

# 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.	EYFS <ul style="list-style-type: none"> <li>Give meaning to marks they make as they draw and write.</li> <li>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> </ul> Y1 <ul style="list-style-type: none"> <li>I can use finger spaces between words when I am writing a few sentences by myself.</li> <li>I can usually use capital letters and full stops to show my sentences.</li> <li>I can use <i>and</i> in my writing.</li> </ul>	EYFS <ul style="list-style-type: none"> <li>Give meaning to marks they make as they draw and write.</li> <li>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>Writes own name and other things such as labels, captions.</li> <li>Attempts to write short sentences in meaningful contexts.</li> </ul> Y1 <ul style="list-style-type: none"> <li>I can use finger spaces between words when I am writing a few sentences by myself.</li> <li>I can usually use capital letters and full stops to show my sentences.</li> <li>I can use <i>and</i> in my writing.</li> </ul>	EYFS <ul style="list-style-type: none"> <li>Give meaning to marks they make as they draw and write.</li> <li>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>Writes own name and other things such as labels, captions.</li> <li>Attempts to write short sentences in meaningful contexts.</li> </ul> Y1 <ul style="list-style-type: none"> <li>I can use finger spaces between words when I am writing a few sentences by myself.</li> <li>I can usually use capital letters and full stops to show my sentences.</li> </ul>	EYFS <ul style="list-style-type: none"> <li>Give meaning to marks they make as they draw and write.</li> <li>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>Writes own name and other things such as labels, captions.</li> <li>Attempts to write short sentences in meaningful contexts.</li> </ul> Y1 <ul style="list-style-type: none"> <li>I can use finger spaces between words when I am writing a few sentences by myself.</li> <li>I can usually use capital letters and full stops to show my sentences.</li> <li>I can use <i>and</i> in my writing.</li> </ul>	EYFS <ul style="list-style-type: none"> <li>Give meaning to marks they make as they draw and write.</li> <li>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>Writes own name and other things such as labels, captions.</li> <li>Attempts to write short sentences in meaningful contexts.</li> </ul> Y1 <ul style="list-style-type: none"> <li>I can use finger spaces between words when I am writing a few sentences by myself.</li> <li>I can usually use capital letters and full stops to show my sentences.</li> <li>I can use <i>and</i> in my writing.</li> </ul>	EYFS <ul style="list-style-type: none"> <li>Give meaning to marks they make as they draw and write.</li> <li>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>Writes own name and other things such as labels, captions.</li> <li>Attempts to write short sentences in meaningful contexts.</li> </ul> Y1 <ul style="list-style-type: none"> <li>EMBEDDING LEARNING OF ALL EXPECTATIONS – USING AND APPLYING</li> <li>I can use finger spaces between words when I am writing a few sentences by myself.</li> <li>I can usually use capital letters and full stops to show my sentences.</li> <li>I can use <i>and</i> in my writing.</li> <li>I can use capital letters for people's names, places, the days of the week and I.</li> <li>I can sometimes use? and!</li> <li>I can spot and use verbs.</li> <li>I can spot and use adjectives.</li> <li>I can use time connectives in my writing.</li> </ul>

