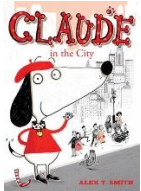


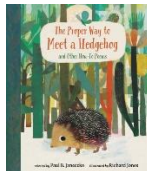
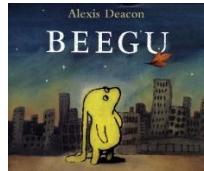



YEAR 1 POWER OF READING CURRICULUM MAP

	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Year 1	<p>'Claude in the City' Alex T Smith</p> 	<p>'Winter Sleep' Sean Taylor & Alex Morss Cinyee Chiu</p> 	<p>'Leaf' Sandra Dieckmann</p> 	<p>'The Proper Way to Meet a Hedgehog' Paul B. Janeczko, Richard Jones</p> 	<p>'Beegu' Alexis Deacon</p> 	<p>'Look Up!' Nathan Bryon, Dapo Adeola</p> 
Human Theme	Exploring the world	Awe, wonder and joy in the natural world	Overcoming prejudice and celebrating difference	Taking joy in the everyday	Belonging & Acceptance	Dreams & Change
Literary Form	Illustrated short stories	Narrative Non-Fiction	Picture book	Poetry	Picture book	Contemporary picture book
National Curriculum Cross-curricular links	<p>Art and Design: Explore art and artists that Claude may have seen at the Museum</p> <p>Design and Technology: Sock friend for Claude; trap for the robber</p> <p>Science: Parts of the body on a doctor's diagram; basic needs of humans to stay healthy</p> <p>Geography: Physical features of a city, countryside or seaside; map of city.</p> <p>PSHE: Claude's 'little white lie'; medicines as part of H&S awareness.</p>	<p>Art and Design: observational drawings; seasons in nature.</p> <p>Design and Technology: Make bird feeders, bird tables, bug hotels, worm bins, butterfly feeders.</p> <p>Music: Explore music composed with the seasons as the focus.</p> <p>Science: Animals and habitats; food chains and food webs; planting, displaying and learning to look after plants; care for birds and other small creatures.</p> <p>Geography: Local area study.</p> <p>P.E.: Explore movements highlighted in the text, e.g. to go round things, climb, pass through, be still, run, curl up into a ball</p> <p>PSHE: family; benefits of nature; being citizens of a</p>	<p>Geography: Investigate countries and habitats for polar bears, including significant geographical features.</p> <p>History: Opportunity to develop work around chronology of machines which fly</p> <p>Design and Technology: Imagine, design, create and test models that can fly.</p> <p>Science: How animals are suited to specific habitats and equipped to survive within those environments. Food chains in both Arctic and local environments.</p> <p>PSHE: Discussion around acceptance & celebrating difference</p>	<p>Art and Design: Respond through art and produce creative work, exploring their ideas and recording their experiences; explore accompanying illustrations by Richard Jones.</p> <p>PE: Basic ball skills and to use throwing, catching, running and bouncing individually and in combination.</p> <p>Music: Explore and understand rhythm within poetry, keeping and notating pulse of 4:4 time and triplet time, relate this to music.</p> <p>Science: explore the natural world, particularly plants, animals and seasonal change; Space and our Solar System.</p>	<p>Science: Develop knowledge related to Earth and space.</p> <p>Art and design: Provide additional prompts and writing: drawing materials to make sketches of what Beegu can see on her planet; coloured card to create signs etc.</p> <p>Computing: Use digital sound recorders for children to record observations and respond to parts of the story.</p> <p>Design and Technology: Create own story backdrops.</p> <p>PSHE: Explore themes around belonging / tolerance and acceptance.</p>	<p>History: Explore lives of significant individuals who contributed to national and international achievements inc. Mae Jemison.</p> <p>Science: Explore day length and night sky, as well as planets and the Solar System, the phases of the moon.</p> <p>Geography: Compare the book's local environment with own, looking at in human and physical features.</p> <p>PSHE: Explore what is important; what difference can you make?</p>

YEAR 1 POWER OF READING CURRICULUM MAP

		wider world.				
Reading: Experience, Knowledge, Skills and Strategies	Environmental sound discrimination Blend and segment polysyllabic words Develop visual literacy Make personal connections Develop inference and deduction Make predictions Build stamina Reading for information - summarise Form intertextual links Develop personal response Form intertextual links	Develop breadth of reading Ask, answer and evaluate questions Reading for information – scanning, summarising Make personal connections Develop inference and deduction Make predictions Develop visual literacy Develop personal, critical and evaluative response	Reading and responding to illustration Review complex code Read simple phrases and sentences with decodable words / known exception words Develop fluency through performance Build stamina Develop breadth of reading Develop personal, critical & evaluative response	Support fluency with rhythm, rhyme and body percussion Review basic code and consonant clusters Link reading and spelling Re-reading Develop fluency through performance Make personal connections Develop inference and deduction Form intertextual links	Review complex code & consonant clusters Link reading and spelling Looking at language Close reading Make personal connections Develop inference and deduction Reading for information - summarising Neo-language – reading pseudo words in context Develop fluency through performance	Environmental sound discrimination Basic code and consonant clusters Blend and segment decodable words Review complex code Develop inference and deduction Make personal connections and form intertextual links Develop personal, critical and evaluative response
Vocabulary, Grammar, Punctuation (and Spelling) and Extended Language Competency	Joining words and joining clauses with 'and' Range of punctuation for clarity and effect (full stop, question mark, exclamation mark) Storytelling language Dialogue Third person narrative Present tense, inc. progressive form Expanded noun phrases Subordinate and coordinate clauses Statements, questions and exclamations Range of suffixes (-ed, -ly, -ing) and compound words	Explanatory and narrative voices Expanded noun phrases Range of sentence structures (statements, questions) Referential voice and formality Range of punctuation for clarity and effect Formation of nouns using suffixes and by compounding Subordination and co-ordination Technical and scientific descriptive vocabulary	Storytelling language Expanded noun phrases Joining words and joining clauses with 'and' Past tense including progressive form Subordination and coordination Fronted adverbial phrases Persuasive Voice – modal verbs Pronouns Range of sentence structures (statements, questions) Formation of nouns using suffixes.	Poetic language Range of sentence structures Expressive and figurative language Language and word play Language for effect – prosody and choice creating meaning Investigating spelling patterns Expanded noun phrases Past, present perfect, progressive tense First and Third Person comparison Subordination and coordination	Narrative voice Regular plural noun suffixes Joining words and joining clauses with 'and' Range of punctuation for clarity and effect Expanded noun phrases Subordination and co-ordination Authorial intent (verb choices) Dialogue Past, present perfect, progressive tenses Range of suffixes ('ed', 'ing')	Joining words and joining clauses with 'and' Range of punctuation for clarity (full stop, question mark, exclamation mark) Narrative voice Present tense including progressive form Adjectives and adverbial phrases Subordination and coordination (including fronted adverbials) Dialogue Range of sentence structures (Statements, questions) Range of suffixes (comparative and superlative -er, -est)
Extended Writing Outcome	Writing in role - postcards Referential writing – Guide book Complete Narrative	Expressive writing in role Referential writing Picture book narrative	Collaborative poetry Non-chronological Report Persuasive Speech	Poetry in a range of forms	Writing in role – diary entry Instructional writing Non-fiction guide to Earth	Personal Narratives Writing in role – journals Explanatory Writing for Persuasive flyer