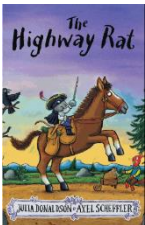
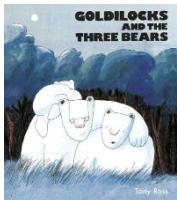
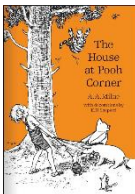
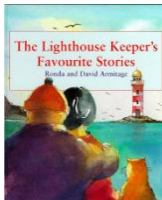
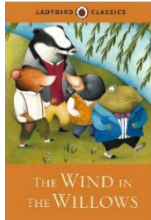


ST OSWALD'S ENGLISH CURRICULUM MAP

CLASS 4 (YEAR1/2) CYCLE B

	<u>Autumn 1</u> (7 weeks)	<u>Autumn 2</u> (8 weeks)	<u>Spring 1</u> (5 weeks)	<u>Spring 2</u> (6 weeks)	<u>Summer 1</u> (5 weeks 4 days)	<u>Summer 2</u> (7 weeks)
ENGLISH EVENT CALENDAR	World Read Aloud Day 6 th September National Poetry Day 3 rd October 2024	World Nursery Rhyme Week 11th-15th November 2024		Winnie The Pooh Day 18th Jan 2025 (Celebrate later to fit with English unit of work) World Book Day 6 th March 2024		
Core Text	The Highway Rat by Julia Donaldson 	The Man on the Moon by Simon Bartram 	Goldilocks and the Three Bears by Tony Ross 	Winnie the Pooh - House at Pooh Corner By AA Milne 	The Lighthouse Keeper Stories by Ronda and David Armitage 	The Wind in the Willows By Kenneth Grahame (retold by Joan Collins). 
Linked Texts – providing a richer reading experience	Food Poems – Oxford Reading Tree by John Foster Catch That Rat by Caryl Hart The Rat (Disgusting Critters) by Elise Gravel That Pesky Rat by Lauren Child Rats For Kids by Rachel Smith and John Davidson Misunderstood: Why the Humble Rat May Be Your Best Pet Ever by Rachel Toor The Ugly Five by Julia Donaldson	The Disappearing Moon by Simon Bartram Bob's Best Ever Friend by Simon Bartram Bob and the Moon Tree Mystery by Simon Bartram A Right Royal Disaster by Simon Bartram	The Enormous Turnip Rumpelstiltskin The Princess and the Pea The Elves and the Shoemaker Snow White and the Seven Dwarfs The Little Mermaid Little Red Riding Hood Hansel and Gretel by Micheal Morpurgo Hansel and Gretel by Rachel Isadora Rapunzel by Rachel Isadora The Twelve Dancing Princesses by Rachel	Goat and Donkey in The Great Outdoors by Simon Puttock and Russell Julian Goat and Donkey in Strawberry Sunglasses Boris Goes Camping by Carrie Weston Percy the Park Keeper by Nick Butterworth My First Camping Book by Dominic Bliss Let's Go Camping – Collins Big Cat book The Usbourne Outdoor Book – Jerome Martin and Emily Bone	The Sand Horse by Ann Turnbull. The Whales' Song by Dyan Sheldon. Dolphin Boy by Michael Morpurgo. One Smart Fish by Chris Wormell. The Mermaid of Zennor by Charles Causley. At the Beach by Roland Harvey. Somebody Swallowed Stanley by Sarah Roberts Descriptosaurus by Alison Wilcox - for seaside vocabulary	The Hen Who Wouldn't Give Up by Jill Tomlinson Texts by Dick King Smith: The Fox Busters Martin's Mice Harriet's Hare A Mouse Called Wolf Texts by Anne Fine: The Diary of a Killer Cat The Return of the Killer Cat The Day the Crayons Quit by Drew Daywalt. The Day the Crayons Came Home by Drew Daywalt