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Reading KS1	<p>Vocabulary/Word meaning Prior knowledge Associated with the reading. Links to self, text and wider world This can include Debate, mind-mapping, picture, Inference etc... Summarise the story so far (unless first session) Teacher reads Children to infer and predict. Think out loud and involve the children through questioning and thinking/feeling/ Happening prompts Read the text in small groups/ pairs using think out loud strategy as they do. (focus on fluency, expression and intonation) Children answer questions verbally Vocabulary discussion – magpie/ glossary?</p>		<p>Vocabulary/Word meaning Prior knowledge Associated with the reading. Links to self, text and wider world This can include Debate, mind-mapping, picture, Inference etc... Summarise the story so far (unless first session) Teacher reads Children to infer and predict. Think out loud and involve the children through questioning and thinking/feeling/ Happening prompts Read the text in small groups/ pairs using think out loud strategy as they do. (focus on fluency, expression and intonation) Children answer questions verbally/ some written answers Vocabulary discussion – magpie/ glossary?</p> <p>Reading KS1</p>		<p>Vocabulary/Word meaning Prior knowledge Associated with the reading. Links to self, text and wider world This can include Debate, mind-mapping, picture, Inference etc... Summarise the story so far (unless first session) Teacher reads Children to infer and predict. Think out loud and involve the children through questioning and thinking/feeling/ Happening prompts Read the text in small groups/ pairs using think out loud strategy as they do. (focus on fluency, expression and intonation) Children answer questions verbally Vocabulary discussion – magpie/ glossary?</p>	
Phonics and spelling	<p>YR: Children to be taught the phase 2 phonemes in order:</p> <ul style="list-style-type: none"> <li>Set 1 – s, a, t, p</li> <li>Set 2 - i, n, m, d</li> <li>Set 3 – g, o, c, k</li> <li>Set 4 – ck, e, u, r</li> <li>Set 5 – h, b, f, ff, l, ll, ss o</li> <li>Revise sounds learnt so far</li> </ul> <p>Y1</p> <p>Revisit Phase 4</p> <ul style="list-style-type: none"> <li>Learn to read and spell words containing adjacent consonants. Children to revise and recall all phase 2 and 3 phonemes. Children to read and write CCVC and CVCC words.</li> </ul>	<p>YR: Phonics Phase 3</p> <p>Set 6 – j, v, w, x Set 7 – y, z, zz, qu (last of Letters and Sounds 'sets')</p> <ul style="list-style-type: none"> <li>- sh, th, ch, ng</li> <li>- ai, ee, long oo, short oo</li> <li>- oa, ar, or, igh - ur, ow, oi, ear</li> <li>- er, air, ure</li> </ul> <p>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</p> <p>Y1</p> <ul style="list-style-type: none"> <li>Phase 5</li> <li>Children broaden their knowledge of sounds for use in reading &amp; spelling. They will begin to build word-</li> </ul>	<p>YR: Phonics Phase 3</p> <p>Set 6 – j, v, w, x Set 7 – y, z, zz, qu (last of Letters and Sounds 'sets')</p> <ul style="list-style-type: none"> <li>- sh, th, ch, ng</li> <li>- ai, ee, long oo, short oo</li> <li>- oa, ar, or, igh - ur, ow, oi, ear</li> <li>- er, air, ure</li> </ul> <p>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</p> <p>Y1</p> <ul style="list-style-type: none"> <li>Phase 5</li> <li>Children broaden their knowledge of sounds for use in reading &amp; spelling. They will begin to build word-specific knowledge of the spellings of words.</li> </ul>	<p>YR: Phonics Phase 3</p> <p>Set 6 – j, v, w, x Set 7 – y, z, zz, qu (last of Letters and Sounds 'sets')</p> <ul style="list-style-type: none"> <li>- sh, th, ch, ng</li> <li>- ai, ee, long oo, short oo</li> <li>- oa, ar, or, igh - ur, ow, oi, ear</li> <li>- er, air, ure</li> </ul> <p>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</p> <p>Y1</p> <ul style="list-style-type: none"> <li>Phase 5</li> <li>Children broaden their knowledge of sounds for use in reading &amp; spelling. They will begin to build word-</li> </ul>	<p>YR: Phase 4: Children learn to read and spell words containing adjacent consonants. Children to revise and recall all phase 2 and 3 phonemes.</p> <p>Children to read and write CCVC and CVCC words</p> <p>Y1</p> <ul style="list-style-type: none"> <li>Phase 5</li> <li>Children broaden their knowledge of sounds for use in reading &amp; spelling. They will begin to build word-specific knowledge of the spellings of words.</li> <li>Sounds: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, i_e, u_e, o_e</li> </ul>	<p>YR: Phase 4: Children learn to read and spell words containing adjacent consonants. Children to revise and recall all phase 2 and 3 phonemes.</p> <p>Children to read and write CCVC and CVCC words.</p> <p>Y1</p> <ul style="list-style-type: none"> <li>Phase 5</li> <li>Children broaden their knowledge of sounds for use in reading &amp; spelling. They will begin to build word-specific knowledge of the spellings of words.</li> <li>Sounds: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, i_e, u_e, o_e</li> </ul>

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