**Keevil CofE Academy English Curriculum Overview EYFS/ Y1**

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| 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   * + - * 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. * I can usually use capital letters and full stops to show my sentences. * I can use and in my writing. | EYFS   * 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. * Writes own name and other things such as labels, captions. * Attempts to write short sentences in meaningful contexts.   Y1   * I can use finger spaces between words when I am writing a few sentences by myself. * I can usually use capital letters and full stops to show 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. | | EYFS   * 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. * Writes own name and other things such as labels, captions. * Attempts to write short sentences in meaningful contexts.   Y1   * I can use finger spaces between words when I am writing a few sentences by myself. * I can usually use capital letters and full stops to show 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 use time connectives in my writing. | | EYFS   * 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. * Writes own name and other things such as labels, captions. * Attempts to write short sentences in meaningful contexts.   Y1   * I can use finger spaces between words when I am writing a few sentences by myself. * I can usually use capital letters and full stops to show 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 spot and use adjectives | | EYFS   * 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. * Writes own name and other things such as labels, captions. * Attempts to write short sentences in meaningful contexts.   Y1   * FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING * I can use finger spaces between words when I am writing a few sentences by myself. * I can usually use capital letters and full stops to show 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 spot and use adjectives. * I can use time connectives in my writing. | | EYFS   * 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. * Writes own name and other things such as labels, captions. * Attempts to write short sentences in meaningful contexts.   Y1   * EMBEDDING LEARNING OF ALL EXPECTATIONS – USING AND APPLYING * I can use finger spaces between words when I am writing a few sentences by myself. * I can usually use capital letters and full stops to show 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 spot and use adjectives. * I can use time connectives in my writing. | |
| Reading KS1 | 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? | | | | 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?  Reading KS1 | | | | 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? | | |

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| Phonics and spelling | YR: Children to be taught the 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 and recall all phase 2 and 3 phonemes. Children to read and write CCVC and CVCC words. | 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-specific knowledge of the spellings of words. * Sounds: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a\_e, i\_e, u\_e, o\_e | 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-specific knowledge of the spellings of words. * Sounds: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a\_e, i\_e, u\_e, o\_e | 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-specific knowledge of the spellings of words. * Sounds: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a\_e, i\_e, u\_e, o\_e | YR: Phase 4: Children 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  Y1   * Phase 5 * Children broaden their knowledge of sounds for use in reading & spelling. They will begin to build word-specific knowledge of the spellings of words. * Sounds: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a\_e, i\_e, u\_e, o\_e | YR: Phase 4: Children 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.  Y1   * Phase 5 * Children broaden their knowledge of sounds for use in reading & spelling. They will begin to build word-specific knowledge of the spellings of words. * Sounds: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a\_e, i\_e, u\_e, o\_e |