



Year 1 Curriculum Long Term Map

Core Subjects

English Genre	Dictionary skills	Genres to cover linked to theme where possible: Narrative x3 / Non –Fiction x3 / Poetry x3												
Reading	Word Reading						Comprehension							
Grammar	Word Structure -Regular plural noun suffixes –s or –es, including the effects of these suffixes on the meaning of the noun -Suffixes that can be added to verbs where no change is needed in the spelling of root words -How the prefix un- changes the meaning of verbs and adjectives	Prepositions -Determiners -Adjectives to describe -Alliteration -Similes using as...as... -Precise, clear language to give information	Sentence Structure -How words can combine to make sentences -Joining words and joining clauses using <i>and</i>	Types of sentences -Simple Connectives: -Also as openers: -‘ly’ openers -Simple sentences -Embellished simple sentences using - adjectives -Compound sentences using connectives -Complex sentences: -Use of ‘who’ (relative clause) -‘Run’ - Repetition for rhythm -Repetition for description	Text Structure Sequencing sentences to form short narratives	FICTION -Planning Tools: Story map/mountain -Plan opening around character(s), setting, time of day and type of weather -Understanding - beginning /middle /end to a story -Understanding - 5 parts to a story: -Opening, Build-up, Problem / Dilemma, Resolution, Ending	NON-FICTION -Planning tools: text map -Heading -Introduction -Opening factual statement -Middle section(s) -Simple factual sentences around a <i>them</i> -Bullet points for instructions -Labelled diagrams -Ending -Concluding sentence	Punctuation -Separation of words with spaces -Introduction to the use of: -capital letters -full stops, -question marks -exclamation marks Speech bubble -Bullet points						
H/writing	Kinetic Letters scheme													
Spelling	The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /ŋ/ sound spelt n before k	Division of words into syllables	-tch	The /v/ sound at the end of words	Adding s and es to words	Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word	Adding –er and –est to adjectives where no change is needed to the root word	ai, oi ay, oy a–e e–e i–e o–e u– e ar ee ea (/i:/) ea (/ɛ/)	er (/ɜ:/) er (/ə/) ir ur oo (/u:/)	oo (/ʊ/) oa oe ou ow, ow, ue, ew ie (/aɪ/) ie (/i:/)	igh or ore aw au	air ear ear (/ɛə/) are (/ɛə/) Words ending –y (/i:/ or /ɪ/) New consonant spellings ph and wh	Using k for the /k/ sound Adding the prefix –un Compound words
Spoken Language	Listen/respond to adults and peers	Asking relevant qu’s	Building Vocab	Articulate and justify answer, arguments and opinions	Well structured descriptions, explanations and narratives	Maintain attention and participate actively in collaborative conversations	Developing understanding through speculating, hypothesizing, imagining and exploring.	Speak audibly and fluently with an increasing command or Standard English	Participate in discussions, presentations, performances, role play, improvisation and debates.	Gain, maintain and monitor the interest of the listener.	Consider and evaluate different viewpoints, building on contributions of others.	Select and use appropriate registers for effective communication		
Maths	Number and Place value,		Number - +, -, /, x			Number - Fractions		Measurement		Geometry –Properties of Shapes		Geometry – position and direction		
Mental Maths	Appropriate to the skills taught in lessons													
Science	Throughout: Working Scientifically			Plants			Animals including humans			Everyday materials		Seasonal Changes		