pearls – a retelling of story from Charles Perrault in Children's Classic Stories: Fairy tales, Fables & Folktales by Belinda Gallagher. Snow White and the Seven Dwarfs. Little Red Riding Hood. The Wolf and the Seven Young Kids by the Brothers Grimm. Hansel and Gretel. The Cat, the Dog, Little Red, Exploding Eggs, the Wolf and Grandma by Diane Fox.</i></p> <p style="text-align: center;"><i>Recounts</i></p>	<p><i>Classic Stories: e.g. The Enormous Turnip. The Tale of Peter Rabbit by Beatrix Potter. Jack and the Beanstalk. Oliver's Vegetables by Vivian French.</i></p> <p><i>Instructions for making cress heads from the CBeebies website. E.g. Instructions for growing a bean plant from The Great Grub Club website.</i></p>	<p><i>Stories with Familiar Settings: Goat and Donkey in The Great Outdoors by Simon Puttock and Russell Julian. Maisie Goes Camping by Lucy Cousins. Boris Goes Camping by Carrie Weston. Percy the Park Keeper by Nick Butterworth. The Scarecrows Wedding by Julia Donaldson. Stuck by Oliver Jeffers. Marshmallows - a short film on Vimeo</i></p> <p><i>Information Books: Barnaby Bear big books. At the Seaside big book. My First Camping Book by Dominic Bliss. Let's go camping – Collins Big Cat book.</i></p>	<p><i>Stories with Fantasy Settings: No-Bot by Sue Hendra. The Three Little Aliens and the Big Bad Robot by Margaret McNamara. The Big Bad Wolf and the Robot Pig by Laura North and Kevin Cross.</i></p> <p style="text-align: center;"><i>Recounts: Robot Dog by Mark Oliver.</i></p>

<p>Writing Focus:</p> <ul style="list-style-type: none"> • Story writing(based on 'Lost and Found') • Write a non-chronological information booklet or poster about animals 	<p>Writing Focus:</p> <ul style="list-style-type: none"> • To write own short narrative, based on 'Lost and Found' • Write information for 'The Fire of London 'class display. 	<p>Writing Focus:</p> <ul style="list-style-type: none"> • Write a new version of a Traditional Tale • Write a recount (family event) 	<p>Writing Focus:</p> <ul style="list-style-type: none"> • Short writing opportunities e.g. character descriptions, Wanted posters, letters etc. • To write a short narrative based on one of the classic stories. • Write a simple set of instructions 	<p>Writing Focus:</p> <ul style="list-style-type: none"> • Narrative based on model text with innovation of character(s) and a familiar setting. • To write an information booklet about somewhere in the great outdoors. • A simple rhyme based on a traditional playground rhyme. 	<p>Writing Focus:</p> <ul style="list-style-type: none"> • An innovated fantasy story featuring their own robot model as the central character. • A personal recount of making a model robot.
<p>Colour key: Entertain Inform</p>					
<p>Poetry focus: <i>Poems on a theme The Animals Went in Two by Two – traditional poem</i></p>	<p>Poetry Focus: <i>Bonfire night / fireworks / Autumn</i></p>		<p>Poetry Focus: <i>Traditional Rhymes E.g. Mary, Mary Quite Contrary, Pat a Cake, Hot Cross Buns.</i></p>	<p>Poetry Focus: <i>Traditional Rhymes Ring a Ring a Roses. Here we go Round the Mulberry Bush. In and Out the Dusty Bluebells. Oranges and Lemons. London Bridge is Falling Down.</i></p>	<p>Poetry Focus: <i>Poems for learning off by heart I'm a little Robot by Robert Hiedbreder My Robot poem by Gareth Lancaster on the Fizzy Funny Fuzzy website (here). Robot Rumpus by Sean Taylor (written in rhyme). Robots, Robots Everywhere! by Sue Fliess (written in rhyme). Jumpstart Poetry by Pie Corbett.</i></p>

Lancashire learning and progression steps in writing:

Y1: Vocabulary, Grammar & Punctuation

- Repeat a simple sentence modelled, e.g. spoken by an adult or puppet. Replicate in writing so that it can be read by themselves and others.
- With adult prompting, separate words with spaces e.g. using a finger or lollipop sticks as a spacer.
- Use full stops to demarcate simple sentences.
- Recognise and write from memory capital letters.
- Use capital letter for the personal pronoun I.
- Identify and use questions marks.
- Use the joining word and link words in sentences e.g. Henry had a duck and a dog. Penguins can slip and slide.

