


**Rec English Curriculum Map (2021-22)**

	<b>Autumn 1</b> 7 weeks and 2 days	<b>Autumn 2</b> 7 weeks INSET day	<b>Spring 1</b> 6 weeks	<b>Spring 2</b> 6 weeks	<b>Summer 1</b> 6 weeks INSET day	<b>Summer 2</b> 7 weeks Jungle Book - 1 week (M and M Productions)
<b>Theme</b>	Who Are We	Autumn Leaves	Wild Animals	People Who Help Us	New Life	Journeys
<b>Author/ Poet</b>	Various Roderick Hunt	Various	Giles Andrea	Sue Hendra and Paul Linnet	Eric Carle	Anon.
<b>Focus text/ collection of stories/ poem for learning</b>	At School ORT	What Do We Do To Celebrate?	Rumble In The Jungle	Supertato	The Very Hungry Caterpillar	The Gingerbread Man
<b>Unit + skills</b>	<p><b>Introducing Stories</b>  <b>ORT Stories</b>  <b>3 weeks</b></p> <p><b>R:</b> Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing.                      Engage in extended conversations about stories, learning new vocabulary</p> <p><b>W:</b> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.                      Write some or all of their name.                      Write some letters accurately.</p>	<p><b>Non-Fiction Celebrations</b>  <b>3 weeks</b></p> <p><b>R:</b> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.                      Read some letter groups that each represent one sound and say sounds for them.</p> <p><b>W:</b> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. (Letters taught).</p>	<p><b>Poetry</b>  <b>3 weeks</b></p> <p><b>R:</b> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.                      Read some letter groups that each represent one sound and say sounds for them.                      Read a few common exception words matched to the school's phonic programme.</p> <p><b>W:</b> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.                      Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<p><b>Fantasy Settings</b>  <b>3 weeks</b></p> <p><b>R:</b> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.                      Read some letter groups that each represent one sound and say sounds for them.                      Read a few common exception words matched to the school's phonic programme.                      Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p><b>W:</b> Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.                      Re-read what they have written to check that it makes sense.</p>	<p><b>Stories on a Theme</b>  <b>3 weeks</b></p> <p><b>R:</b> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;                      - Anticipate - where appropriate - key events in stories;                      - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.                      - Write recognisable letters, most of which are correctly formed;                      - Spell words by identifying sounds in them and representing the sounds with a letter or letters;                      Say a sound for each letter in the alphabet and at least 10 digraphs;                      - Read words consistent with their phonic knowledge by sound-blending;                      - Read aloud simple sentences and books that are consistent with their phonic</p>	<p><b>Traditional Stories</b>  <b>3 weeks</b></p> <p><b>R:</b> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;                      - Anticipate - where appropriate - key events in stories;                      - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.                      - Write recognisable letters, most of which are correctly formed;                      - Spell words by identifying sounds in them and representing the sounds with a letter or letters;                      Say a sound for each letter in the alphabet and at least 10 digraphs;                      - Read words consistent with their phonic knowledge by sound-blending;                      - Read aloud simple sentences and books that are consistent with their phonic</p>

					<p>knowledge, including some common exception words.</p> <p><b>W:</b> - Write simple phrases and sentences that can be read by others.</p>	<p>knowledge, including some common exception words.</p> <p><b>W:</b> - Write simple phrases and sentences that can be read by others.</p>
<b>Unit + skills</b>	<p><b>Non-Fiction Introduction</b> <b>Labels and Captions</b> <b>2 weeks</b></p> <p><b>R:</b> Understand the five key concepts about print: print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing</p> <p><b>W:</b> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately.</p>	<p><b>Seasonal Stories</b> <b>The Jolly Christmas</b> <b>Postman</b> <b>Gruffalo</b> <b>4 weeks</b></p> <p><b>R:</b> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p><b>W:</b> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. (Letters taught).</p>	<p><b>Non-Fiction</b> <b>(Various)</b> <b>2 weeks</b></p> <p><b>R:</b> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme.</p> <p><b>W:</b> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<p><b>Non-Fiction</b> <b>Emergency</b> <b>3 weeks</b></p> <p><b>R:</b> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p><b>W:</b> Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>	<p><b>Stories on a Theme</b> <b>3 weeks</b></p> <p><b>R:</b> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate - where appropriate - key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>W:</b> - Write simple phrases and sentences that can be read by others.</p>	<p><b>Stories on a Theme</b> <b>3 weeks</b></p> <p><b>R:</b> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate - where appropriate - key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>W:</b> - Write simple phrases and sentences that can be read by others.</p>

