

English Curriculum Map

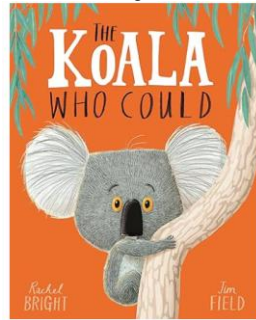
Year: 1/2

Class: Finch

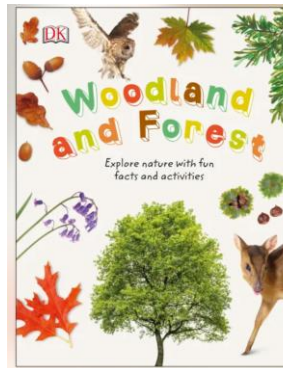
Year: 2024-2025



Second text: The Koala Who Could by Rachel Bright



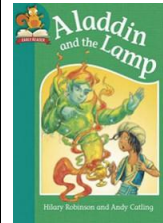
Information texts



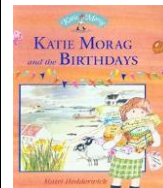
Woodland and Forest by DK

Poetry, songs and rhyme: The Animals Went in Two by Two

Poems on a Theme:  
[The Highway Rat Doesn't Share!](#)  
[@GruffaloWorld: The Highway Rat](#)  
[\(youtube.com\)](#)

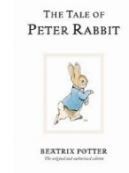


Aladdin and the Lamp to be used to create interest.

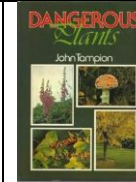


Recounts:  
Family Album.  
Focus:  
Birthdays.

(Cbeebies tale) based on Peter Rabbit



Second text:  
Peter Rabbit-  
The Tale of Peter Rabbit



Information Booklet:  
Dangerous Plants.



Robots- National Geographic Kids

Recounts of a trip/experience

Link Texts	The Gruffalo Percy the Park Keeper Owl Babies	Oxford Reading Tree – Food Poems Chosen by John Foster Catch that Rat by Caryl Hart	Information books linked to plants/planting. Jaspers beanstalk. Traditional Rhymes (Little Jack Homer, Oranges and Lemons, Mary, Mary, quite contrary).	Katie Morag and the Birthdays. Stories linked to birthdays. Monster Party. Kippers Birthday.	Information books linked to dangerous/scary/ deadly plants. Maisie Goes Camping	Harry and the Robots Ten Little Robots
Enrichment/visits / Authors etc	Forest school in the woodland area to look for woodland creatures. Little Zoo to You workshop 12 <sup>th</sup> September Roald Dahl Day 13 <sup>th</sup> September	World Nursery Rhyme Week 11 <sup>th</sup> -15 <sup>th</sup> November	Children's Mental Health Week (3 <sup>rd</sup> -9 <sup>th</sup> February).	World Book Day (Whole School Celebration) 6 <sup>th</sup> March	World Day for Cultural Diversity 21 <sup>st</sup> May	National Summer Reading Challenges in libraries.
Unit 1 scaffolded outcome	<b>Stories with familiar settings</b> <b>Purpose:</b> Narrative based on the model text 'The Squirrels Who Squabbled'. Children	<b>Integrated narrative and information</b> <b>Purpose:</b> Information page – 1 outcome	<b>Traditional Tales:</b> <b>Purpose:</b> Children will be able to write their own short narrative written	<b>Instructions:</b> <b>Purpose:</b> Children will be able to write their own set of simple instructions on	<b>Stories with Familiar Settings.</b> <b>Purpose:</b> Children will be able to write their own	<b>Stories with Fantasy Settings:</b> <b>Purpose:</b> Children will be able to write an innovated fantasy story, featuring their own

