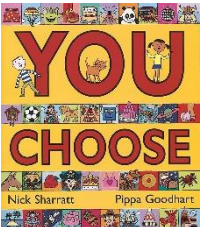


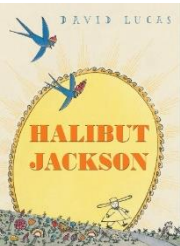
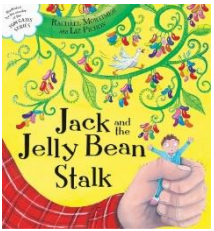
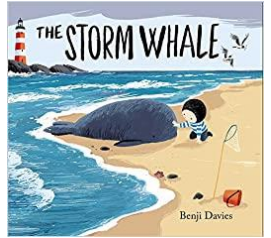
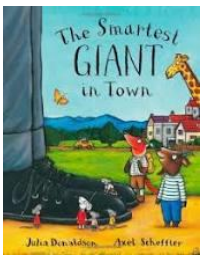
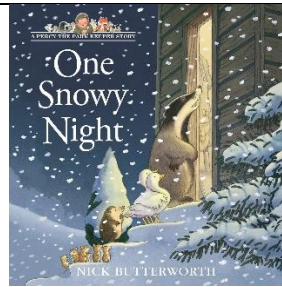
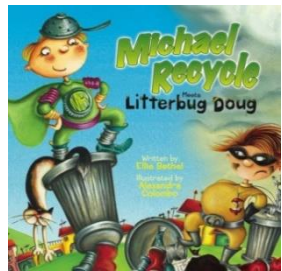

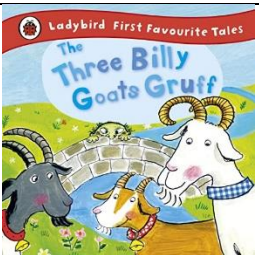


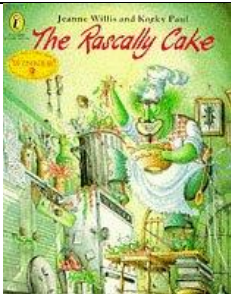


# Year 1 Long Term Overview

SOA=Sight of Application

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
Adventures	Winter Wonderland	Around the world	Kings and Queens	Far Far Away....	Buckets and Spades
 <p>Simple sentences about what the children like</p>	 <p>Firework poetry Use crack spit and November night countdown</p>	 <p>Narrative- children to change the blue bird into something else, but mirror the events that happen in their own story. Alternative ending?</p> <p>Non- fiction writing about Blue birds – non chronological report.</p>	 <p>Outcome: Write a letter as Halibut Jackson replying to the King and Queen about making an outfit.</p>	 <p>Outcome: Write a set of instructions on how to grow a magical beanstalk. – link with science Plants</p> <p>Narrative- change the ending of the story or <b>change the character</b></p>	 <p>SOA – postcard Writing a letter from Noi's point of view.</p>
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
 <p>Captions linked to items of clothing. Simple retelling of story</p>	 <p>Chn to use prepositions to explain where the animals are hiding in Percy's house.</p>	 <p><b>Inform/ Entertain:</b> Non-fiction writing- children to create an A3 poster/ leaflet promoting recycling and to stop sea pollution</p>	 <p><b>Entertain:</b> Outcome: take the familiar structure and write their own version <b>Outcome: recount</b> Nonfiction- Biography of the Queen</p>	 <p>Three Billy Goats Gruff <i>Description of the troll</i> <i>ME to design and describe own troll</i></p>	 <p>Write a narrative in a similar style but change the character of grandad.</p>