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CLASS 4 (YEAR1/2) CYCLE B

			Rapunzel – Once Upon a World by Chloe Perkins.	Selection of traditional rhymes: Ring a Ring a Roses. Here we go Round the Mulberry Bush. In and Out the Dusty Bluebells. Oranges and Lemons. London Bridge is Falling Down. Ten Green Bottles Row, Row, Row your Boat One, Two Buckle my Shoe One Man went to Mow There was an Old Lady who Swallowed a Fly I'm a Little Teapot Michael Finnigan Ding Dong Bell	Flotsam by David Wiesner. Something Fishy by the Ringling College of Art and Design Seaside Poems by Jill Bennett. A First Poetry Book by Pie Corbett and Gaby Morgan. I Am the Seed that Grew the Tree – selected by Fiona Waters Poems about the Seaside – Brian Moses Sea Shoals See Shows on the Sea Bed by Paul Cookson.	Meerkat Mail by Emily Gravett. Dear Greenpeace by Simon James Letters to Africa – with contributions from Mary Hoffman, Ifeoma Onyefulu and Lauren St John Duck's Ditty – The Wind in the Willows The Owl and the Pussy Cat by Edward Lear I am the Seed that grew the Tree – Fiona Waters
Narrative Unit and skills Specific writing skills addressed in each half term – taken from key learning documents.	<u>Innovated Story</u> <u>Timescale:</u> 7 weeks (Integrated unit) <u>Writing Skills:</u> Use punctuation to demarcate simple sentences (CL and FS) Y1 Secure the use of CL and FS Y2 Use the joining words 'and', 'but' and 'or' to link words and clauses Y1 Say, write and punctuate simple and compound	<u>Stories by the Same Author</u> <u>Timescale:</u> 3 weeks <u>Writing Skills:</u> Use subordination for time using when, before and after Y2 Use apostrophes for contracted forms Y2 Use past tense for narratives Y2 Use past tense for narratives, recounts and historical reports. Y2	<u>Traditional Tales</u> <u>Timescale:</u> 3 weeks <u>Writing Skills:</u> Orally compose every sentence before writing. Y1 Orally rehearse each sentence prior to writing. Y2 Reread every sentence to check it makes sense. Y1 Use punctuation to demarcate simple sentences (capital letters and full stops) Y1	<u>Stories with Familiar Settings</u> <u>Timescale:</u> 3 weeks <u>Writing Skills:</u> Reread every sentence to check it makes sense. Y1 Use the capital letter for the personal pronoun 'I'. Y1 Use punctuation to demarcate simple sentences (capital letters and full stops). Y1	<u>Story on a Theme</u> <u>Timescale:</u> 3 weeks <u>Writing Skills:</u> Use apostrophes for contracted forms Y2 Use apostrophes for singular possession in nouns. Y2 Make singular nouns plural using s and es, Y1 Select, generate and effectively use nouns. Y2 Add suffixes -ness and -er to create nouns. Y2	<u>Animal Adventure Stories</u> <u>Timescale:</u> 3 weeks <u>Writing Skills:</u> Use the subordinating conjunction that in a sentence. Y2 Select, generate and effectively use adverbs. Use the suffix -ly to turn adjectives into adverbs e.g. slowly, gently, carefully. Y2