Y2: Vocabulary, Grammar & Punctuation

- Say, write and punctuate simple and compound sentences using the joining words and and but (co-ordination).
- Use sentences with different forms: questions and exclamations.
- Secure the use of full stops, capital letters, exclamation marks and question marks.
- Use subordination for time using when e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play.
- Use subordination for reason using because e.g. He wore his coat because it was raining. Because it was raining, he wore his coat.
- Use the subordinating conjunction that in oral sentences using starter prompts, e.g. I hope that ...; My teacher told me that...; He said that...

Lancashire learning and progression steps in writing:

Y1: Vocabulary, Grammar & Punctuation

- Say, and hold in memory whilst writing, sentences that can be read by themselves and others.
- Separate words with spaces.
- Use capital letters and full stops to demarcate simple sentences.
- Use capital letters for names of people, places and days of the week.
- Identify and use exclamation marks.
- Use the joining word and to link clauses, e.g. They all pulled the turnip and it came out of the ground. Peel the banana and slice it into pieces.
- Use the joining word but to link words (I have two sisters but no brothers.) and clauses (Cinderella wanted to go to the ball but she didn't have a dress.).

Y2: Vocabulary, Grammar & Punctuation

- Say, write and punctuate simple and compound sentences using the joining words so and or (co-ordination).
- Use sentences with different forms: statements and commands.
- With prompting, edit and improve own writing using full stops, capital letters, exclamation marks and question marks.
- Use commas to separate items in a list.
- Use subordination for time using before and after e.g. We ate our picnic before the rain came. Before the rain came, we ate our picnic.
- Use subordination for reason using if e.g. If a plant does not get enough water, it will die. If people eat too much sugar, it can cause tooth decay. If you want to stay healthy, get plenty of exercise.

Lancashire learning and progression steps in writing:

Y1: Vocabulary, Grammar & Punctuation

- Say, and hold in memory whilst writing, sentences that can be read by themselves and others, including those with the joining word 'and'.
- Separate words with spaces of a roughly consistent size.
- Use capital letters and full stops to demarcate simple sentences in independent writing.
- Use capital letters for names of people, places, days of the week and the personal pronoun I, e.g. editing and improving independent writing with support.
- Identify and use question marks and exclamation marks in independent writing
- Use the joining word and to link words and clauses in independent writing
- Use the joining word or to link words (I could sleep in the tent or the caravan.) and clauses (The Little Robot could stay in the forest or he could ride on the train).

Y2: Vocabulary, Grammar & Punctuation

- Within their own writing, edit and improve simple and compound sentences using the joining words and, but, so and or (co-ordination).
- Use and punctuate correctly sentences with different forms: statement, question, command, exclamation.
- Independently, edit and improve own writing using full stops, capital letters, exclamation marks and question marks.
- Use commas to separate items in a list in fiction and non-fiction texts, including cross curricular writing.
- Use apostrophes for contracted forms e.g. don't, can't, wouldn't, you're, I'll
- Use apostrophes for singular possession in nouns, e.g. the girl's name.
- Use subordination for time using when, before and after e.g. Mrs Grinling reached for the mustard pot after the plot with Hamish the cat failed. After the plot with Hamish the cat failed, Mrs Grinling reached for the mustard pot.
- Use subordination for reason using because and if e.g. I would go on an exotic holiday if I won the lottery. If I won the lottery, I would go on an exotic holiday.