	<p>will be able to construct their own short narrative based on a story map. Children will be able to write using formulaic phrases, events in order, full stops and capital letters.</p> <p><b>Audience:</b> Children to share own stories with class peers.</p>	<p>sequencing ideas and events.</p> <p>Innovated story Y1 extending range of joining words to link words and clauses using but and or – Y2 another outcome using subordination, nouns, adjectives and verbs.</p> <p><b>Audience:</b> Y1 pupils to share with Y2.</p>	<p>in the past tense which includes events in order (opening, middle and end), simple connectives to link ideas e.g. and, but, or so and using words with the prefix 'un' to verbs and adjectives to change the meaning e.g. untie, unkind.</p> <p><b>Audience:</b> Own stories to be shared with parents and displayed in class.</p>	<p>planting a bean plant sequencing ideas in order using specific text type features.</p> <p><b>Audience:</b> Pre-School (share and follow instructions together).</p>	<p>narrative which includes innovation of characters, a familiar setting, past tense, question marks Y2 exclamation marks, commas to separate in a list, apostrophes for contracted forms (e.g. don't) and apostrophes for possession (e.g. the girl's name).</p> <p><b>Audience:</b> Y2 to share stories with Y1 pupils. Display finished stories.</p>	<p>robot model as the central character, including joining words to link ideas, features of a fantasy narrative, pluralised nouns using 's' and 'es' and Y2 the suffixes -ness or -er to create nouns (e.g. happiness, baker).</p> <p><b>Audience:</b> Children to share own fantasy stories with Benedict class.</p>
Unit 1 independent outcome	<p><b>Incidental Write:</b> <b>Purpose:</b> Wanted Poster for a character from the story <b>Audience:</b> Key Stage One staff <b>Assessed write</b></p>	<p><b>Incidental Write:</b> <b>Purpose:</b> Letter about a rat problem <b>Audience:</b> Site Supervisor <b>Assessed write 1</b></p>	<p><b>Incidental Write:</b> <b>Purpose:</b> Diary Entry as Jack <b>Audience:</b> Talk partners <b>Assessed write Purpose:</b></p>	<p><b>Incidental Write:</b> <b>Purpose:</b> Complaint about the quality of beans <b>Audience:</b> Local supermarket</p>	<p><b>Incidental Write:</b> <b>Purpose:</b> Postcard from camping trip <b>Audience:</b> Parents/Guardians</p>	<p><b>Incidental Write:</b> <b>Purpose:</b> Questions for an engineer <b>Audience:</b> BAE employee <b>Assessed write Purpose:</b></p>

	<p><b>Purpose:</b> Own narrative based on the model text <i>The Squirrels who Squabbled</i>. Children will be able to write using formulaic phrases, events in order, full stops and capital letters.</p> <p><b>Audience:</b> For class fiction book in the reading area.</p>	<p><b>Purpose:</b> Own information page</p> <p><b>Audience:</b> Forest School pupils (to keep in toolbox)</p> <p><b>Assessed write 2</b></p> <p><b>Purpose:</b> Own innovated story based on the model text</p> <p><b>Audience:</b> Haydock Class</p>	<p>Children will be able to write their own short narrative written in the past tense which includes events in order (opening, middle and end), simple connectives to link ideas e.g. and, but, or so and using words with the prefix 'un' to verbs and adjectives to change the meaning e.g. untie, unkind.</p> <p><b>Audience:</b> Benedict Class</p>	<p><b>Assessed write Purpose:</b> Own set of instructions, sequencing ideas in order using specific text type features.</p> <p><b>Audience:</b> Parents/guardians (take a copy home)</p>	<p><b>Assessed write Purpose:</b> Own narrative based on <i>Boris Goes Camping</i>. Children will be able to write their own narrative which includes innovation of characters, a familiar setting, past tense, exclamation marks, question marks, commas to separate in a list, apostrophes for contracted forms and apostrophes for possession.</p> <p><b>Audience:</b> Class fiction story collection in the reading area.</p>	<p>Own fantasy narrative based on <i>Nobot the Robot</i>, including joining words to link ideas, features of a fantasy narrative, pluralised nouns using 's' and 'es' and Y2 the suffixes -ness or -er to create nouns (e.g. happiness, baker). pluralised nouns using 's' and 'es' and the suffixed -ness or -er to create nouns (e.g. happiness, baker).</p> <p><b>Audience:</b> Next class teacher</p>
Unit 2 scaffolded outcome	<p><b>Information text Purpose:</b> Children will be able to construct their own information poster focused on an</p>	<p><b>Poems on a theme: Purpose:</b> Poem based on a theme using phonetically</p>	<p><b>Recounts: Purpose:</b> Children will be able to write a recount based on a model</p>	<p><b>Classic Stories Purpose:</b> To create a narrative based on a model text with innovation</p>	<p><b>Range of non-fiction texts Purpose:</b> Children will be able to write their own</p>	<p><b>Recounts: Purpose:</b> First person recount based on an experience (e.g. making a model robot) sequencing and</p>