ST OSWALD'S ENGLISH CURRICULUM MAP

CLASS 4 (YEAR1/2) CYCLE B

	sentences using joining words: and, but, so, or Y2 Use subordination for time using when, before and after Y2 Use subordination for reason using because and if Y2 Make singular nouns plural using 's' and 'es', e.g. dog, dogs; wish, wishes Y1 Select, generate and effectively use nouns, adjectives and verbs Y2 Add suffixes to verbs where no spelling change is needed to the root word – helping, helper, helped Y1 Select, generate and effectively use adverbs. Use suffix ly to turn adjectives into adverbs, e.g. slowly, gently, carefully.Y2 Identify, generate and effectively use noun phrases Y2	Orally rehearse each sentence prior to writing. Y2 Say, and hold in memory whilst writing, simple sentences which make sense. Y1 Compose and sequence their own sentences to write short non-fiction texts, e.g. <i>recounts, information texts, instructions.</i> Y1 Write about fictional events. Y2	Use the joining words and, but, or to link words and clauses. Y1 Extend the range of joining words to link words and clauses using but and or. Y1 Say, write and punctuate simple and compound sentences using the words but,so,or Y2 Say, and hold in memory whilst writing, simple sentences which makes sense. Y1 Sequence ideas and events in narrative. Y1 Use formulaic phrases to open and close texts. Y1 Add the prefix 'un' to verbs and adjectives to change the meaning e.g. untie, unkind. Y1	Secure the use of full stops and capital letters Y2. Identify and use question marks and exclamation marks. Y1 Secure the use of question marks and exclamation marks. Y2 Add suffixes to verbs where no spelling change is needed to the root word. Y1 Select, generate and effectively use verbs. Y2 Extend range of joining words to link words and clauses e.g. and, but, because Y1 Say, write and punctuate simple and compound sentences using the words but,so,or Y2 Orally plan and rehearse ideas. Y1 Sequence ideas and events in narrative. Y1 Use familiar plots for structuring the opening, middle and end of their stories. Y1	Use subordination for time using when, before and after. Y2 Use subordination for reason using because and if.Y2 Use past tense for narratives, recounts and historical reports. Y2 Plan and discuss what to write about. Y2 Compose and sequence their own sentences to write short narratives. Y1 Develop a positive attitude to writing. Y2 Develop stamina for writing in order to write at length. Y2 Use specific text type features to write for a range of audiences and purposes, e.g. to entertain. Y2 Compose and sequence their own sentences to write short non-fiction texts Y1 Write about real and fictional events. Y2	Use past tense for narratives, recounts and historical reports. Y2 Orally plan and rehearse ideas. Y1 Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas. Y2 Orally rehearse each sentence prior to writing.Y1 Develop a positive attitude to writing. Y2 Develop stamina for writing in order to write at length. Y2 Write in different forms with simple text type features Y1 Use specific text type features to write for a range of audiences and purposes.Y2 Write about fictional events.Y2 Evaluate their writing with adults and peers.Y2 Proofread to check for errors in spelling, grammar and punctuation. Y2 Use subordination for time, e.g. when, while, as, before, after. Y2
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ST OSWALD'S ENGLISH CURRICULUM MAP

CLASS 4 (YEAR1/2) CYCLE B

<u>Narrative Writing</u> Outcome Purpose and Audience	<u>Outcome:</u> An innovated story based on The Highway Rat. <u>Purpose:</u> To entertain <u>Audience:</u> A reading buddy in class five for whom they will share their new story with.	<u>Outcome:</u> An alternative resolution or ending to an existing explorer story. <u>Purpose:</u> To entertain <u>Audience:</u> Publish alternative endings in a class book for others to enjoy.	<u>Outcome:</u> An innovated story <u>Purpose:</u> To entertain <u>Audience:</u> Stories to be read and shared with children in class three. Publish alternative endings in a class book for others to enjoy.	<u>Outcome:</u> Narrative based on model with innovation of characters. <u>Purpose:</u> To entertain <u>Audience:</u> Children visiting camp sites.	<u>Outcome:</u> A written narrative based on a film or picture book, with a seaside setting. <u>Purpose:</u> To entertain <u>Audience:</u> Arrange a scheduled event where children can share stories, their information texts and perform poems for parents.	<u>Outcome:</u> An animal adventure story/chapter to entertain based on 'The Wind in the Willows' or alternative. <u>Purpose:</u> To entertain <u>Audience:</u> Publish alternative endings in a class book for others to enjoy. Display in library.
<u>Non-fiction Unit and skills</u> Specific writing skills addressed in each half term – taken from key learning documents.	<u>Information Page</u> <u>Timescale:</u> 7 weeks (Integrated unit) <u>Writing Skills:</u> Use the joining word and to link words and clauses Y1 Use the joining words 'but' and 'or' to link words and clauses Y1 Say write and punctuate simple and compound sentences using the joining words but, so and or (co-ordination). (Y2) Use subordination for reason using because and if Y2	<u>Recount</u> <u>Timescale:</u> 3 weeks <u>Writing Skills:</u> Say, and hold in memory whilst writing, simple sentences which make sense. Y1 Write simple sentences that can be read by themselves and others. Y1 Separate words with spaces. Y1 Punctuate simple sentences with capital letters and full stops. Y1 Use a capital letter for the personal pronoun 'I'. Y1 Use capital letters for people, places and days of the week. Y1	<u>Instructions</u> <u>Timescale:</u> 2 weeks <u>Writing Skills:</u> Use commas to separate items in a list. Y2 Select, generate and effectively use adverbs. Y2 Use the suffix ly to turn adjectives into adverbs e.g. slowly, gently, carefully. Y2 Identify and use question marks and exclamation marks. Y1 Secure the use of full stops, capital letters, exclamation marks and question marks. Y2 Orally plan and rehearse ideas. Y1	<u>Information Texts</u> <u>Timescale:</u> 2 weeks <u>Writing Skills:</u> Write simple sentences that can be read by themselves and others. Y1 Use punctuation to demarcate simple sentences (capital letters and full stops) Y1 Secure the use of full stops, capital letters. Y2 Re-read every sentence to check it makes sense. Y1 Extend range of joining words to link words and clauses e.g. and, but, or, because Y1	<u>Explanation Texts</u> <u>Timescale:</u> 2-3 Weeks <u>Writing Skills:</u> Extend range of joining words to link words and clauses using <i>but</i> and <i>or</i> . Y1 Say, write and punctuate simple and compound sentences using the joining words and, but, so and or. Y2 Use subordination for reason using because and if Y2 Use subordination for time using when, before and after Y2 Use the subordinating conjunction that in a sentence, e.g. I hope that it	<u>Recount – Letters</u> <u>Timescale:</u> 2 weeks <u>Writing Skills:</u> Use apostrophes for contracted forms e.g. don't, can't, wouldn't, you're, I'll. Y2 Use apostrophes for singular possession in nouns, e.g. the girl's name. Y2 Use past tense for narratives, recounts and historical reports. Y2 Select, generate and effectively use nouns. Y2 Add suffixes -ness and -er to create nouns Y2 Orally rehearse each sentence prior to writing. Y1