<ul style="list-style-type: none"> • Identify, understand and select verbs to complete sentences. • Use the progressive form of verbs in the present tense, orally and in writing, to mark actions in progress, e.g. She is watching television. I am reading my favourite book. • Use past tense accurately and consistently for narratives, recounts and historical reports. • Identify, understand and select nouns to complete sentences. • Generate, select and effectively use adjectives. • Identify, understand and select adverbs to complete sentences. 	<ul style="list-style-type: none"> • Use the subordinating conjunction that in sentences and use in narrative writing, e.g. Dougal said that he would love to stay. • Generate, select, and effectively use verbs. • Explore the progressive form of verbs in the past tense, orally and in writing, to mark actions in progress, e.g. He was singing at the top of his voice. They were flying through space. • Use present tense accurately and consistently for non-chronological reports and persuasive adverts. • Generate, select and effectively use nouns. • Edit and improve own writing by strengthening the use of adjectives to create simple noun phrases, e.g. the ferocious green dragon. 	<ul style="list-style-type: none"> • Use the subordinating conjunction that in sentences and use these in nonfiction writing such as a recount or letter, e.g. I thought that Mr Jones was going to fall in the water! I hope that you write back soon. • Independently, edit and improve own writing by strengthening the use of verbs. • Explore the progressive form of verbs in the present tense (e.g. she is drumming) and past tense (e.g. he was shouting) to mark actions in progress. • Independently, edit and improve own writing to ensure accurate and consistent use of tense, e.g. past tense for narratives and recounts; present tense for non-chronological reports, persuasive adverts and explanations. • Independently, edit and improve own writing by strengthening the use of nouns. • Identify, generate and effectively use noun phrases, e.g. the blue butterfly with shimmering wings (for description), granulated sugar (for specification) • Independently, edit and improve own writing by strengthening the use of adverbs.
<p><u>Lancashire learning and progression steps in writing:</u></p> <p><i>Y1: Composition: Planning</i></p> <ul style="list-style-type: none"> • <i>Orally plan and sequence ideas in narrative, e.g. with adult support, create a story using small world props or pictures and orally rehearse.</i> • <i>Orally rehearse ideas linked to non-fiction, e.g. pass a microphone around the group, into which each child can speak a sentence.</i> <p><i>Y2: Composition: Planning</i></p> <ul style="list-style-type: none"> • Discuss and plan what to write about e.g. story mapping, innovating on a known story, generating and developing vocabulary and ideas. 	<p><u>Lancashire learning and progression steps in writing:</u></p> <p><i>Y1: Composition: Planning</i></p> <ul style="list-style-type: none"> • <i>Sequence ideas and events in narrative, e.g. creating a story map and using it to orally rehearse ideas.</i> • <i>Sequence ideas and events in non-fiction recounts, e.g. use pictures and props to create a simple timeline, adding sequencing vocabulary such as 'first', 'next', 'after that' and 'finally'. Use these to orally rehearse.</i> <p><i>Y2: Composition: Planning</i></p> <ul style="list-style-type: none"> • Discuss and plan what to write about e.g. story mapping, innovating on a known story, extending vocabulary and ideas. 	<p><u>Lancashire learning and progression steps in writing:</u></p> <p><i>Y1: Composition: Planning</i></p> <ul style="list-style-type: none"> • <i>Use familiar plots for structuring the opening, middle and end of their stories, e.g. innovating on a known story and orally rehearse</i> • <i>Sequence ideas and events in different non-fiction texts, e.g. decide on information or events to put on each page in a simple non-fiction book.</i> <p><i>Y2: Composition: Planning</i></p> <ul style="list-style-type: none"> • Discuss and plan what to write about e.g. story mapping, innovating on a known story, drawing on vocabulary and ideas from reading.

