Keevil CofE Academy English Curriculum Overview EYFS/ Y1

English	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
YR/1 Rotation 2 Writing	Retell and rhyme Key Text: Lynley Dodd: Hairy Maclary Additional Texts for immersion: Lynley Dodd: Hairy Maclary and Friends Series 10 Books Collection Set Including options for independent writing	Key Text: Where the Wild Things Are Michael Sendak Including options for independent writing	Key Text: The Snail and the Whale By Julia Donaldson – Additional texts related to having an adventure whilst travelling Including options for independent writing	Key Text: Fairy Tales Additional Texts for immersion Including options for independent writing	Key Text: The Lighthouse Keepers lunch By Ronda Armitage Including 1 session per week free write	Key Text: Key Text Katie Morag Island Stories (this is a selection of books) By Mairi Hedderwick Including 1 session per week free write
Additional subjects + writing options	Science Living things	Science – Uses of Materials	Science – Light and Sound	Science: Changing Materials	Science – Habitats	Science Plants
	Understanding Christianity: GOD EYFS: F1 – Why is the word 'God' so important to Christians? KS1: 1.1 – What do Christians believe God is like?	Understanding Christianity: GOSPEL KS1: 1.4 – What is the good news that Jesus brings?	Discovery RE: JUDAISM EYFS: F1/2 Autumn 1 – What makes people special? KS1: Y2 Spring 1 – How important is it for Jewish people to do what God asks them to do? (Passover) COMBINED WITH Y2 Summer 1 – How special is the relationship Jews have with God?	Understanding Christianity: SALVATION EYFS: F3 – Why do Christians put a cross in an Easter Garden? KS1: 1.5 – Why does Easter matter to Christians?	Discovery RE: PEOPLE OF GOD EYFS: F1/2 Summer 1 – What can we learn from stories? KS1: Y2 Autumn 1 – Is it possible to be kind to everyone all of the time?	Discovery RE: JUDAISM EYFS: - F1/2 – What makes places special? KS1: Y2 Summer 2 – What is the best way for a Jew to show commitment to God?
PAG All PAG should be related to the text you are using and used to improve writing not just as standalone lessons.	 Give meaning to marks they make as they draw and write. Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Y1 I can use finger spaces between words when I am writing a few sentences by myself. 	 make as they draw and write. Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. I can use finger spaces between words when I am writing a few sentences by myself. I can usually use capital 	Give meaning to marks they make as they draw and write.• Give make as they draw and write.Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.• Use let meaning, representing some sounds correctly and in sequence.Writes own name and other things such as labels, captions.• Wr this sentences in meaningful contexts.Attempts to write short sentences in meaningful contexts.• Att ser ser contexts.I can use finger spaces between words when I am writing a few sentences by myself.V1I can usually use capital• I can usually use capital	 ake as they draw and write. e some clearly identifiable ters to communicate eaning, representing some unds correctly and in quence. rites own name and other ings such as labels, ptions. tempts to write short ntexts. Attent sent Attent sent thing capt Y1 FILLI GAP UND yself. an usually use capital 	 e as they draw and write. some clearly identifiable use som name and other gs such as labels, ions. mpts to write short ences in meaningful exts. ING ANY REMAINING S IN KNOWLEDGE AND DERSTANDING use finger spaces veen words when I am ing a few sentences by elf. use they draw and write. Use som Use som Use som Sounds of Use som Sounds of Writes of Iabels, ca Attempt meaning Y1 EMBEDD USING I can use places, t I can sponet I can sponet I can sponet 	e clearly identifiable letters to licate meaning, representing some correctly and in sequence. wn name and other things such as

	pec	ople's names, places, the ys of the week and I. d • I	can use <i>and</i> in my writing. can use capital letters for people's names, places, the lays of the week and I. can sometimes use? and! can use time connectives in ny writing.	I can use capital letters for people's names, places, the days of the week and I. I can sometimes use? and! I can spot and use verbs. I can spot and use adjectives	 I can usually use capital letters and full stops to sho my sentences. I can use and in my writing. I can use capital letters for people's names, places, the days of the week and I. I can sometimes use? and! I can spot and use verbs. I can use time connectives i my writing. 	25.
