

Year Group: 1 Summer 1	Core Text: The Tale of Peter Rabbit by Beatrix Potter The Rabbit Problem by Emily Gravett	Topic Links: Geography – How the seasons and weather affect people Science – Seasonal weather, Identification and labels of plants, Structure of plants,	
Unit Written Outcomes: Retell story or part of story Information on weather and plants		Possible Application: Recount - any event, trip or experience Sentence writing opportunities	
Reading Focus : Core texts Non-fiction books on plants Rabbits by Matt Mooney			
Spoken Language	Reading	Writing - Composition	Writing -Grammar and Vocabulary

<p>Objectives Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions.</p>	<p>Objectives Use prior knowledge to understand texts. Use picture clues to support understanding. Use picture clues to deepen understanding. Identify unfamiliar words and ask about meaning. Use the context to make informed guesses about the meaning of unfamiliar words. Discuss the meaning of unfamiliar words. Identify the key events in a story. Make predictions based on the events in the story. Recognise a character's feelings. Say why a character has a feeling. Give an opinion about a character. Answer retrieval questions about the book. Use information from the story to support opinion. Understand that a writer can leave gaps for the reader to fill. Answer questions which fill the gaps in a story. Listen to others' ideas about a book. Say whether they agree or disagree with other's ideas. Know some key stories. Recognise key story language. Find key story language in stories read aloud or read independently. Retell key stories orally using narrative language. Know that there are different kinds of books. Know the difference between a story book and an information book. Recognise poems and rhymes. Recognise rhyming language. Recognise patterned language in poems and rhymes. Know some poems and rhymes by heart.</p>	<p>Objectives Talk about ideas for writing. Know what to write about. Choose one idea for a sentence. Say the sentence aloud. Check that the sentence makes sense. Hold the sentence in your head. Write the sentence. Read the sentence and check that it makes sense. Check that the sentence starts with a capital letter and ends with the right end mark – full stop/question mark. Decide on the next sentence which will say what happened next.</p>	<p>Objectives Know what a sentence is when I am speaking. Know that a sentence needs a capital letter. Write sentences with capital letters and full stops. Hear the difference between a question and a statement. Know that a question needs a question mark at the end. Write question sentences with capital letters and question marks. Find exclamation sentences in reading. Know that an exclamation sentence needs an exclamation mark at the end. Write exclamation sentences with capital letters and exclamation marks. Use a capital for the personal pronoun I in writing. Check that a capital has been used for the personal pronoun I in writing. Use capital letters for special names of people, places and the days of the week in writing. Check that capital letters have been used for the special names of people, places and the days of the week. Use the word and to join two words in a sentence. Notice that the word and can join two sentences. Know that the word and can help to join ideas together. Practise joining two sentences with and.</p>
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Year Group: 1 Summer 2	Core Text: The Naughty Bus by Jan and Jerry OKe	Topic Links: History – Changes from living memory Geography – Local area	
Unit Written Outcomes: New adventure for the bus Information on transport		Possible Application: Recount - any event, trip or experience Sentence writing opportunities	
Reading Focus: Core text Non-fiction books on transport Vroom, Vroom Poems about things with wheels – Paul Nicholls			
Spoken Language	Reading	Writing - Composition	Writing -Grammar and Vocabulary

<p>Objectives Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions.</p>	<p>Objectives Use prior knowledge to understand texts. Use picture clues to support understanding. Use picture clues to deepen understanding. Identify unfamiliar words and ask about meaning. Use the context to make informed guesses about the meaning of unfamiliar words. Discuss the meaning of unfamiliar words. Identify the key events in a story. Make predictions based on the events in the story. Recognise a character's feelings. Say why a character has a feeling. Give an opinion about a character. Answer retrieval questions about the book. Use information from the story to support opinion. Understand that a writer can leave gaps for the reader to fill. Answer questions which fill the gaps in a story. Listen to others' ideas about a book. Say whether they agree or disagree with others' ideas. Know some key stories. Recognise key story language. Find key story language in stories read aloud or read independently. Retell key stories orally using narrative language. Know that there are different kinds of books. Know the difference between a story book and an information book. Recognise poems and rhymes. Recognise rhyming language. Recognise patterned language in poems and rhymes. Know some poems and rhymes by heart.</p>	<p>Objectives Talk about ideas for writing. Know what to write about. Choose one idea for a sentence. Say the sentence aloud. Check that the sentence makes sense. Hold the sentence in your head. Write the sentence. Read the sentence and check that it makes sense. Check that the sentence starts with a capital letter and ends with the right end mark – full stop/question mark. Decide on the next sentence which will say what happened next.</p>	<p>Objectives Know what a sentence is when I am speaking. Know that a sentence needs a capital letter. Write sentences with capital letters and full stops. Hear the difference between a question and a statement. Know that a question needs a question mark at the end. Write question sentences with capital letters and question marks. Find exclamation sentences in reading. Know that an exclamation sentence needs an exclamation mark at the end. Write exclamation sentences with capital letters and exclamation marks. Use a capital for the personal pronoun I in writing. Check that a capital has been used for the personal pronoun I in writing. Use capital letters for special names of people, places and the days of the week in writing. Check that capital letters have been used for the special names of people, places and the days of the week. Use the word and to join two words in a sentence. Notice that the word and can join two sentences. Know that the word and can help to join ideas together. Practise joining two sentences with and.</p>
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