<p><u>Lancashire learning and progression steps in writing:</u></p> <p><i>Y1: Composition: Drafting and Writing</i></p> <ul style="list-style-type: none"> Orally compose every sentence before writing e.g. say the sentence three times to fix it in working memory. With adult support, re-read every sentence to check it makes sense. Orally compose and write sentences to form short narratives. Orally compose and write sentences to form short narratives. Orally compose simple sentences from short non-fiction texts, e.g. information text, postcard, instructions. <p><i>Y2: Composition: Drafting and Writing</i></p> <ul style="list-style-type: none"> Orally rehearse each sentence prior to writing including simple and compound sentences. Identify purpose and audience for writing, e.g. to entertain children in Reception with our traditional tales. Discuss the language needed, e.g. story book language; repeated words and phrases to join in with. 	<p><u>Lancashire learning and progression steps in writing:</u></p> <p><i>Y1: Composition: Drafting and Writing</i></p> <ul style="list-style-type: none"> Orally compose every sentence before writing, including compound sentences using the joining words 'and' and 'but'. Re-read every sentence to make sure it makes sense. Orally compose and sequence their own sentences to write short narratives. Orally compose and sequence their own sentences to write short non-fiction texts, e.g. recounts, instructions. <p><i>Y2: Composition: Drafting and Writing</i></p> <ul style="list-style-type: none"> Orally rehearse every sentence before writing, including those which have been extended. Identify purpose and audience for writing, e.g. to entertain our classmates with our explorer stories. Discuss structure needed, e.g. an opening which introduces the character, problem/s and ending. Plan and write clear sections, drafting short sections as appropriate. 	<p><u>Lancashire learning and progression steps in writing:</u></p> <p><i>Y1: Composition: Drafting and Writing</i></p> <ul style="list-style-type: none"> Orally compose every sentence before writing including compound sentences using the joining words 'and', 'but' and 'or'. Independently re-read every sentence to check it makes sense but focusing particularly on those which use joining words. Orally compose and sequence their own sentences, including some which use joining words, to write short narratives. Orally compose and sequence their own sentences to write short nonfiction texts, e.g. recounts, information texts. <p><i>Y2: Composition: Drafting and Writing</i></p> <ul style="list-style-type: none"> Drawing on sentence structures from known texts, orally rehearse every sentence before writing, e.g. This is a story about a rat. Not any old rat but a rat who travelled the highway! Identify purpose and audience for writing, e.g. to persuade children in Year 1 to visit our farm shop. Discuss the language and structural organisation needed, e.g. a snappy slogan, a question, alliteration, bullet points, exclamations, captions.
<p><u>Lancashire learning and progression steps in writing:</u></p> <p><i>Y1: Composition: Evaluating and Editing</i></p> <ul style="list-style-type: none"> Discuss their writing with adults and peers, giving an opinion, e.g. I like my story because... <p><i>Y2: Composition: Evaluating and Editing</i></p> <ul style="list-style-type: none"> Edit and improve own writing with specific guidance from the teacher, e.g. Can you add the question marks to the sentences where they are needed? Evaluate their writing with adults, saying what they think is good about the writing and what might make it even better. 	<p><u>Lancashire learning and progression steps in writing:</u></p> <p><i>Y1: Composition: Evaluating and Editing</i></p> <ul style="list-style-type: none"> Discuss their writing with adults, saying what they like about it, e.g. my favourite word is... <p><i>Y2: Composition: Evaluating and Editing</i></p> <ul style="list-style-type: none"> Edit and improve own writing with some signposting from the teacher, e.g. I have put a star next to a sentence that I think can be improved. Can you improve it? Discuss and establish a response partner agreement. Use this to support the process 	<p><u>Lancashire learning and progression steps in writing:</u></p> <p><i>Y1: Composition: Evaluating and Editing</i></p> <ul style="list-style-type: none"> Discuss their writing with adults and peers, e.g. using speaking frames such as 'The best word I have used is...'; 'My handwriting is good because...'; 'I am proud of my writing because...' <p><i>Y2: Composition: Evaluating and Editing</i></p> <ul style="list-style-type: none"> Edit and improve own writing in relation to audience and purpose. Evaluate their writing with adults and peers. Reflect on how well it has met its purpose and the effect on the audience. Proofread to check for errors in spelling, grammar and punctuation, including the correct form of verbs, e.g. spotting and changing he walking to the shop to he walked to the shop or he was walking to the shop.