Reading KS1	Vocabulary/Word Prior knowled Associated with the reading. Links to This can inclu Debate, mind-mappin Inference etc Summarise the story so far (u Teacher read Children to infer and Think out loud and involve the childre thinking/feeli Happening prot Read the text in small groups/ pairs usi they do. (focus on fluency, expressio Children answer questi	dge o self, text and wider world ude ing, picture, cc unless first session) ids id predict. en through questioning and ing/ ompts ing think out loud strategy as on and intonation) tions verbally hagpie/ glossary?	Pric Associated with the readin Thi Debate, mi Inf Summarise the sto Te Children t Think out loud and involve thir Happ Read the text in small groups (focus on fluency, Children answer questio Vocabulary discu	ary/Word meaning or knowledge g. Links to self, text and wider v s can include nd-mapping, picture, ference etc ry so far (unless first session) eacher reads to infer and predict. the children through questionin nking/feeling/ pening prompts f/ pairs using think out loud strat they do. expression and intonation) ns verbally/ some written answe ussion – magpie/ glossary?	world Associated with Summan and Think out loud a ategy as Read the text in sr (focus rers Cl	Vocabulary/Word meaning Prior knowledge of the reading. Links to self, text and wider world This can include Debate, mind-mapping, picture, Inference etc rise the story so far (unless first session) Teacher reads Children to infer and predict. nd involve the children through questioning and thinking/feeling/ Happening prompts mall groups/ pairs using think out loud strategy as they do. on fluency, expression and intonation) hildren answer questions verbally bulary discussion – magpie/ glossary?
Phonics and spelling	 phase 2 phonemes in order: Set 1 – s, a, t, p Set 2 - i, n, m, d Set 3 – g, o, c, k Set 4 – ck, e, u, r Set 5 – h, b, f, ff, l, ll, ss o Revise sounds learnt so far Y1 Revisit Phase 4 Learn to read and spell words containing adjacent consonants. Children to revise 	 YR: Phonics Phase 3 Set 6 – j, v, w, x Set 7 – y, z, zz, qu (last of Letters and Sounds 'sets') sh, th, ch, ng ai, ee, long oo, short oo oa, ar, or, igh - ur, ow, oi, ear er, air, ure Completes the teaching of the alphabet and moves on to sounds represented by more than one letter. The children will learn letter names and how to read and spell some tricky words Y1 Phase 5 Children broaden their knowledge of sounds for use in reading & spelling. They will begin to build word- 	 read and spell some tricky Y1 Phase 5 Children broaden thei knowledge of sounds 	Set 7 - y, z, zz, qu (last Letters and Sounds 's - sh, th, ch, ngbi, ear- ai, ee, long oo, shor - oa, ar, or, igh - ur, o - er, air, urethe- er, air, ure Completes the teachir alphabet and moves o sounds represented by than one letter. The ch learn letter names and read and spell some tr Y1r• Phase 5 • Children broaden knowledge of sou in reading & spelli	adjacent consorrevise and recal 3 phonemes. Troo ow, oi, ear ng of the on to by more hildren will d how to ricky words their unds for use ing. They adjacent consorrevise and cvcc words Y1 • Phase 5 • Children brok knowledge in reading 8 will begin to specific kno spellings of • Sounds: ay, ue, aw, wh, ey, a_e, i_e,	 vords containing nants. Children to I all phase 2 and and write CCVC and write CCVC and write CCVC children to read and write CCVC and CVCC words. Y1 Phase 5 Children broaden their knowledge of sounds for use in reading & spelling. They will begin to build word- will begin to build word- specific knowledge of the spellings of words. Sounds: ay, ou, ie, ea, oy, ir, wh, ew, oe, au,