**Spring Term YEAR 1 – English**

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| **Spring Term Book – One Day On Our Blue Planet...In the Antarctic** |
| **Topic(s) - Diary**  | **Guide Time = 2 weeks** |
| **Assessment:** | Assessment of extended writing against year group writing grids. Half-termly spelling assessments. |  **Very Important Points (VIPs):*** A diary is a book in which a person writes about events and experiences.
* Diary entries begin with the date and are addressed 'Dear diary'.
* All sentences begin with a capital letter.
* Statements end with a full stop.
* Questions end with a question mark.
* Adjectives describe a noun.
* A noun is a person, place, name or an object.

**Fat Questions:**Have there been any diaries written that have become famous? What is the purpose of writing a diary?Do you think diaries are important? Explain your answer. Why are their diaries important to us now? Are there any recent events that have happended that we could write a diary entry for?  |
| **Links to prior learning (sequencing) and canon book** | Children have had experience of writing in a range of fiction and non-fiction styles. The canon book will be incorporated into all areas of learning in English.  |
| **Links to other learning (cross fertilisation)** | Children will learn essential writing skills that can be applied in other subjects to record their thoughts and respond to tasks set. Spelling patterns should still be taught in discrete phonics sessions every day.Thematic LinksThe World Beyond Us:What kind of creatures live in Antarctica?What can we do to protect the creatures that live in Antarctica?The World Around Us:How long would it take to get to Antarctica from Pontefract? How would you travel to Antarctica? Modern Britain:How does this book link to our British Values?Healthy Bodies & Healthy Minds:How can we help keep our minds healthy? How do we support others with their mental health?Culture:How does Antarctica compare to where we live? Technology in Action:What technology do we have that helps us travel to places such as Antarctica?What technology do we have that enables us to see what life is like in Antarctica?  |
| **Links to future learning** | The skills learned this half term will be built upon over the course of the year as children become more proficient writers. Children will continue to write different types of narrative each half term over the year. SpaG skills will be revistited and embeded each half term. |
| **Character/Wider Development ('50 things', cultural capital, skills)** | Children will be exposed to writing for a variety of forms to instil a love of writing and expose children to the opportunities that proficient writing enables. Children will self-assess, and peer assess their work to become more familiar with the expectations of their Year group.   |

**OVERVIEW OF TEACHING SEQUENCE**

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| **Key Facts/Learning**  | **Learning Focus or Key Question** | **Learning Outcomes (NC)** | **Key Words/****Vocabulary** | **Greater Depth/SEND**  | **Misconceptions** | **Activities and Resources** |
| Week 1 Non-FictionText Type: Diary *Diary of a penguin in Antarctica.*  | L1: To sequence. L2: To identify features of a diary. L3: To spell the days of the week. L4: To ask and answer questions. | Discussing the sequence of events in books and how items of information are related. Listen and respond appropriately to adults and their peersConsider what they’re going to write before beginning by I. saying out loud what they’re going to write about and ii. Writing down ideas.ask relevant questions to extend their understanding and knowledge.  | Diary Full stopCapital letterPast, present and futureQuestion SentenceNounAdjectiveVerb  | GD: Encourage higher level language / adjectives and spelling using the ‘er’ and ‘est’ suffix.SEND: Provide children with sentence starters for them to complete. Focus on letter formation, finger spaces and full stops.  | The difference and definitions of each word class: noun, adjective, verb. Using full stops at the end of questions instead of question marks. They may confuse suffix and prefixes and which way they connect to a root word.  | Lesson 1: Introduce the children to the story stopping at different points to make predictions / ask questions. Children to discuss in pairs or groups where the penguin went, what she did, what she saw, how she might have felt etc. Children to sequence the images from the story in the correct order. Lesson 2: Show the children some examples of different diaries. Discuss common features and how they are written. Children to work in pairs to identify features of the different diaries and complete the grid. Children to create a checklist of what they want their diaries to include. Lesson 3: Recap the story. Look at what the penguin did throughout the story and break down the events into different days off the week. Talk about the days of the week and look at the spellings also. ‘Do you notice a pattern in the spellings of the days of the week?’ Children will complete a story board which consists of 7 boxes and each box will refer to the days of the week. Children will then draw and write a sentence explain what the penguin did on each day of the week. Lesson 4: : Recap the story. Role play activity - children to imagine that they are the penguin and are going on an ‘adventure’ into the Antarctic. Stick photographs / visual clues up around the classroom. Children to walk around commenting on what they can see / how they feel etc. Children to write questions to ask the penguin. Hot seating activity -children to take it in turns to ask the ‘penguin’ questions. |
| Week 2Non-FictionText Type: Diary *Diary of a penguin in Antarctica.* | L1: To plan a diary entry. L2: To use the correct tense. L3: To use conjunctions. L4: To edit and improve. | Re-reading what they have written to check that it makes sense.Discuss what they have written with the teacher or other pupils.Read their writing aloud clearly enough to be heard by their peers and the teacher. | Diary Full stopCapital letterPast, present and futureQuestion SentenceNounAdjectiveVerbAnd  | GD: Children to use and in their work to join clauses. SEND: Provide children with sentence starters for them to complete. Focus on letter formation, finger spaces and full stops. | The difference and definitions of each word class: noun, adjective, verb. Using full stops at the end of questions instead of question marks. They may confuse suffix and prefixes and which way they connect to a root word. | Lesson 1: Recap learning from last week. Children to imagine they are the penguin and discuss what they saw, how they felt etc on their Antarctic adventure. Children to plan their diary on to a planning grid using time adverbials to sequence. Lesson 2: Children to use their planning grids to draft the first part of their diary. Share WAGOLL focussing on the use of correct tense. Encourage children to use expanded noun phrases to extend their ideas and correct punctuation. Lesson 3: Children to use their planning grids to draft the second part of their diary. Share WAGOLL and address any misconceptions from yesterday. Focus on the use of conjunctions to extend ideas whilst encouraging the use of different punctuation and expanded noun phrases. Lesson 4: Recap previous learning. Look at some different examples of diaries (children’s or teacher made). Discuss how they could be improved. Model editing and improving drafts to create a final piece of writing. |
| Context (big picture learning) |