	<p>animal including questions marks, full stops and capital letters.</p> <p><b>Audience:</b> Work to be shared with talk partners and peers. Display finished posters on Forest School Display.</p>	<p>plausible spellings, -s -es nouns and Y2 verbs ending in -y, adjectives and noun phrases.</p> <p>Oral presentation of the poem using clear intonation.</p> <p><b>Audience:</b> Children to perform own poems for Haydock Class.</p>	<p>which includes a capital letter for the personal pronoun 'I' and the names of people, past tense for narrative, and features of a recount.</p> <p><b>Audience:</b> Display finished recounts and share with class peers.</p>	<p>of character and setting adding suffixes to verbs where no spelling change is needed to the root word and using exclamation marks.</p> <p><b>Audience:</b> Class book for reading corner</p>	<p>information text which includes joining words to link ideas, features of information writing, question marks, interesting facts, and Y2 apostrophes for contracted forms and commas to separate items in a list.</p> <p><b>Audience:</b> Children will create a class book of their own dangerous plants, and share with Benedict Class.</p>	<p>using prefix un and pluralising nouns - s and es, Y2 using effective nouns, compound sentences and suffixes -ness and -er.</p> <p><b>Audience:</b> Parents (DT exhibition of Robots made)</p>
Unit 2 independent outcome	<p><b>Incidental Write:</b> Letter</p> <p><b>Purpose:</b> To suggest ways of looking after our Woodland area</p> <p><b>Audience:</b> Eco Club</p>	<p><b>Incidental Write:</b> Shopping list</p> <p><b>Purpose:</b> For class teacher</p> <p><b>Audience:</b> Rest of the class</p>	<p><b>Incidental Write:</b> Invitation to a party</p> <p><b>Audience:</b> Pre-school</p>	<p><b>Incidental Write:</b> Police Report (stealing from the Science Garden)</p> <p><b>Audience:</b> Mr Ballard</p>	<p><b>Incidental Write:</b> Top Trumps cards</p> <p><b>Audience:</b> classmates</p> <p><b>Assessed write</b></p>	<p><b>Incidental Write:</b> Blurb for Robot e.g. inspiration, reasons for choices made when designing and making</p>

	<p><b>Assessed write Purpose:</b> Own information poster about a Woodland animal including question marks, compound sentences using the word 'and', full stops and capital letters.</p>	<p><b>Assessed write Purpose:</b> Own poem Y1 with a simple structure based on a theme and Y2 poem to include adjectives, nouns and noun phrases.</p>	<p><b>Assessed write Purpose:</b> Own recount based on a model which includes a capital letter for the personal pronoun 'I' and the names of people, past tense for narrative, and features of a recount.</p>	<p><b>Assessed write Purpose:</b> Own narrative based on The Tale of the Raddish Robber with innovation of character and setting adding suffixes to verbs where no spelling change is needed to the root word and using exclamation marks.</p>	<p><b>Purpose:</b> Own information booklet about dangerous plants. Children will be able to write their own information text which includes joining words to link ideas, features of information writing, question marks, interesting facts, and Y2 apostrophes for contracted forms and commas to separate items in a list.</p>	<p><b>Audience:</b> Parents/Guardians (during DT exhibition)</p> <p><b>Assessed write Purpose:</b> First person recount based on an experience (e.g. making a model robot) sequencing and using prefix un and pluralising nouns - s and es, Y2 using effective nouns, compound sentences and suffixes -ness and -er.</p>
Unit 3 scaffolded outcome	<p><b>Poetry:</b> <b>Purpose:</b> Oral presentation of a poem Innovated poem based on a structure <b>Audience:</b> Benedict Class</p>					

<p>Unit 3 independent outcome</p>	<p><b>Incidental Write:</b> Poetry Review <b>Purpose:</b> To create a class book of poetry and children's likes/dislikes <b>Audience:</b> Peers</p> <p><b>Assessed write</b> <b>Purpose:</b> Oral presentation of own poem including correct intonation. Own poem based on a model structure including spacing between words, phonetically plausible spellings and capital letters.</p>					
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