ST OSWALD'S ENGLISH CURRICULUM MAP

CLASS 4 (YEAR1/2) CYCLE B

		Secure the use of full stops, capital letters. Y2 Use joining words to link words and clauses using <i>but</i> and <i>or</i> . Y1 Make singular nouns plural using s and es, e.g. dog, dogs; wish, wishes. Sequence ideas and events in non-fiction. Y1 Select, generate and effectively use nouns. Y2 Compose and sequence their own sentences to write non-fiction texts. Y1 Write in different forms with simple text features e.g. <i>recounts</i> . Y1 Use specific text type features to write for a range of audiences and purposes Y2	Orally rehearse each sentence prior to writing. Y2 Write in different forms with simple text type features Y1 Use specific text type features to write for a range of audiences and purposes e.g. to instruct. Y2 Edit and improve their own writing in relation to audience and purpose. Y2 Proofread to check for errors in spelling, grammar and punctuation. Y2	Say write and punctuate simple and compound sentences using the joining words but, so and or (co-ordination). Y2 Identify and use question marks and exclamation marks. Y1 Secure the use of exclamation marks and question marks. Y2 Write in different forms with simple text type features Y1 Use specific text type features to write for a range of audiences and purposes Y2 Compose and sequence their own sentences to write short non-fiction texts. Y1 Write about real and fictional events. Y2	doesn't rain on sports day. Y2 Orally plan and rehearse ideas. Y1 Plan and discuss what to write about e.g. collecting new vocabulary, key words and ideas. Y2 Compose and sequence their own sentences to write short narratives. Y1 Develop a positive attitude to writing. Y2 Develop stamina for writing in order to write at length. Y2 Write in different forms with simple text type features Y1 Use specific text type features to write for a range of audiences Y2	Develop a positive attitude to writing. Y2 Develop stamina for writing in order to write at length. Y2 Write in different forms with simple text type features Y1 Use specific text type features to write for a range of audiences and purposes. Y2 Compose and sequence their own sentences to write short non-fiction texts. Y1 Write about real and fictional events. Y2 Evaluate their writing with adults and peers. Y2 Read aloud their writing to adults and peers. Y1 Read aloud their writing with intonation to make the meaning clear. Y2
<u>Non-Fiction Writing</u> Outcome Purpose and Audience	<u>Outcome:</u> Information page to inform others that rats have positive qualities <u>Purpose:</u> To inform <u>Audience:</u> Class 5 and their teacher.	<u>Outcome:</u> A recount of the character's day (linked to narrative text). <u>Purpose:</u> To recount events <u>Audience:</u> Create a display of the children's work.	<u>Outcome:</u> A set of instructions on how to make porridge. <u>Purpose:</u> To instruct <u>Audience:</u> Readers of Tony Ross' book: Goldilocks and the Three Bears	<u>Outcome:</u> An information booklet all about camping. <u>Purpose:</u> To inform <u>Audience:</u> Visitors to a camp site.	<u>Outcome:</u> An explanation text linked to a process that happens at the seaside. <u>Purpose:</u> To explain <u>Audience:</u> Arrange a scheduled event where children can share stories, their information texts and perform poems for parents.	<u>Purpose:</u> Letters written in role as one of the animals from 'The Wind in the Willows'. <u>Purpose:</u> To recount events <u>Audience:</u> Letters to be displayed in the school library.