**WEEKS 3-4**

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| **Spring Term Book – One Day on our Blue Planet**  |
| **Topic(s) - Information Text**  |  **Guide Time = 2 weeks** |
| **Assessment:** | Independent pieces of writing at the end of each topic. Writing to be assessed against objectives and end of KS1 outcomes.  |  **Very Important Points (VIPs):*** An information text is a non-fiction text.
* Conjunctions join ideas or sentences together.

**Fat Questions:** What are information texts used for? Where might you see an information text?Are information texts important? Where do information texts get their information from? |
| **Links to prior learning (sequencing) and canon book** | Children have had experience of writing in a range of fiction and non-fiction styles. The canon book will be incorporated into all areas of learning in English. |
| **Links to other learning (cross fertilisation)** | Children will learn essential writing skills that can be applied in other subjects to record their thoughts and respond to tasks set. Spelling patterns should still be taught in discrete phonics sessions every day.Thematic Questions:The World Beyond Us:What kind of creatures live in Antarctica?What can we do to protect the creatures that live in Antarctica?The World Around Us:How long would it take to get to Antarctica from Pontefract? How would you travel to Antarctica? Modern Britain:How does this book link to our British Values?Healthy Bodies & Healthy Minds:How can we help keep our minds healthy? How do we support others with their mental health?Culture:How does Antarctica compare to where we live? Technology in Action:What technology do we have that helps us travel to places such as Antarctica?What technology do we have that enables us to see what life is like in Antarctica? |
| **Links to future learning** | The skills learned this half term will be built upon over the course of the year as children become more proficient writers. Children will continue to write different types of narrative each half term over the year. SpaG skills will be revistited and embeded each half term. |
| **Character/Wider Development ('50 things', cultural capital, skills)** | Children will be exposed to writing for a variety of forms to instil a love of writing and expose children to the opportunities that proficient writing enables.  |

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| Week 3Non-FictionText Type: Information Text *Fact file of an Antarctic animal.*  | L1: To identify features of fact files. L2: To research information. L3: To use punctuation. L4: To research information.  | Develop their understanding of the concepts set out in English Appendix 2: learning how to use both familiar and new punctuation correctly. | Fact file Information Research Habitat Diet Punctuation  | GD: Use of commas in a list and apostrophes. SEND: Provide children with sentence starters for them to complete. Focus on letter formation, finger spaces and full stops. | Notes don’t need to be full sentences. The difference between different types of punctuation. Commas can be use instead of ‘and’ when writing a list.  | Lesson 1: Look at a selection of fact files about Arctic animals. Children to work in pairs / small group to identify the different features of the fact files. Lesson 2: Children to choose an animal from the text to research (Antarctic fur seal/Humpback whale/Emperor penguin). Children to use books, fact sheets and the internet to research the habitat of their chosen animal. Children to make notes. Lesson 3: Recap what the children found out yesterday. Share WAGOLL. Children to write up what they have found out about their animal’s habitat using correct punctuation. Lesson 4: Children to use books, fact sheets and the internet to research the diet of their chosen animal. Children to make notes.  |
| Week 4Non-FictionText Type: Information Text *Fact file of an Antarctic animal.* | L1: To use conjunctions. L2: To correctly punctuate sentences. L3: To draft my work. L4: To edit and improve my work.  | Learn how to use:co-ordination- sentences with different forms: statement, question, exclamation, commandmake simple additions, revisions and corrections to their own writing by:-evaluating their writing with the teacher and other pupils | ConjunctionCo-ordinating conjunctionSentence typesStatement Question Exclamation  | GD: Consolidate the above, ensuring sentences are extended where possible. Encourage use of varied sentence openers.SEND: Children to write simple sentences about their chosen animal.  | The coordinating conjunctions.The difference between different sentence types.  | Lesson 1: Recap what the children found out last week about their chosen animal’s diet. Share WAGOLL. Children to write up what they have found out using conjunctions to extend their ideas. Lesson 2: Children to research some “other interesting facts” about their chosen animal. To write a sentence about the chosen animal making sure that they are punctuated correctly. Lesson 3: Recap what the children have found out about their chosen Arctic animal. Share WAGOLL and model writing a fact file on to the fact file template. Lesson 4: Recap previous learning. Look at some different examples of fact files (children’s or teacher made). Discuss how they could be improved. Model editing and improving drafts to create a final piece of writing.  |