Learning Journey 3	Learning Journey 3				Learning Journey 3
<p><b>WHERE THE WILD THINGS ARE</b></p>  <p>STORY AND PICTURES BY MAURICE SENDAK</p> <p>Character description Writing in role - letter / postcard</p> <p>Narrative – innovated version of the story</p>	<p><i>The Rascally Cake</i></p>  <p>Chn to write a revolting recipe for a Christmas cake. Chn to write instructions.</p>				<p><b>The Magic Box poem</b></p> <p><b>Poetry-</b> Kit Wright's poem- to explore and then children to create their own poem but change it to ... 'In my treasure chest I will put .....</p>
Parallel texts	Parallel texts	Parallel texts	Parallel texts	Parallel texts	Parallel texts
<p>Shine Grandads island The journey home Lost and found On the way home We're going on a bear hunt</p>	<p>Stickman Gruffalo's child The snowman Jack frost</p>	<p>Michael recycle Litterbug Doug Somebody swallowed Stanley What a waste The way back home</p>	<p>The Queens handbag The Queens knickers The Queen's nose Tea with the queen The queens spaghetti</p>	<p>The gingerbread man The elves and the shoemaker Cinderella Red riding hood Three little pigs.</p>	<p>Rules of summer The sea saw Somebody swallowed Stanley Lost and found The snale and the whale Sharing a shell</p>

Year 1 – Writing Assessment					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
You Choose The Smartest Giant In town Where the Wild Things Are	Firework Poetry One Snowy Night The Rascally Cake	Michael Recycle The Robot and the Bluebird	Halibut Jackson The Queens Hat	Jack and the Bean stalk Three Billy Goats Gruff	The Storm Whale Grandad's Island
<p>I can say my sentence out loud before I write it</p> <p>I can put words together to make sentences</p> <p>I can use spaces between words.</p> <p>I can use Phonics to help with my spelling.</p> <p>I can write capital letters</p> <p>I can use capital letters and full stops</p> <p>I can write a simple sentence.</p> <p>I can use a capital letter for the word I</p> <p>I can write a sentence beginning with the personal pronoun.</p> <p>I can write lower case letters in the right direction- starting and finishing in the right place.</p>	<p>Read sentences my sentence out loud so children in my class can hear and understand me</p> <p>I can use and to join words in my sentence Eg. He was big and brown.</p> <p>I can explain what a capital letter and full stop is.</p> <p>I can use capital letters and full stops.</p> <p>I can read my sentence to check it makes sense.</p> <p>I can join my sentences to make a story.</p> <p>I can write lower case letters in the right direction- starting and finishing in the right place.</p>	<p>I can write sentences by saying out loud what I am going to write about.</p> <p>I can explain what a capital letter, full stops and question mark is.</p> <p>I can write a simple question with a question mark.</p> <p>I can read my sentence to check it makes sense.</p> <p>I can write lower case letters in the right direction- starting and finishing in the right place.</p> <p>I can add 'ing' to the end of the word- present tense action verbs. Eg. What are you doing?</p>	<p>I can use past tense Verbs by adding ed.</p> <p>Read sentences out loud- say my sentences out loud before I write it.</p> <p>I can write lower case letters in the right direction- starting and finishing in the right place.</p> <p>I can explain what these words mean letter, capital letter, word, sentence, punctuation.</p> <p>I can use a statement sentence.</p> <p>I can use a question sentence.</p> <p>I can use an adjective in my sentence to describe.</p>	<p>I can write sentences by saying out loud what I am going to write about.</p> <p>I can join ideas in a sentence using and. – Compound sentence.</p> <p>I can read my sentence to check it makes sense.</p> <p>I can spell day of the weeks.</p> <p>I can write lower case letters in the right direction- starting and finishing in the right place.</p> <p>I can write upper case letters in the right direction- starting and finishing in the right place.</p> <p>I can join sentences to make a story.</p> <p>I can add er and est to the end of a word to compare.</p>	<p>Spell days of the week</p> <p>Plurals s and es</p> <p>Read sentences my sentence out loud so children in my class can hear and understand me</p> <p>I can say my sentence out loud before I write it .</p> <p>I can write capital letters</p> <p>I can use capital letters and full stops</p> <p>I can use and to join words and ideas within a sentence.</p> <p>I can join sentences to make a story.</p> <p>I can use un to start the end of a word</p> <p>Explain how un changes a word</p> <p>Read sentences to make sure it make sense.</p> <p>I can use and to join sentences and ideas in a sentence.</p>
<b>Spelling embedded thought the year/ taught during phonics:</b> I can break down spoken words into their sounds and spell some correctly. I can spell words containing each of the letter sounds I have been taught I can spell some tricky words correctly I can name letters of the alphabet using letter names I can distinguish between alternative spellings of the same sound. I can write the correct spelling in a simple dictation.					