ST OSWALD'S ENGLISH CURRICULUM MAP

CLASS 4 (YEAR1/2) CYCLE B

<u>Poetry Unit and Skills</u> Specific writing skills addressed in each half term – taken from key learning documents.	<u>Poem on a theme with a free verse structure</u> <u>Timescale:</u> 1 week of the unit <u>Key Skills:</u> Say, and hold in memory whilst writing, simple sentences which make sense.Y1 Write simple sentences that can be read by themselves and others.Y1 Separate words with spaces.Y1 Make singular nouns plural using 's' and 'es' e.g. dog, dogs; wish,wishes.Y1 Select, generate and effectively use nouns.Y2 Select, generate and effectively use adjectives. Y2 Identify, generate and effectively use noun phrases. Y2 Orally compose every sentence before writing. Y1 Orally rehearse each sentence prior to writing. Y2 Re-read every sentence to check it makes sense. Y1 Write simple poems based on models. Y2	<u>Poems on a Theme: Space</u> <u>Timescale:</u> 2 weeks <u>Key Skills:</u> Use commas to separate items in a list. Y2 Select, generate and effectively use adjectives. Y2 Add suffixes -ful or -less to create adjectives. Y2 Use suffixes -er and -est to create adjectives. Y2 Orally plan and rehearse ideas. Y1 Plan and discuss what to write about, e.g. collecting new vocabulary, key words and ideas.Y2 Develop a positive attitude to writing.Y2 Write in different forms with simple text type features Y2 Use specific text type features to write for a range of audiences and purposes. Y2 Write simple poems based on models. Y2 Discuss their writing wit adults Y1		<u>Traditional Rhymes</u> <u>Timescale:</u> 2 weeks <u>Key Skills:</u> Use capital letters for names of people and places. Y1 Secure the use of full stops and capital letters. Y2 Orally plan and rehearse ideas.Y1 Plan and discuss what to write about. Y2 Write simple sentences that can be read by themselves and others.Y1 Separate words with finger spaces. Y1 Use their phonic knowledge when spelling any unfamiliar words. Y1 Write poems with simple structures. Y1 Write simple poems based on models. Y2 Read aloud their writing to adults and peers. Y1 Read aloud their writing with intonation to make the meaning clear. Y2		<u>Classic Poetry</u> <u>Timescale:</u> 2 week <u>Key Skills:</u> Use sentences with different forms: statement; question; command; exclamation. Y2 Select, generate and effectively use adjectives. Y2 Select, generate and effectively use verbs. Y2 Create compound words using nouns. Y2 Orally plan and rehearse ideas. Y2 Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas. Y2 Develop a positive attitude to writing. Y2 Write simple poems based on models. Y2 Evaluate their writing with adults and peers. Y2 Read aloud their writing audibly to adults and peers.Y1 Read aloud their writing with intonation to make the meaning clear. Y2

ST OSWALD'S ENGLISH CURRICULUM MAP

CLASS 4 (YEAR1/2) CYCLE B

	Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words.Y1 Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.Y2 Add s and es to words, e.g. thanks, catches. Y1 Add –es to nouns and verbs ending in –y, e.g. copies, babies. Y2	Evaluate their writing with adults and peers. Y2 Read aloud their writing audibly to adults and peers.Y1 Read aloud their writing with intonation to make the meaning clear. Y2				
<u>Poetry Writing</u> Outcome Purpose and Audience	<u>Outcome:</u> Create a free verse poem following a set structure. <u>Purpose:</u> To entertain <u>Audience:</u> Poems to be performed and recorded for school website.	<u>Outcome:</u> A space themed poem. <u>Purpose:</u> To entertain <u>Audience:</u> Poems to be performed and recording on school website.		<u>Outcome:</u> A simple rhyme to based on a traditional model – subject camping. <u>Purpose:</u> To entertain <u>Audience:</u> Visitors to a camp site.		<u>Outcome</u> To create an additional verse based on a classic poem. <u>Purpose:</u> To entertain <u>Audience:</u> Poetry recital for Head Teacher.