**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 2Writing  | Retell and rhymeKey Text: Lynley Dodd: Hairy MaclaryAdditional 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 AreMichael Sendak Including options for independent writing | Key Text: The Snail and the WhaleBy Julia Donaldson –Additional texts related to having an adventure whilst travelling Including options for independent writing | Key Text: Fairy Tales Additional Texts for immersionIncluding options for independent writing | Key Text: The Lighthouse Keepers lunchBy Ronda ArmitageIncluding 1 session per week free write | Key Text: Key Text Katie Morag Island Stories(this is a selection of books)By Mairi HedderwickIncluding 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: GODEYFS: F1 – Why is the word ’God’ so important to Christians?KS1: 1.1 – What do Christians believe God is like? | Understanding Christianity: GOSPELKS1: 1.4 – What is the good news that Jesus brings? | Discovery RE: JUDAISMEYFS: 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: SALVATIONEYFS: F3 – Why do Christians put a cross in an Easter Garden?KS1: 1.5 – Why does Easter matter to Christians? | Discovery RE: PEOPLE OF GODEYFS: 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: JUDAISMEYFS: - 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.
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* 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.
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* I can spot and use adjectives
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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.
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* 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.
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* 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.
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| Reading KS1 | Vocabulary/Word meaningPrior knowledgeAssociated with the reading. Links to self, text and wider worldThis can includeDebate, mind-mapping, picture,Inference etc…Summarise the story so far (unless first session)Teacher readsChildren to infer and predict.Think out loud and involve the children through questioning and thinking/feeling/Happening promptsRead the text in small groups/ pairs using think out loud strategy as they do. (focus on fluency, expression and intonation)Children answer questions verballyVocabulary discussion – magpie/ glossary? | Vocabulary/Word meaningPrior knowledgeAssociated with the reading. Links to self, text and wider worldThis can includeDebate, mind-mapping, picture,Inference etc…Summarise the story so far (unless first session)Teacher readsChildren to infer and predict.Think out loud and involve the children through questioning and thinking/feeling/Happening promptsRead 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 answersVocabulary discussion – magpie/ glossary?Reading KS1 | Vocabulary/Word meaningPrior knowledgeAssociated with the reading. Links to self, text and wider worldThis can includeDebate, mind-mapping, picture,Inference etc…Summarise the story so far (unless first session)Teacher readsChildren to infer and predict.Think out loud and involve the children through questioning and thinking/feeling/Happening promptsRead the text in small groups/ pairs using think out loud strategy as they do. (focus on fluency, expression and intonation)Children answer questions verballyVocabulary 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 farY1Revisit 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 3Set 6 – j, v, w, xSet 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 wordsY1* 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
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