

## English curriculum Class One

Academic Year 2020-21



### Autumn Term

Theme	Texts used	Text types explored through this theme	Specific Comprehension opportunities	SPAG	Outcomes
Roald Dahl and his books	The Giraffe the Pelly and Me  George's Marvellous Medicine  Factual information from the Roald Dahl website, including timeline	Fiction  Rhymes and songs  Advertisements  Biographical  Songs and rhyme	Identify described skills and talents of characters  Character descriptions, how the characters in the story can be different from how we expect, or how often portrayed, stereotypes  Retrieving information  Distinguish between facts and fiction.	Rhymes  Adjectives  Phrases and sentences that give praise and compliment each character for their talents.	Generate discussions  Identify talents and skills  Identify values of team work  Performing songs and rhymes to others  Recall and retell  Inspire artwork and display  Express opinions  Book reviews
What creates fire and Light?	The Great Fire of London  The Stuarts  Songs that dramatize the fire of London.  Science books about colour and light	Factual, history books  Fictional picture books  Fictional story book  Diary	Retrieving information  Comparing accounts of the same events  Establish facts, most likely events  Link to own knowledge	Tenses, past and present  Scientific vocabulary and language  Descriptive language of events	Generate questions and answers.  Generate discussions.  Compile word banks  Inspire design and artwork  Describe characteristics of a

	<p>Tell me a Dragon</p> <p>The Snow Dragon</p> <p>Extracts from Samuel Pepys Diary</p> <p>The Owl who was afraid of the dark</p>	<p>Lyrics</p> <p>Instructions</p> <p>Safety posters</p>	<p>and experience</p> <p>Follow instructions for experiments</p>	<p>Nouns and Adjectives</p>	<p>dragon</p> <p>Inspire diary writing</p> <p>Sing and perform</p> <p>Inspire creative writing</p> <p>Inspire experiments and record results</p> <p>Inspire storytelling</p> <p>Identify likes / dislikes/ fears</p> <p>Establish the importance of written records of an event</p>
<p>On going throughout the year</p>	<p>Reading schemes and supplementary material.</p> <p>Oxford Reading tree</p> <p>Story World</p> <p>Usborne and others</p> <p>Flashcards</p> <p>Word games and work books</p>	<p>Levelled graduated text,</p> <p>Fictional</p> <p>Phonic lead</p> <p>Rhyme</p> <p>Factual</p> <p>Poetry</p> <p>Fantasy</p> <p>Realistic / everyday activities</p>	<p>Connect actions in pictures to written text</p> <p>Texts linked to everyday family activities within a child's experience.</p>	<p>appropriate use of punctuation,</p> <p>introduce new vocabulary</p> <p>sentence structure, features and grammar connected to standard English in a progressive way.</p>	<p>Read one to one, child and adult regularly,</p> <p>sometimes 1:1 child with peer</p> <p>Encourage and work towards becoming an independent reader,</p> <p>Child progression at own pace,</p> <p>books taken home</p> <p>Opportunities for discussion / prediction and inference</p>