<p><b>Unit + skills</b></p>	<p><b>Poetry</b>  <b>Nursery Rhymes</b>  <b>2 weeks</b>  <b>R:</b> Understand the five key concepts about print:  print has meaning  print can have different purposes  we read English text from left to right and from top to bottom  the names of the different parts of a book  page sequencing  Develop their phonological awareness, so that they can:  spot and suggest rhymes  count or clap syllables in a word  recognise words with the same initial sound, such as money and mother</p> <p><b>W:</b> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.  Write some or all of their name.  Write some letters accurately.</p>	<p>:</p>	<p><b>Fantasy Stories</b>  <b>Never Follow a Dinosaur</b>  <b>1 week</b>  <b>R:</b> Read a few common exception words matched to the school's phonic programme.</p> <p><b>W:</b> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.  Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>		<p><b>Non-Fiction</b>  <b>Lifecycles</b>  <b>1 Week</b></p> <p><b>W:</b> - Write recognisable letters, most of which are correctly formed;  - Spell words by identifying sounds in them and representing the sounds with a letter or letters;  - Write simple phrases and sentences that can be read by others.</p>	<p><b>Poetry</b>  <b>Duck In A Truck</b>  <b>1 Week</b></p> <p><b>W:</b> - Write recognisable letters, most of which are correctly formed;  - Spell words by identifying sounds in them and representing the sounds with a letter or letters;  - Write simple phrases and sentences that can be read by others.</p>
<p><b>Writing opportunities</b></p>	<p><u>Scaffolded outcomes</u>  Mark Making  Adding labels and captions to photographs for role play.</p> <p><u>Independent</u>  Lists, labels and captions for role play areas.</p>	<p><u>Scaffolded outcomes</u>  Recipe writing  Letter writing</p> <p><u>Independent</u>  Recipes  Letters  New innovations for The Gruffalo</p>	<p><u>Scaffolded outcomes</u>  Rhyming words  Fact cards</p> <p><u>Independent</u>  As above.</p>	<p><u>Scaffolded outcomes</u>  Character Profiles  Labels and captions from role play  Surgery notes  Telephone messages</p> <p><u>Independent</u>  As above</p>	<p><u>Scaffolded outcomes</u>  Food  Lifecycle</p> <p><u>Independent</u>  Labels and captions  Observational noting  Lists</p>	<p><u>Scaffolded outcomes</u>  Transport descriptive writing.  Rhyming strings</p> <p><u>Independent</u>  Labels and captions  Observational noting Lists</p>
<p><b>Enrichments</b></p>	<p>Meeting New friends and teachers  Initiating play  Looking around the school  Rules and Routines  Baseline Completion  Nursery Rhyme Singing  Visiting Church  Looking back at First Day</p>	<p>Autumn Walk  Making Soup  Nativity with Preschool  Performance  Park Keeper Role Play  Pantomime Trip  Guided Reading  Watch KS1 Nativity  Church Visits  Christmas Post box</p>	<p>Mystery Egg  Trip to Library  Trip to Café  Cake Baking  Dinosaur Museum Role play  Chinese New Year Food tasting and dance  Fossil making</p>	<p>Fire station visit  Police visit  Dentist visit  Mechanic visit  Supertato Day  Seed Planting</p>	<p>Tadpoles  Caterpillars  New Born Pups  Visit to Vet  Garden Centre Visit</p>	<p>Trip public Transport  Sport's Day  Transition to Yr 1</p>