**WEEKS 5-6**

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| **Spring Term Book – One Day on our Blue Planet** |
| **Topic(s) - Fiction, Narrative.**  |  **Guide Time = 3 weeks** |
| **Assessment:** | Assessment of extended writing against year group writing grids. Half-termly spelling assessments. | **Very Important Points (VIPs):*** A story must be in order for it to make sense.
* Proper nouns (names) always need a capital letter.
* An adjective is a word describing a noun.

**Fat Questions:**How can retelling your story outloud to someone else help you check you have sequenced it correctly? How could you make your writing even better?Why are stories important? |
| **Links to prior learning (sequencing) and canon book** | Children have had experience of writing in a range of fiction and non-fiction styles. The canon book will be incorporated into all areas of learning in English.  |
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| **Links to future learning** | The skills learned this half term will be built upon over the course of the year as children become more proficient writers. Children will continue to write different types of narrative each half term over the year. SpaG skills will be revistited and embeded each half term.  |
| **Character/Wider Development ('50 things', cultural capital, skills)** | Children will be exposed to writing for a variety of forms to instil a love of writing and expose children to the opportunities that proficient writing enables.Traditional tales will be introduced/recapped and shared. 50 things:Grow a fruit or vegetable / something to eat (Beanstalk)Through the work based on this canon text, children will develop their understanding of what it means to be a good friend, to be kind, and to appreciate the uniqueness of self. They will compare Jack and the Beanstalk to their Cannon Text and think about how Jack could be a better friend / be kinder.  |

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| Week 5 FictionText Type: Narrative*Writing own version of ‘One day on our Blue Planet’* | L1: To describe a character L2: To write a setting description. L3: To retell the story. L4: To use adjectives to describe.  | Recognise simple recurring literary language in stories.Write narratives about others (fictional).Plan or say out loud what they are going to write about.  | SequenceRetell Beginning, middle, endOpeners  Characters Adjectives Expanded noun phrases  | GD: Children could change more than just one part of the story. SEND: Children could be given sentence starters or sentence prompts to complete. Focus on phonics, finger spaces and full stops. | Which words need a capital and which ones do notA short piece can be better than a much longer oneGetting the sequence of the story mixed upEnding a narrative very briefly  | Lesson 1: Recap the story ‘One day on our Blue Planet’. Children to look at pictures of penguins and work in pairs to describe how the penguin looks and acts. Then children to write a character description of the penguin. Lesson 2: Recap the story ‘One day on our Blue Planet’. Children to look at pictures of the Arctic and work in pairs to describe how it. Then children to write a setting description. Lesson 3: Recap yesterday’s lesson. Share WAGOLL and model using the story maps from yesterday to retell the story.Lesson 4: Explain to the children that they are going to be writing their own version of the story. Explain that their story is going to have a different main character. Children to draw a picture of their new character and write some sentences to describe including adjectives.  |
| **Week 26**Fiction Text Type: Narrative  *Writing own version of ‘One day on our Blue Planet’* | L1: To use conjunctions. L2 and L3: To draft.  L4: To edit and improve.  | Sequence sentences to form short narratives. Plan or say out loud what they are going to write about. | TensePrefixSuffixSpelling patternsPlanProof readAdjectivesBeginningMiddleEndKey events | GD: make an ambitious word bank for other children to use when writing their own version of the story.SEND: Use a long strip of paper and draw the key events from their own plan to help them write a sequenced story. Word mats and sentence starters available.The option of using a whole class plan so that they have a clear story to follow.  | Ending a narrative very briefly. | Lesson 1: Model putting the new version of the story on to a story map using conjunctions to extend ideas. Lesson 2: Model drafting the first half of the story using story maps created yesterday. Create a success criterion together and share WAGOLL. Lesson 3: Model drafting the second half of the story using the story map and success criteria created yesterday.Lesson 4: Recap previous 2 lessons. Discuss ways in which their stories could be improved. Children to write the final draft of their story.  |