<ul style="list-style-type: none"> • Proofread to check for errors in spelling, grammar and punctuation. 	<p>of evaluating their writing with peers and adults.</p> <ul style="list-style-type: none"> • Proofread to check for errors in spelling, grammar and punctuation, including the correct form of verbs, e.g. spotting and changing he walking to the shop to he walked to the shop. 	
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<p><u>Lancashire learning and progression steps in writing:</u></p> <p><i>Y1: Composition: Performing</i></p> <ul style="list-style-type: none"> • Read their writing to an adult. <p><i>Y2: Composition: Performing</i></p> <ul style="list-style-type: none"> • Read aloud their writing with intonation, taking note of punctuation to make the meaning clear, e.g. pausing at full stops, question marks and exclamation marks. 	<p><u>Lancashire learning and progression steps in writing:</u></p> <p><i>Y1: Composition: Performing</i></p> <ul style="list-style-type: none"> • Read their writing audibly to a small group. <p><i>Y2: Composition: Performing</i></p> <ul style="list-style-type: none"> • Read aloud their writing with intonation taking note of punctuation to make the meaning clear e.g. pausing at commas which separate items in a list. 	<p><u>Lancashire learning and progression steps in writing:</u></p> <p><i>Y1: Composition: Performing</i></p> <ul style="list-style-type: none"> • Read aloud their writing audibly to adults and peers, e.g. larger group or whole class. <p><i>Y2: Composition: Performing</i></p> <ul style="list-style-type: none"> • Read aloud their writing with tone and intonation, taking note of punctuation to make the meaning clear e.g. pausing at full stops, changing voice in response to an exclamation mark and question mark.
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Spelling rules from the National Curriculum: English Appendix 1: Spelling – work for year 1

- The sounds usually spelt as ff, ll, ss, zz and ck that come after a single vowel
 - The sound produced by a n before a k e.g. bank, think
 - Division of words into syllables
 - -tch
 - The /v/ sound at the end of words
 - Adding s and es to words (plural nouns and the third person singular of verbs)
- Adding the ending -ing, -ed and er to verbs where no change is needed to the root word.
 - Adding -er and -est to adjectives where no change is needed to the root word
 - Vowel digraphs and trigraphs
 - Words ending -y
 - New consonant spellings ph and wh
 - Using k for the /k/ sound e.g. kit, skin
 - Adding the prefix -un
 - Compound words
 - Common exception words

Spelling rules from the National Curriculum: English Appendix 1: Spelling – work for year 2

- The sound spelt as ‘ge’ and ‘dge’ at the end of words, and sometimes spelt as ‘g’ elsewhere in words before e, i and y
 - The /s/ sound spelt ‘c’ before e, i and y

- The /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words
 - The /r/ sound spelt 'wr' at the beginning of words
 - The /l/ or /əl/ sound spelt -le at the end of words
 - The /l/ or /əl/ sound spelt -el at the end of words
 - The /l/ or /əl/ sound spelt -al at the end of words
 - Words ending -il
 - The /ai/ sound spelt -y at the end of words
 - Adding -es to nouns and verbs ending -y
- Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it
- Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it
- Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter
 - The /ɔ:/ sound spelt 'a' before l and ll
 - The /ʌ/ sound spelt o
 - The /i:/ sound spelt -ey
 - The /ɒ/ sound spelt a after w and qu
 - The /ɜ:/ sound spelt or after w
 - The /ɔ:/ sound spelt ar after w
 - The /ɜ/ sound spelt s
 - The suffixes -ment, -ness, -ful, -less and -ly
 - Contractions
 - The possessive apostrophe (singular nouns)
 - Words ending in -tion
 - Homophones and near homophones
 - Common exception words

Additional spellings (and rules) taken from Lancashire Learning and Progression in Reading: Key Learning: Y1/2

All mentioned in previous section

Lancashire Y1 Word List for Reading and Spelling
Learning and Progression Steps in Reading – Common Exception Words

the a do to today of said says are were was is his I you your they be he me she
 we no go so by my here there where love come some one once ask friend school
 put push pull full house our

Lancashire Y2 Word List for Reading and Spelling
Learning and Progression Steps in Reading – Common Exception Words

door floor poor because find kind mind behind child children wild climb most only both old cold gold hold
 told every everybody even great break steak pretty beautiful after fast last past father class grass pass
 plant path bath hour move prove improve sure sugar eye could should would who whole any many
 clothes busy people water again half money Mr. Mrs parents Christmas